

☆ School Info



School Name	Cresthaven ES (0901)	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/0901_04222019_0901_2019_Cresthaven-Executive)		

☆ 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	101	15	0	0	---	N/A	1	1	0	N/A
01	91	14	1	0	---	0	3	9	0	N/A
02	103	11	1	0	---	0	2	9	0	N/A
03	108	21	0	0	39	---	4	12	2	103
04	78	15	2	0	35	---	2	1	0	74
05	98	16	1	0	41	---	1	0	1	86

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	77	17	3	0	---	0	1	1	0	N/A
01	101	20	4	0	---	0	2	4	0	N/A
02	88	14	1	0	---	0	3	13	0	N/A
03	94	15	1	0	39	---	15	8	1	91
04	94	9	2	0	35	---	6	2	1	92
05	78	18	2	0	32	---	13	4	0	75

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

Students are identified by results on a variety of assessment data such as; letter names and sounds, Benchmark Assessment System (BAS) and performance on standardized tests. This year many students were identified as having a reading deficiency based on being two levels below on BAS. Students were discussed to determine the level of support needed. Teachers also refer students to the "Collaborative Problem Solving Team" who use assessment data to prescribe an early intervention. Some interventions that have proven to be successful are Foundations and Phonics for Reading for phonics when students have difficulty identifying letters and sounds. The "Leveled Literacy Intervention" (LLI) is used as an intervention for students displaying areas of concern in comprehension, phonics, and fluency. Students who started Tier 3 interventions were enrolled in the Basic Functional Reading Course to indicate that a more intense intervention is being implemented. Also, An education support professional meets with students who have limited English language skills and implements programs to help with language acquisition

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0901&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 the literacy coach is responsible for ensuring instruction is aligned to the standards. Classroom observations, administration and coach attendance at grade level planning meetings, and analysis of standards based assessments such as school city and other formal assessments are implemented to collect data about rigorous instruction.

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

Administration and the leadership support team are responsible for monitoring student progress. The coaches created a curriculum map with a timeline of assessments to be given. Every two weeks (end of CARE cycle) students are assessed on the standards through formative instruments such as School City with special attention given to the progress of subgroups. BAS is given quarterly or every two weeks for students in a reading intervention.

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 Collaborative Problem Solving Team (CPST) meets the 2nd and 4th Thursday of every month to monitor progress of students who are below the level of their peers. These students are given interventions and are monitored every two weeks with LLI BAS, Assessments from Fountas and Pinnell, or Cool Tools to ensure that the interventions are successful.

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?

Interventions used to provide targeted instruction include Leveled Literacy Intervention (LLI), Phonics for Reading, Foundations, Quick Reads, Imagine Learning, and Small group targeted guiding reading. Most of these interventions are conducted daily or three times a week with push in and pull-out interventionists. Every primary teacher has been trained in LLI so that they can conduct LLI groups to their students in addition to the 90 minute 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)?

The classroom teachers are provided with professional trainings involving Balanced Literacy at least once a month through staff meetings, and Employee Planning Days. The focus is on small group and differentiated student choice so that all students can feel successful being instructed at their zone of proximal development. The Literacy coach offers "Lit Bits" on Thursdays for teachers needing extra support with Balanced Literacy. The coach also models, observes, and gives feedback to both new and veteran teachers based on the area of PD presented that month.

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

To increase the percentage of proficiency on ACCESS of our ELLs, we have implemented Imagine Learning this year. Our ESOL liaison and literacy coach have printed and reviewed the Can Dos with each grade level team. There are also several pullout groups using Welcome to English and In-Step readers to build reading fluency and comprehension. The ESOL department is facilitating ESOL Family Nights each month. At the September meeting, there were over 16 families supported.

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
Planning Rigorous Instruction aligned to State Standards	Tuesday	2nd, 3rd, 4th	9/17/2019 - 5/26/2020	2:10 PM - 2:50 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Cresthaven_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_08262019_Cresthaven_SAM_19.pdf)	Kristina Dever	8/26/2019
MTSS-Rtl-Action-Plan-Cresthaven-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_09182019_MTSS-Rtl-Action-Plan-Cresthaven-19-20.pdf)	Jan Heavner	9/18/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Cresthaven-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_09182019_SEL-Action-Plan-Cresthaven-2019-20.pdf)	Jan Heavner	9/18/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
School-Wide-Behavior-Plan-CRE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_04222019_School-Wide-Behavior-Plan-CRE.pdf)	Jan Heavner	4/22/2019
Cresthaven-ES-SPBP-Feedback-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_05282019_Cresthaven-ES-SPBP-Feedback-19-20.pdf)	Debbie Boles	5/28/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	653	396	60.64	169	25.88	66	10.11	22	3.37
2017 - 2018	600	331	55.17	168	28.00	76	12.67	25	4.17
2018 - 2019	532	286	53.76	146	27.44	87	16.35	13	2.44

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	77	29	37.66	31	40.26	14	18.18	3	3.90
2018 - 2019	01	101	48	47.52	34	33.66	17	16.83	2	1.98
2018 - 2019	02	88	50	56.82	21	23.86	16	18.18	1	1.14
2018 - 2019	03	94	58	61.70	19	20.21	14	14.89	3	3.19
2018 - 2019	04	94	59	62.77	25	26.60	9	9.57	1	1.06
2018 - 2019	05	78	42	53.85	16	20.51	17	21.79	3	3.85

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 53.8% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 18.8% 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 2.4% 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
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File Name	File Uploaded By	Upload Date
Attendance-Plan-Cresthaven-Elementary(19-20).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_11072019_Attendance-Plan-Cresthaven-Elementary(19-20).pdf)	Jan Heavner	11/7/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan-Cresthaven-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_09112019_School-Counseling-Plan-Cresthaven-2019-20.pdf)	Jan Heavner	9/11/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Cresthaven-Equity-Plan-Finalized.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_08202019_Cresthaven-Equity-Plan-Finalized.pdf)	Jan Heavner	8/20/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_09112019_BPIE-19-20.pdf)	Jan Heavner	9/11/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Bylaws-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0901_10252019_SAF-Bylaws-2019-20.pdf)	October	SAF ByLaws	10/25/2019
SAC.SAF-meeting-schedule.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0901_10152019_SAC.SAF-meeting-schedule.pdf)	October	None	10/15/2019
0901_SAC-Bylaws.2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0901_10152019_0901_SAC-Bylaws.2019.pdf)	October	SAC ByLaws	10/15/2019
0901_SAF.agenda.signin.minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0901_10152019_0901_SAF.agenda.signin.minutes.pdf)	September	Monitored	10/15/2019
0901_SAC.agenda.signin.min.9.26.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0901_10152019_0901_SAC.agenda.signin.min.9.26.19.pdf)	September	SAC ByLaws	10/15/2019
0901_SAC-Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0901_10152019_0901_SAC-Composition-Report.pdf)	October	Monitored	10/15/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Staff-survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_10082019_Staff-survey-2019.pdf)	Jan Heavner	10/8/2019
Parent-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_10082019_Parent-Survey-2019.pdf)	Jan Heavner	10/8/2019
Student-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_10082019_Student-Survey-2019.pdf)	Jan Heavner	10/8/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Space-0901.3.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_10022019_Face-Space-0901.3.jpg)	Denise Camuto	10/2/2019
Face-Space-0901.1.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_10022019_Face-Space-0901.1.jpg)	Denise Camuto	10/2/2019
Face-Space.0901.2.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_10022019_Face-Space.0901.2.jpg)	Denise Camuto	10/2/2019
0901_10022019_Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_10032019_0901_10022019_Catchthem-Being-Great.pdf)	Denise Camuto	10/3/2019
0901_10022019_Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_10032019_0901_10022019_Cultural-Awareness.pdf)	Denise Camuto	10/3/2019
0901_10022019_Face-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_10032019_0901_10022019_Face-Plan-Template.pdf)	Denise Camuto	10/3/2019
0901_10022019_Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_10032019_0901_10022019_Programs-and-Services-Checklist.pdf)	Denise Camuto	10/3/2019

File Name	File Uploaded By	Upload Date
Customer-Service-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0901_10032019_Customer-Service-(1).pdf)	Denise Camuto	10/3/2019

☆ School Info



School Name	Cypress ES (1781)	School Grade (2018 - 2019)
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)
School of Excellence	<input type="checkbox"/> ---	ESSA School
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1781_09272019_Cypress-Elementary-Executive-St	

☆ 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	133	43	0	0	---	N/A	2	6	0	N/A
01	128	32	2	0	---	0	5	15	0	N/A
02	117	24	1	0	---	0	8	16	0	N/A
03	132	21	1	0	58	---	5	17	1	120
04	130	30	1	0	57	---	2	3	1	114
05	134	21	1	0	47	---	2	0	2	125

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	112	25	1	0	---	0	2	2	0	N/A
01	125	28	1	0	---	0	3	20	0	N/A
02	141	41	1	0	---	0	2	15	0	N/A
03	133	30	2	0	57	---	27	9	3	126
04	113	19	0	0	47	---	10	2	0	105
05	132	27	2	0	46	---	14	0	1	128

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

All students in kindergarten-third grade are administered the Benchmark Assessment System (BAS) running record a minimum of three times throughout the school year. Students in fourth and fifth grade who scored a level 1 or level 2 are also administered the Benchmark Assessment System (BAS) a minimum of three times during the school year. In addition to the BAS assessment, students in grades first through fifth take periodic School City Assessments in reading and math to monitor progress toward grade level standards and expectations. All third, fourth, and fifth grade students take School City Science assessments at the end of each instructional cycle.

All students K-5 participate in core literacy, math, and science instruction. Teachers utilize school-level pacing guide and Journeys as a resource to plan grade level instruction for all students. All students participate in small group guided reading during the 90 minute reading block to receive individualized instruction based on students' needs. Teachers in K-5 utilize Go Math and the district's pacing guide to plan grade level instruction in math for all students. All teachers utilize Stemscope and the school's pacing guide to address Science Standards at each grade level K-5.

Supplemental programs in reading include Fountas and Pinnell Phonics, Spelling, and Word Study in grades K-1 and Language Arts Florida Standards Ready Books from Curriculum Associates in grades 1-5. Supplemental programs in math include Math Florida Standards Ready Books from Curriculum Associates. The iReady computer program is used in grades 1-5 for a minimum of 45 minutes per week. Supplemental programs in science include Science Boot Camp. These materials are supplemental and range from 3-5 grades. Teachers in K-2 use the Science 4 For Us to supplement their science lessons. Supplemental program in writing includes resources from Core Connections to supplement and enhance core instruction in writing for all students K-5. Math fluency skills are addressed with the Reflex program and Athletics program. Students in the Dual Language program use iStation to help supplement their instruction in the Spanish classroom. To address vocabulary needs we use Vocabulary Spelling City in grades K-5.

Intervention programs for reading include LLI, Words Their Way, Phonics for Reading, Elements of Reading and Super QAR, and Foundations. Each of these interventions are strategically assigned to students based on their needs as identified through Diagnostic Assessments. Intervention programs for math include Strategic Interventions, Intensive Interventions, and Touch Math. Each of these interventions are strategically assigned and used with students based on their needs as identified through Diagnostic Assessments and CPST meetings.

School Report Card

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1781&district=06>)

K-12 Comprehensive Reading Plan

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

Teachers, Instructional Coaches, and Administration are responsible to ensure that classroom instruction is aligned to grade-level standards. Teachers are provided with an instructional focus calendar that outlines specific standards. During common planning PLCs, teachers and instructional coaches adhere to the C.A.R.E. planning protocols to implement aligned standards instruction. Administration monitors that instruction is aligned by completing classroom walk-throughs and observations.

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

The following resources are used for data collection to determine that students by subgroups are progressing toward reading proficiency:

STAR early Literacy assessment is administered to all Kindergarten students within the first 30 school days and data is automatically uploaded into the PMRN. Teachers also administer Letter Names, Letter Sounds, and Concepts of Print assessments quarterly for additional progress monitoring.

Students in grades 1-5 participate in SchoolCity assessments. SchoolCity is a standards based assessment platform that is used for progress monitoring features that help identify which students are proficient or struggling with specific standards.

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 in grades 4-5. Students are administered BAS protocols a minimum for three times per academic school year. The teacher enters the students' independent, instructional, and frustration reading levels into BASIS. Students that are reading two or more levels below instructional level, it is recommended to monitor students' progress more frequently.

iReady is a computer adaptive program that provides diagnostic reading data during three assessment periods and ongoing individualized instructional paths for students. Teachers and administration have access to a variety of reading data reports from iReady usage.

English Language Learners (ELL) participate in the same progress monitoring assessments/programs as the K-5 students. Students With Disabilities participate in the same progress monitoring assessments/programs as the K-5 students, unless otherwise stated in the reading goals of their Individualized Education Plan (IEP).

Teachers, Reading Coaches, and Administration are equally responsible for collecting and reviewing progress monitoring data. Monthly data conferences provide opportunities to discuss students by subgroups and how they are progressing to 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?

Students that are not progressing towards individual and grade level goals are monitored through Collaborative Problem Solving Team (CPST) process. Through this process, students are identified and provided an intervention based on the steps provided in the K-5 reading Decision Chart. Students are monitored on a weekly basis to determine progress within interventions in Tier 2 and Tier 3. Phonics for Reading, Super QAR, Words Their Way and Foundations are evidence based intervention programs utilized with students. The classroom teacher is responsible for collecting the data and graphing the information. After 4-6 weeks within the intervention, the Collaborative Problem Solving Team meets to determine next steps (move to the next tier, fade back, monitor or refer for evaluation).

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

Students are monitored on a weekly basis to determine progress within interventions in Tier 2 and Tier 3. Phonics for Reading, Super QAR, Words Their Way and Foundations are evidence based intervention programs utilized with students. The classroom teacher is responsible for collecting the data and graphing the information. After 4-6 weeks within the intervention, the Collaborative Problem Solving Team meets to determine next steps (move to the next tier, fade back, monitor or refer for evaluation).

Students With Disabilities receive intensive intervention as needed based on their IEP. Word Heroes, Touch Math, Super QAR, Phonics for Reading, Singapore Math, Moving with Math and Words Their Way are utilized depending on need of each individual student. Progress is monitored by the ESE Support Facilitator on a quarterly basis documented on the progress report.

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 to ensure that all classroom instruction is accessible to a full range of learners for effective instructional design and delivery include: Benchmark Assessment System (BAS), Small Group Guided Reading, and Balanced Literacy trainings. Additionally, teachers have participated in BAS collaboration and Phonics, Spelling, and Word Study provided by the district literacy department. Lastly, teachers have received professional learning on Thinking Maps and Core Connection Writing.

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

Activities implemented at our school to increase the percentage of ELLs becoming proficient on ACCESS for ELLs include:

The Ellevation (Inclass) platform provides student data that groups students based on their performance on ACCESS. Teachers utilize that data to implement specific strategies provided through Ellevation. Additionally, students are provided with small group instruction. Programs such as Phonics for Reading, Word Their Way for ELLs, and Imagine Learning are utilized to increase language acquisition. Students use Imagine Learning 4 times per week for 30 minutes. Paraprofessionals also facilitate various groups and classroom support. Title 3 resources and manipulatives are used in the classroom to support language acquisition.

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
Grade Level PLC	Wednesday Thursday		8/22/2019 - 5/21/2020	8:30 AM - 2:00 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Cypress_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_08262019_Cypress_SAM_19.pdf)	Kristina Dever	8/26/2019
CYE-MTSS-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_10202019_CYE-MTSS-19-20.pdf)	Brittany Knight	10/20/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	8/21/2019 - 5/27/2020	8:30 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_10202019_SEL-Action-Plan-2019.pdf)	Brittany Knight	10/20/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP_2019_2020_CYE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_04262019_SPBP_2019_2020_CYE.pdf)	Claudine Dunbar-Creary	4/26/2019
Cypress-Elementary-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_05242019_Cypress-Elementary-Feedback-Form-2019-20.pdf)	Georeane Nigro	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	802	420	52.37	217	27.06	121	15.09	44	5.49
2017 - 2018	824	404	49.03	231	28.03	138	16.75	51	6.19
2018 - 2019	756	343	45.37	229	30.29	148	19.58	36	4.76

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	112	43	38.39	43	38.39	21	18.75	5	4.46
2018 - 2019	01	125	52	41.60	40	32.00	26	20.80	7	5.60
2018 - 2019	02	141	57	40.43	41	29.08	36	25.53	7	4.96
2018 - 2019	03	133	61	45.86	40	30.08	24	18.05	8	6.02
2018 - 2019	04	113	60	53.10	32	28.32	16	14.16	5	4.42
2018 - 2019	05	132	70	53.03	33	25.00	25	18.94	4	3.03

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 45.4% 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 24.3% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 4.8% 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
CYE-19_20-Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_10142019_CYE-19_20-Attendance-Plan.pdf)	Brittany Knight	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
CYE-Counseling-Plan-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_09122019_CYE-Counseling-Plan-19_20.pdf)	Brittany Knight	9/12/2019

Equity Plan

File Name	File Uploaded By	Upload Date
19-20-Equity-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_09252019_19-20-Equity-Plan.pdf)	Claudine Dunbar-Creary	9/25/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-CYE-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_09102019_BPIE-Plan-CYE-19-20.pdf)	Claudine Dunbar-Creary	9/10/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
19_20-CYE--SCHEDULE-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1781_10202019_19_20-CYE--SCHEDULE-.pdf)	September	None	10/20/2019
SAF-By-Laws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1781_10202019_SAF-By-Laws.pdf)	September	Monitored	10/20/2019
Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1781_10142019_Committee-Membership.pdf)	September	None	10/14/2019
Cypress-May-SAC-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1781_10032019_Cypress-May-SAC-Meeting.pdf)	May	Monitored	10/3/2019
2019_2020-SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1781_09262019_2019_2020-SAC-ByLaws.pdf)	September	SAC ByLaws	9/26/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
CYE-18_19-EPROVE-SURVEY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_09302019_CYE-18_19-EPROVE-SURVEY.pdf)	Brittany Knight	9/30/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
CYE-19-20-Cultural-Awareness.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_10012019_CYE-19-20-Cultural-Awareness.docx)	Brittany Knight	10/1/2019
CYE-19-20-Customer-Service.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_10012019_CYE-19-20-Customer-Service.docx)	Brittany Knight	10/1/2019
CYE-19-20-Programs-and-Services-Checklist.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_10012019_CYE-19-20-Programs-and-Services-Checklist.docx)	Brittany Knight	10/1/2019
Cypress-Plan-Face-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_10032019_Cypress-Plan-Face-Plan-19-20.pdf)	Jacquelyn Bray	10/3/2019
CYE-Whoop-Whoop-Corner-.png (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1781_10032019_CYE-Whoop-Whoop-Corner-.png)	Brittany Knight	10/3/2019

☆ School Info



School Name	Deerfield Beach ES (0011)	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/0011_09122019_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	104	30	3	0	---	N/A	3	2	0	N/A
01	102	18	2	0	---	0	3	6	0	N/A
02	103	13	2	0	---	0	1	9	1	N/A
03	97	8	1	0	33	---	2	8	2	89
04	122	9	1	0	47	---	2	2	3	113
05	103	10	0	0	38	---	0	0	1	100

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	84	17	1	0	---	0	2	6	0	N/A
01	108	19	5	0	---	0	6	15	0	N/A
02	106	15	7	0	---	0	1	5	0	N/A
03	107	10	5	0	41	---	15	9	2	100
04	89	10	3	0	34	---	7	0	1	83
05	113	14	0	0	35	---	6	0	2	107

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

School level progress is monitored through a variety of different diagnostic and summative assessment tools including quarterly BAS, instructional cycles based on standards with School City Assessments (literacy), quarterly School City Assessments (math), monthly writing prompts, and chapter math assessments. Teachers also utilize individual observations and keep notes during their guided reading groups.

In Literacy, staff implement a variety of instructional materials. Core materials include our leveled guided reading book room where we house thousands of titles that are leveled based on student BAS levels. Teachers also have a large collection of books for whole group balanced literacy instructional methods. We utilize multiple intervention programs for grade levels based on individual and small groups of needs. These programs include Foundations, Just Words, Phonics for Reading, LLI, and strategic skills and strategy instruction using complex text for comprehension. Supplemental materials include Readworks, ZOOM-In, Storyworks, and Newsela programs. DBES also utilizes iReady and Myon as an online programs that are used as a reading center and as homework as a supplemental reading program.

In Math, DBES utilizes components of the Go Math series and Engage New York based on the standards and the needs of the students. We utilize Reflex Math and Xtramath.org, two online math fluency programs, as both supplemental and intervention programs. We also utilize the GO Math intervention materials as a Tier 2 and Tier 3 intervention. Teachers utilize the online component of Science Scopes and the leveled readers from the new Social Studies adoption and integrate them into their literacy blocks to ensure students are instructed on the grade level standards.

DBES has created a positive and strong MTSS-RTI culture based on simple expectations grounded in continuous monitoring. At DBES, administration utilizes both formative and summative data to ascertain where large & small group trends are and teachers use the same information to concentrate on individuals. DBES placed a premium on initial data collection at the beginning of the year, gathering all of our needed BAS scores amongst other diagnostic data to determine initial needs of our students and to build the necessary interventions. Each intervention has a built in weekly data pull that is monitored over the course of the weeks to determine next steps. This information travels with students with progress monitoring folders. This tool stays with them as they move from grade level to grade level. Our school has scheduled out monthly RTI meetings for each grade level and continuously bring up students to discuss. Students are brought up by both teachers and administration based on the data we review and see.

DBES utilizes the Balanced Literacy Approach which ensures that all students are getting instructed in the LAFS and MAFS standards. Through Interactive Read Alouds, Shared Reading, Guided Reading, and Independent reading students are receiving instruction in reading skills and strategies, thinking processes, utilizing Thinking Maps when appropriate. Teachers incorporate checklists and rubrics to provide students with the opportunity to reflect on their learning and set goals based on what is needed obtain what is needed for mastery. In all subject areas, teachers utilize a variety of anchor charts, and technology such as the Recordex, laptops, document cameras.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0011&district=06>)

K-12 Comprehensive Reading Plan

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

Classroom teachers, administration, and literacy coaches are responsible for making sure all classroom instruction is correctly aligned to grade-level standards. The evidence collected is through the use of our School City assessments at the end of our instructional cycles. We also administer classroom level assessments, a quarterly BAS is administered, as well as various assessments to monitor the progress of our students. The use of iReady instruction allows teachers to pinpoint areas of weakness and strengths and allows them to differentiate curriculum to ensure all students are being taught to their specific needs.

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 data from School City assessments, i-Ready, BAS and specific reading interventions is used to progress monitor our students. The data is disaggregated by subgroups and is used to drive instruction. The principal, assistant principal, reading coach and individual classroom teachers are all responsible for collecting and reviewing the data together. Individual teacher and grade level data chats are held monthly.

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 in their reading instruction are given various diagnostic assessments to determine the area(s) of weakness. Once the weakness is determined, the student is placed in an intervention to rectify the deficiency. Weekly progress monitoring is used to determine if the student is improving or if the intervention is not working. If the student is not progressing, it needs to be determined why. Does child need a smaller group, more time, or a new intervention? If the child is meeting with success, further assessments may be given to see if the child needs to stay in the intervention.

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

All students that require a targeted supplemental intervention (Tier 2) are placed in small groups based on their reading deficiencies. Each grade level has a thirty-minute block of time where the students "Walk to Read". Each teacher on the grade level teaches a targeted intervention based on the needs of the students in the small group. Those students that require an intensive intervention (Tier 3) are placed in small groups based on their areas of weakness. These students are taught by one of our two interventionists. Our SWD receive their instruction by one of our two ESE teachers based on their IEPs. The materials and resources that we use for our Tier 2 and Tier 3 instruction are: LLI, Words Their Way, REWARDS, Phonics for Reading, Zoom In, i-Ready, and strategic skills and strategy instruction in comprehension using a wide variety of informational and literary text.

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)?

For the past two years, our PLCs have focused on all the components of Balanced Literacy. Some of our teachers have attended BAS, Balanced Literacy and Small Group Guided Reading professional development from the county. This year we are a CLI (Children's Literacy Initiative) school. All of our teachers in K-3 will have additional support in their planning and instruction of Tier 1 literacy instruction.

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

Teachers utilize a variety of strategies to meet the needs of their ELLs. All ELL students participate in Tier 1 quality instruction. Their reading instruction is differentiated based on the individual language needs of the learners. The previous year's ACCESS scores are utilized to determine what the students can do, and instruction is designed around this.

Students are given "Word to Word" dictionaries in their native languages to assist with their reading, writing, listening, and speaking. We have a paraprofessional that meets with our ELL students in small groups to further develop their language needs. This year, Imagine Learning will be used with all our A1 and Level 1 ELL students. Imagine Learning is a standards - aligned curriculum that builds core reading and academic language skills.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA/Math	Monday	1st, 3rd	9/9/2019 - 5/25/2019	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
Deerfield-Beach_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_08262019_Deerfield-Beach_SAM_19.pdf)	Kristina Dever	8/26/2019
MTSS-Rtl-Action-Plan-Template-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_10032019_MTSS-Rtl-Action-Plan-Template-19-20.pdf)	Jessica Desrosiers	10/3/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-DBES-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_09262019_SEL-Action-Plan-DBES-2019-2020.pdf)	Jessica Desrosiers	9/26/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Deerfield-Beach-Elem-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_05242019_Deerfield-Beach-Elem-Feedback-Form-2019-20.pdf)	Georeane Nigro	5/24/2019
Updated-2019-20-SPBP-new.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_10222019_Updated-2019-20-SPBP-new.pdf)	Jessica Desrosiers	10/22/2019

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	717	410	57.18	205	28.59	86	11.99	16	2.23
2017 - 2018	649	356	54.85	195	30.05	78	12.02	20	3.08
2018 - 2019	607	291	47.94	222	36.57	76	12.52	18	2.97

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	84	31	36.90	35	41.67	12	14.29	6	7.14
2018 - 2019	01	108	45	41.67	42	38.89	17	15.74	4	3.70
2018 - 2019	02	106	47	44.34	42	39.62	15	14.15	2	1.89
2018 - 2019	03	107	65	60.75	31	28.97	8	7.48	3	2.80
2018 - 2019	04	89	46	51.69	32	35.96	10	11.24	1	1.12
2018 - 2019	05	113	57	50.44	40	35.40	14	12.39	2	1.77

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 47.9% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 15.5% 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 3.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-SIP-(19-20).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_11072019_Attendance-Plan-SIP-(19-20).pdf)	Jessica Desrosiers	11/7/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_09122019_ASCP-2019-2020.pdf)	Jessica Desrosiers	9/12/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Revised-Equity-School-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_09262019_Revised-Equity-School-Action-Plan-2019.pdf)	Jessica Desrosiers	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
BPIE_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_09132019_BPIE_2019.pdf)	Jessica Desrosiers	9/13/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Staff-Sign-In-A+-Voting-11.5.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0011_11072019_Staff-Sign-In-A+-Voting-11.5.19.pdf)	November	A+ Funds	11/7/2019
Ballot-voting-results-11.6.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0011_11072019_Ballot-voting-results-11.6.pdf)	November	A+ Funds	11/7/2019
October-SAF.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0011_10312019_October-SAF.pdf)	October	Monitored	10/31/2019
A+funds-ballot.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0011_10312019_A+funds-ballot.pdf)	October	A+ Funds	10/31/2019
October-SAF.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0011_10312019_October-SAF.pdf)	October	A+ Funds	10/31/2019
October-SAC-meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0011_10312019_October-SAC-meeting.pdf)	October	A+ Funds	10/31/2019
September-SAF.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0011_10222019_September-SAF.pdf)	September	None	10/22/2019
SAC-meeting-dates-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0011_10222019_SAC-meeting-dates-2019.pdf)	September	None	10/22/2019
SAC-bylaws-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0011_10222019_SAC-bylaws-2019.pdf)	September	SAC ByLaws	10/22/2019
September-SAC-meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0011_10222019_September-SAC-meeting.pdf)	September	None	10/22/2019
SAC-composition-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0011_10222019_SAC-composition-2019.pdf)	September	None	10/22/2019
SAF--bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0011_10222019_SAF--bylaws.pdf)	September	SAF ByLaws	10/22/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
2019-eProve-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_05102019_2019-eProve-Staff-Survey.pdf)	Amanda Soeder	5/10/2019
2019-eProve-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_05102019_2019-eProve-Parent-Survey.pdf)	Amanda Soeder	5/10/2019

File Name	File Uploaded By	Upload Date
2019-eProve-Parent-Bilingual-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_05102019_2019-eProve-Parent-Bilingual-Survey.pdf)	Amanda Soeder	5/10/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
programs_services.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_09192019_programs_services.pdf)	Jessica Desrosiers	9/19/2019
SEL-handout-frontoffice.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_09192019_SEL-handout-frontoffice.pdf)	Jessica Desrosiers	9/19/2019
FACE-space_front-office.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_09192019_FACE-space_front-office.jpeg)	Jessica Desrosiers	9/19/2019
being_great_September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_10222019_being_great_September.pdf)	Jessica Desrosiers	10/22/2019
customer_service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_10222019_customer_service.pdf)	Jessica Desrosiers	10/22/2019
cultural_awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0011_10222019_cultural_awareness.pdf)	Jessica Desrosiers	10/22/2019

☆ School Info



School Name	Endeavour Primary (3301)	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/3301_10182019_ENDEAVOUR-EXECUTIVE-SUMI)	

☆ 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	100	29	2	0	---	N/A	2	3	0	N/A
01	78	25	0	0	---	0	4	8	1	N/A
02	80	16	0	0	---	0	2	6	0	N/A
03	93	22	3	0	38	---	8	10	5	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	98	29	0	0	---	0	1	2	0	N/A
01	105	19	3	0	---	0	4	7	1	N/A
02	84	22	0	0	---	0	1	4	0	N/A
03	84	15	4	0	41	---	20	10	0	78

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

School level progress is monitored through a variety of different diagnostic and summative assessment tools including quarterly BAS, instructional cycles based on standards with School City Assessments (literacy), quarterly School City Assessments (math), monthly writing prompts, and chapter math assessments. Teachers also utilize individual observations and keep notes during their guided reading groups.

In Literacy, staff implement a variety of instructional materials. Core materials include our leveled guided reading book room where we house thousands of titles that are leveled based on student BAS levels. Teachers also have a large collection of books for whole group balanced literacy instructional methods. We utilize multiple intervention programs for grade levels based on individual and small groups of needs. These programs include Fundations, Just Words, Phonics for Reading, LLI, and strategic skills and strategy instruction using complex text for comprehension. Supplemental materials include Readworks, ZOOM-In, Storyworks, and Newsela programs. DBES also utilizes iReady and Myon as an online programs that are used as a reading center and as homework as a supplemental reading program.

In Math, DBES utilizes components of the Go Math series and Engage New York based on the standards and the needs of the students. We utilize Reflex Math and Xtramath.org, two online math fluency programs, as both supplemental and intervention programs. We also utilize the GO Math intervention materials as a Tier 2 and Tier 3 intervention. Teachers utilize the online component of Science Scopes and the leveled readers from the new Social Studies adoption and integrate them into their literacy blocks to ensure students are instructed on the grade level standards.

DBES has created a positive and strong MTSS-RTI culture based on simple expectations grounded in continuous monitoring. At DBES, administration utilizes both formative and summative data to ascertain where large & small group trends are and teachers use the same information to concentrate on individuals. DBES placed a premium on initial data collection at the beginning of the year, gathering all of our needed BAS scores amongst other diagnostic data to determine initial needs of our students and to build the necessary interventions. Each intervention has a built in weekly data pull that is monitored over the course of the weeks to determine next steps. This information travels with students with progress monitoring folders. This tool stays with them as they move from grade level to grade level. Our school has scheduled out monthly RTI meetings for each grade level and continuously bring up students to discuss. Students are brought up by both teachers and administration based on the data we review and see.

DBES utilizes the Balanced Literacy Approach which ensures that all students are getting instructed in the LAFS and MAFS standards. Through Interactive Read Alouds, Shared Reading, Guided Reading, and Independent reading students are receiving instruction in reading skills and strategies, thinking processes, utilizing Thinking Maps when appropriate. Teachers incorporate checklists and rubrics to provide students with the opportunity to reflect on their learning and set goals based on what is needed obtain what is needed for mastery. In all subject areas, teachers utilize a variety of anchor charts, and technology such as the Recordex, laptops, document cameras.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3301&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 will conduct weekly informal classroom observations to ensure instruction is fully aligned to the Florida Standards. Use of the Instructional Practice Guide (IPG) is often used as an observation tool to determine the level of alignment of instructional practices towards the standard. Use of the IPG allows for the leadership teams to collect qualitative evidence of teacher and student behaviors as related to standards aligned instruction. The resulting, observational qualitative data are analyzed to inform the professional development needs of staff to support high-quality instruction that will lead to an increase in effective teaching and learning practices. The school principal ensures that instruction is systematic and explicit to meet the needs of students. Recommendations for professional development and additional support are provided to schools based on data and student needs.

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?

School administrators, teachers, and support staff have the opportunity to access and review the ongoing progress of their students. Student performance data are closely monitored to ensure fully informed decision-making. Qualitative data collected are analyzed to inform the professional growth and development needs of staff in order to increase classroom effectiveness through the delivery of high-quality literacy instruction. Further qualitative data analysis can be conducted through student protocols to support the identification of multi-tiered systems of support for all students that include response to intervention (RtI) as determined through the school-based collaborative problem-solving process.

Endeavour Primary Learning Center uses the computer adaptive STAR Early Literacy assessment that is administered to all kindergarten students the first 30 school days and data are automatically uploaded in the Progress Monitoring and Reporting Network (PMRN) and it is used as a baseline to inform early literacy strengths and needs. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments quarterly for additional progress monitoring.

In addition, teachers in grades K-3 administer the Benchmark Assessment System (BAS) and enter students' independent, instructional, and frustration reading levels into BASIS 3.0 at a minimum three (3) assessment periods per year. However, when data indicates students are reading two or more levels below instructional levels at any point in time, these students are placed in Response to Intervention (RtI) and are assigned interventions and goals through the CPST team meeting.

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

Teachers 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 in grades 3 scoring a level 1 or 2 on FSA -ELA. When data indicates students are reading two or more levels below instructional levels at any point in time, these students are placed in Response to Intervention (RtI) and are assigned interventions and goals through the CPST team meeting using the Reading Decision Chart as a guide. Any student who has been identified by the Collaborative Problem-Solving team in need of Tier 2 or Tier 2 and Tier 3 intervention, must have an individualized reading intervention plan documented in BASIS 3.0. The IT department will code these students with the appropriate reading intervention data element. Interventions will be aligned to the Early Identification/ Intervention Reading Decision Guidelines.

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?

Administration will produce additional appropriate resources (if necessary) through district resources, school budget resources, and partnerships. SWD students will receive additional support in the area of reading by the ESE support personnel, classroom teachers and support coaches. Teachers will implement interactive read aloud and small group guided reading and interventions during their ELA block differentiating instruction to meet the needs of all learners. The levels of evidence will be defined by the differentiated literacy strategies used during the ELA block to meet the needs of all learners. Progress monitoring will be through collection of BAS, i-Ready and School City data along with resources used to support this strategy and lesson planning to implement these two components of Balanced Literacy with fidelity. The majority of SWDs are progress monitored using the tools reference above. Students with significant cognitive disabilities are instructed utilizing the grade-level Florida Standards Access Points and progress is measured through curriculum-based assessments. Quarterly progress monitoring of reading goals is mandatory for all students with disabilities SWDs. The data is updated into the EasyIEP and communicated to parents via the IEP quarterly progress report.

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 instructional staff will participate in literacy trainings (Balanced Literacy, F&P Phonics and Word Study Systems) and implement the strategies learned as demonstrated by explicitly differentiating instruction through interactive read alouds and small group guided reading with fidelity. Professional Learning Communities will center on the implementation of BAS calibration, interactive read aloud and small group guided reading differentiated instructional practices of the Balanced Literacy program.

Through these professional learning opportunities, all teachers will plan high quality core instruction to meet the varied needs of all learners. Instructional staff at Endeavour will use effective teaching practices and the intentional differentiation of instruction when teaching using a Balanced Literacy approach. Our teachers will also use different ways of stimulating students' interest and motivation for learning, embed different ways to present information and content, and construct different ways that students can express what they know based on students' needs, assets, and strengths. The levels of evidence will be defined by the differentiated literacy strategies used during the ELA block to meet the needs of all learners.

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

English Language Learners (ELL) participate in the same progress monitoring assessments in grades K-3. Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language proficiency. Stakeholders should take time to discuss the meaning of the results in relation to the standards and how the results affect the services, curriculum, instruction, and classroom assessment of ELLs. Educators may use the Can Do Descriptors in conjunction with the other components of the WIDA Standards Framework including Performance Definitions and Model Performance Indicators along with the original edition of the Can Do Descriptors. The core instruction for ELLs should be delivered with teachers knowledgeable about the process of acquiring a second language, and know how to deliver culturally relevant content, literacy, and language instruction. Instruction within these settings will not be viewed as an intervention (Tiers 2 or 3), but rather part of ELLs' core instruction. Endeavour will also have specified ELL students have access to Imagine Learning, a researched based, standards- aligned curriculum that builds core reading and academic language skills to support ELL students' core curriculum.

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
EPLC Professional Learning Team	Wednesday	1st, 2nd, 3rd, 4th	10/9/2019 - 4/22/2020	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Endeavour-Primary_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_08262019_Endavour-Primary_SAM_19.pdf)	Kristina Dever	8/26/2019
3301_10032019_Endavour-_MTSS-Rtl-Action-Plan-Template-(4).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_10182019_3301_10032019_Endavour-_MTSS-Rtl-Action-Plan-Template-(4).pdf)	Marisa Dukes	10/18/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	8/29/2019 - 5/28/2019	8:30 AM - 12:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_09272019_SEL-Action-Plan-1920.pdf)	Marisa Dukes	9/27/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Endavour-Primary-Learning-Center-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_05242019_Endavour-Primary-Learning-Center-Feedback-Form-2019-20.pdf)	Valerie Blackwell	5/24/2019
3301_04292019_EPLC-2019-20-Behavior-Plan-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_10182019_3301_04292019_EPLC-2019-20-Behavior-Plan-(1).pdf)	Marisa Dukes	10/18/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	441	204	46.26	112	25.40	90	20.41	35	7.94
2017 - 2018	394	188	47.72	96	24.37	85	21.57	25	6.35
2018 - 2019	371	171	46.09	111	29.92	62	16.71	27	7.28

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	37	37.76	29	29.59	21	21.43	11	11.22
2018 - 2019	01	105	52	49.52	33	31.43	12	11.43	8	7.62
2018 - 2019	02	84	39	46.43	22	26.19	18	21.43	5	5.95
2018 - 2019	03	84	43	51.19	27	32.14	11	13.10	3	3.57

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 46.1% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 24.0% 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 7.3% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
EPLCArrival-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_10012019_EPLCArrival-Plan-2019.pdf)	Marisa Dukes	10/1/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
EPLCGuidancePlan19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_10012019_EPLCGuidancePlan19-20.pdf)	Marisa Dukes	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
EPLCEquityPlan19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_10022019_EPLCEquityPlan19.pdf)	Marisa Dukes	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018-19-Self-AssessmentEPLC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_09112019_BPIE_2018-19-Self-AssessmentEPLC.pdf)	Marisa Dukes	9/11/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-AGENDA-9-12-19-MINUTES.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3301_10182019_SAC-AGENDA-9-12-19-MINUTES.doc)	October	Developed	10/18/2019
SAC-AGENDA-10-10-19.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3301_10172019_SAC-AGENDA-10-10-19.doc)	October	None	10/17/2019
SAC-AGENDA-9-12-19.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3301_10172019_SAC-AGENDA-9-12-19.doc)	October	Monitored	10/17/2019
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3301_10172019_SAC-ByLaws.pdf)	October	SAC ByLaws	10/17/2019
EPLCSACcompositionReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3301_10022019_EPLCSACcompositionReport.pdf)	September	Developed	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
EPLCParentSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_09272019_EPLCParentSurvey.pdf)	Marisa Dukes	9/27/2019
EPLCStaffSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_09272019_EPLCStaffSurvey.pdf)	Marisa Dukes	9/27/2019
EPLCStudentSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_09272019_EPLCStudentSurvey.pdf)	Marisa Dukes	9/27/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
SPARKSSurvey19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_10022019_SPARKSSurvey19.pdf)	Marisa Dukes	10/2/2019
SPARKSSurveyResults19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_10022019_SPARKSSurveyResults19.pdf)	Marisa Dukes	10/2/2019
EPLCFace-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3301_10182019_EPLCFace-Plan.pdf)	Marisa Dukes	10/18/2019

☆ School Info



School Name	Flamingo ES (2541)	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"/> ---	ESSA School	<input type="checkbox"/> No
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2541_10032019_Executive-Summary.pdf) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	105	22	0	0	---	N/A	0	0	0	N/A
01	113	30	1	0	---	0	3	4	0	N/A
02	127	13	1	0	---	0	1	3	0	2
03	117	16	3	0	29	---	2	6	2	110
04	122	13	3	0	28	---	1	1	0	116
05	127	24	2	0	44	---	1	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	92	19	0	0	---	0	1	1	0	N/A
01	114	21	0	0	---	0	2	6	0	N/A
02	107	13	0	0	---	0	2	7	0	N/A
03	127	17	0	0	33	---	9	3	1	125
04	119	18	1	0	40	---	10	1	1	118
05	124	24	4	0	28	---	13	1	0	118

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

Flamingo Elementary employs a variety of strategies to improve the academic performance of students identified by the Early Warning System. Instruction for all students is standards driven. Formative Assessment Data is collected monthly to determine that students are progressing toward school and District goals. Data is analyzed at monthly Professional Learning Communities PLC's and subsequent instruction is based on results. Spiraling and reteaching of FSA Standards are integral components in this process. Flamingo Elementary School teachers utilize differentiated centers, Thinking Maps, Brain Break Movement, flexible seating, and an array of modalities that would be considered consistent with Universal Design for Learning (UDL) principles.

For English Language Arts (ELA), Balanced Literacy (LAF's, Journeys, Guided Leveled Readers) is used for core curriculum. Scholastic Newsprint and Story Works are used for supplemental materials. Phonics for Reading, Write-in Reader, Foundations, Wilson, and LLI in grades 1-2 are used for Intervention programs based on students' needs. In Math, Go Math is used for core curriculum. Front Row Math is used as supplemental material for fluency.

The Response to Intervention (RtI) process is used to identify and guarantee that students in danger of failure and/or retention are receiving assistance and support. Students who are experiencing difficulties with Tier 1 core instructions are referred to RtI. RtI meetings consist of the RtI Team (Administrator(s), Guidance Counselor, Literacy Coach, Math Coach, School Psychologist, et.al), teachers, and may include parents. The meetings are held every six weeks to determine progress toward standards mastery or lack thereof for referred students. Student progress is graphed. Once determined that students are still struggling, Tier 2 and or Tier 3 interventions are implemented based on deficits. RtI follow-up meetings are held, and if progress is being made interventions continue. If progress is not being made interventions may be changed or the RtI Team may recommend that the students be referred for evaluation. In addition to RtI, students who do not meet quarterly progress monitoring criteria are placed on a Progress Monitoring Plan (PMP) for Reading and/or Math.

An analysis of Early Warning Indicators from school years 2017/2018 to 2018/2019 showed a slight change in percentages of students at FSA Level 1 in English Language Arts (ELA) and/or Math (MA). Percentages are as follows: 29%; 28%; 44% - Grades 3, 4, 5 respectively in 2017-2018 as compared to 33%; 40%; 28% - Grades 3, 4, 5 respectively in 2018-2019. To address this, FSA Level 1 students in ELA and/or MA and those students who present with two or more Early Warning Indicators are identified and monitored closely to ensure their improved school performance through targeted interventions.

To recapitulate, Flamingo Elementary School strives to improve the academic performance of students identified in the Early Warning System through timely identification, routine implementation of the aforementioned academic interventions, and frequent progress monitoring.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2541&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, the Proficiency for FSA English/Language Arts Subskill Key Ideas and Details for Students with Disabilities in Grades 3-5 will increase from 39% to 42% as evidenced by the 2019-2020 Spring ELA FSA.	I-Ready Reading	Literacy Coach, Math Coach	6/2/2020			I-Ready Growth Monitoring Assessments	
By June 2020, FSA English/Language Arts Proficiency in Grade 4 will increase from 45% to 48% as evidenced by the 2019-2020 Spring ELA FSA.	Monthly PLC meetings focused on specific standards-based lessons and small group instruction.	Literacy Coach, Math Coach	6/2/2020	School-based PLC	\$11,761.00	I-Ready Growth Monitoring Assessments	

K-12 Comprehensive Reading Plan

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

Support staff and administration are responsible for ensuring classroom instruction is aligned to grade-level Florida Standards. The evidence is collected from School City, iReady Diagnostic Assessments, and iReady Growth Checks. This evidence demonstrates that classroom instruction is aligned to the grade-level standards.

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

The data collected from iReady, School City, Benchmark Assessment System (BAS), and the Broward Standards Assessment (BSA) determines how students are progressing toward reading proficiency. This data is also disaggregated and analyzed by student subgroup. At the school level, support staff and administration are responsible for collecting and reviewing student progress monitoring data.

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

The school ensures that students who are not progressing toward individual and grade level goals are being monitored through the Collaborative Problem-Solving Team (CPST)/Multi-Tiered Support System (MTSS), Progress Monitoring Plans (PMP), and Data Chats. Through these systems, the school provides the appropriate interventions and monitoring by using the K-5 Identification/Intervention Reading Decision Chart.

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

The instructional practices and resources that are used at the school are: Foundations, Phonics for Reading, Literacy and Reading Toolkit (Journeys), Write in Reader, Leveled Readers, Imagine Learning, Rewards, Super QAR, Quick Reads, and Cool Tools. These resources are used with all students including Students With a Disability (SWD), students who are being targeted for supplemental instruction, and students who are receiving intensive interventions.

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

The professional learning that teachers at the school have participated in ensures that classroom instruction is accessible for all learners. This professional learning includes Phonics, Spelling, and Word Study, Thinking Maps, and Phonemic Awareness.

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

To increase the percentage of ELL's becoming proficient on the ACCESS for ELL's, the school has implemented specific activities and programs including Imagine Learning, WIDA standards, Home Language Dictionary, Content Glossaries, Latinos in Action.

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 2541 Reading	Tuesday Wednesday	2nd, 3rd	8/7/2019 - 5/15/2020	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
Flamingo_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_08262019_Flamingo_SAM_19.pdf)	Kristina Dever	8/26/2019

File Name	File Uploaded By	Upload Date
MTSS-RTI-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_10022019_MTSS-RTI-Action-Plan.pdf)	Stephanie Rodriguez	10/2/2019
MTSS-RTI-Interventions-List.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_10022019_MTSS-RTI-Interventions-List.pdf)	Stephanie Rodriguez	10/2/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_10022019_SEL-Action-Plan.pdf)	Stephanie Rodriguez	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2541_04182019_FLE_SPBP_19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_05172019_2541_04182019_FLE_SPBP_19-20.docx)	Tynee Hogan	5/17/2019
Flamingo-ES-feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_05242019_Flamingo-ES-feedback-form-2019-20.pdf)	Vince Watson	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	708	380	53.67	221	31.21	88	12.43	19	2.68
2017 - 2018	724	372	51.38	230	31.77	98	13.54	24	3.31
2018 - 2019	683	338	49.49	227	33.24	104	15.23	14	2.05

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	92	41	44.57	32	34.78	13	14.13	6	6.52
2018 - 2019	01	114	50	43.86	42	36.84	20	17.54	2	1.75

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	02	107	54	50.47	39	36.45	14	13.08	0	0.00
2018 - 2019	03	127	68	53.54	41	32.28	18	14.17	0	0.00
2018 - 2019	04	119	57	47.90	42	35.29	18	15.13	2	1.68
2018 - 2019	05	124	68	54.84	31	25.00	21	16.94	4	3.23

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 49.5% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 17.3% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_10142019_Attendance-Plan.pdf)	Stephanie Rodriguez	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_10032019_School-Counseling-Plan.pdf)	Stephanie Rodriguez	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_10032019_Equity-Diversity-Action-Plan.pdf)	Stephanie Rodriguez	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_10032019_BPIE.pdf)	Stephanie Rodriguez	10/3/2019

File Name	File Uploaded By	Upload Date
BPIE-School-Level-Self-Assessment.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_10032019_BPIE-School-Level-Self-Assessment.pdf)	Stephanie Rodriguez	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Meeting-Agenda-Oct.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2541_10302019_Meeting-Agenda-Oct.pdf)	October	Developed	10/30/2019
Flamingo-Meeting-Minutes-Sept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2541_10302019_Flamingo-Meeting-Minutes-Sept.pdf)	September	Developed	10/30/2019
SAC-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2541_10182019_SAC-Meeting-Dates.pdf)	September	Developed	10/18/2019
SAC-Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2541_10172019_SAC-Committee-Membership.pdf)	September	Developed	10/17/2019
SAF-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2541_10032019_SAF-Bylaws.pdf)	September	SAF ByLaws	10/3/2019
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2541_10032019_SAC-ByLaws.pdf)	September	SAC ByLaws	10/3/2019
SAC-Mtg-Agenda-Sept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2541_10032019_SAC-Mtg-Agenda-Sept.pdf)	September	Developed	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
2019-eProof-Survey-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_09232019_2019-eProof-Survey-Results.pdf)	Stephanie Rodriguez	9/23/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_10032019_Face-Plan.pdf)	Stephanie Rodriguez	10/3/2019
FACE-Plan-Catch-Them-Being-Great-Q1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_10032019_FACE-Plan-Catch-Them-Being-Great-Q1.pdf)	Stephanie Rodriguez	10/3/2019
FACE-Plan-Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_10032019_FACE-Plan-Cultural-Awareness.pdf)	Stephanie Rodriguez	10/3/2019
FACE-Plan-Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_10032019_FACE-Plan-Customer-Service.pdf)	Stephanie Rodriguez	10/3/2019

File Name	File Uploaded By	Upload Date
FACE-Plan-Programs-and-Services.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2541_10032019_FACE-Plan-Programs-and-Services.pdf)	Stephanie Rodriguez	10/3/2019

☆ School Info



School Name	Fox Trail ES (3531)	School Grade (2018 - 2019)	A
Title 1 School	<input type="checkbox"/> No	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> ---	ESSA School	<input type="checkbox"/> No
Executive Summary	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3531_09062019_Fox-Trail-Executive-Summary-201)		

☆ 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	192	29	3	0	---	N/A	2	1	0	N/A
01	203	25	0	0	---	0	5	16	0	N/A
02	218	16	0	0	---	0	1	10	0	N/A
03	210	26	0	0	38	---	3	9	1	202
04	210	14	1	0	31	---	0	1	0	199
05	237	21	1	0	48	---	2	2	1	223

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	177	20	2	0	---	0	1	4	0	N/A
01	228	22	1	0	---	0	3	15	0	N/A
02	192	17	5	0	---	0	3	10	0	N/A
03	218	13	1	0	34	---	9	9	0	207
04	207	20	1	0	33	---	21	18	1	200
05	227	16	1	0	34	---	24	23	0	215

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

Fox Trail monitors the progress of all students through a variety of assessments. The BAS is administered and the data is used to determine if additional assessments are required to determine specific reading instructional needs and interventions for our students. All teachers have been trained on the district's Identification/Intervention Decision Tree as well as the related Fountas and Pinnell assessments. These assessments are used to pinpoint weaknesses and help our teachers design an intervention plan that meets each student's individual needs. The plans include resources from LLI, Fountas and Pinnell Guided Reading, Phonics for Reading, Foundations and other reading resources. In addition to BAS, students at Fox Trail use i-Ready diagnostics and i-Ready standards mastery assessments to monitor progress and identify areas that require intervention. The data is monitored by classroom teachers, grade level PLCs and by the school's support staff. As a result, we can ensure our students get appropriate instruction at all tiers and teachers get appropriate support and necessary professional development. In addition teachers are utilizing the RtI process to ensure students that require tier 2 or tier 3 intervention are receiving targeted instruction and the response to instruction is being monitored. This year, in 1st and 5th grade, our students are using the walk to read model to further target instruction to the specific need of the group. Teachers have analyzed student data to create groups of students with like needs to provide additional instruction outside of the 90 minute reading block. A combination of these strategies should make an impact on improving the academic performance to all of our students, but especially will support our students identified by the early warning system.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3531&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, the percentage of students in our lowest quartile making ELA learning gains will increase from 52% to 56%.	Utilize the Reading tree to determine specific evidence based interventions to be used to increase reading performance. Students demonstrating below level performance will be invited to after school camps in order to provide additional support.	Literacy Coach, Classroom Teachers	5/29/2020	BAS Calibration, Utilizing the Reading Tree, RtI	\$5,000.00	BAS (Benchmark Assessment System), iReady Standards Assessments and Diagnostics	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, the percentage of students scoring level 3 or above on the ELA portion of the FSA will increase from 70% to 74%.	Teachers will utilize Balanced Literacy resources to enhance Tier 1 instruction and provide students with differentiated instruction to meet individual needs. Implementation of a schoolwide i-Ready initiative will encourage students to "Strive for 45" in order to provide additional practice at their individual level. Students performing below level as indicated by the BAS assessment and iReady will be invited to attend afterschool reading camp in order to provide additional support. Teachers will participate in grade level PLCs (Professional Learning Communities) to strengthen pedagogy and share best practices.	Team Leaders, Classroom Teachers	5/29/2020	PLC	\$5,000.00	BAS (Benchmark Assessment System), iReady Standards Assessments and Diagnostics- We will collect data from the assessments as well as i-ready usage data and passing rate. The Leadership team will analyze and share the Diagnostic data three times a year. On a weekly basis we will collect and share weekly usage report with students and staff.	

K-12 Comprehensive Reading Plan

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

Teachers in conjunction with their PLC (professional learning community) monitor instructional practices to ensure it is aligned to grade level standards. The leadership team also participates in the PLCs to provide additional guidance and support to confirm adherence to grade level expectations. Each teacher is responsible for collecting data through the use of the BAS (Benchmark Assessment System), i-Ready and a variety of formative assessments. The data collected is shared during grade level PLCs in order to identify instructional strategies needed to support all learners. Teams utilize the district Reading Decision Tree to guide their decision making in determining appropriate interventions.

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 tools include i-Ready diagnostics, standards mastery assessments and monitoring of student progress on the assigned standards based i-Ready lessons that are prescribed to build reading proficiency. This data is monitored not only by classroom teachers, but is checked regularly by the leadership team. The BAS test is given and the reading tree is used to provide appropriate interventions as needed. Teachers are aware of which subgroups their students reside in and interventions are provided as needed. All data is recorded on the 'Class at a Glance' document which is turned in to administration quarterly. When the leadership team reviews these documents, they are analyzed to determine if there are any students that need intervention and ensure that all students regardless of subgroup are progressing towards their goals.

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

All teachers have been trained to effectively use the Reading Decision Chart, which helps inform them when making decisions regarding specific areas of weakness as evidenced by the BAS. In addition teachers are utilizing the BAS diagnostic assessments to get more information regarding a students specific reading deficiency and determine the intervention needed to close the gap. This information is collected and monitored by the CPST (Collaborative Problem Solving Team). The team is always available to provide support to classroom teachers in order to implement the interventions with fidelity. The team works collaboratively with the teachers to determine the effectiveness of the intervention and make necessary adjustments.

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?

Intervention resources for our SWDs include Foundations for phonics instruction, Quick Reads for fluency, and LLI (Leveled Literacy Intervention) for word study, vocabulary and comprehension. These programs are implemented by our ESE teachers in our ESE classrooms and in the general education classrooms with the ESE support facilitator. Teachers follow a schedule to ensure all students receive their interventions on a regular basis. The programs are selected based on the students IEP (Individual Education Plan). Students that are currently in the RtI (Response to Intervention) receive Tier 2 and Tier 3 instruction using the Journeys Reading Toolkit and the Write in Reader. In addition to the District Reading series, students are instructed using Phonics for Reading, Great Leaps, LLI, Foundations, i-Ready Toolbox targeted tools for instruction and Rewards. These programs are selected based on the deficiencies as indicated by the BAS assessment and the BAS diagnostics. I-ready progress is also used to determine targeted i-Ready tools for instruction. These programs are provided by the classroom teachers for 4-6 weeks and then progress is analyzed to determine if the program is effective, if it should be continued or if another strategy needs to be implemented.

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

Teachers have been trained to utilize the available resources in order to plan and deliver effective lessons for all learners. Teachers have been trained to administer the BAS assessment and the appropriate diagnostic assessments that inform instructional decisions. BAS administration is an ongoing conversation and as teachers continue to improve their ability to identify responsive instructional targets. Teachers have also been trained to provide differentiated instruction that meets individual student needs. During PLCs teams plan to meet the needs of all kinds of learners by providing multiple means for demonstrating mastery. During the training on brain research strategies, our teachers learned how to optimize student engagement and motivation through specific instructional techniques. The FIN network has helped our teachers understand the needs of our SWD learners and how to provide effective instruction. The ESOL department has provided training to assist teachers in providing appropriate support to our ELL students.

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

Our teachers are given the ACCESS report for each of their ELL students as well as the WIDA standards and Can Do descriptors so they can plan for their students needs. Students are given the opportunity to work on Imagine Learning Language and Literacy to bridge the oral language and literacy gap. The adaptive placement test provides students with a prescriptive learning path. Ongoing assessments offer teachers information to provide scaffolded, accelerated or remediated instruction as needed. ELL students also use i-Ready and are administered the BAS to inform instruction. Teachers are aware of the ELL subgroup and offer many opportunities for them to practice their Listening, Speaking, Reading and Writing skills. The ELL performance data is included on the 'Class at a Glance' sheets and are monitored by administration quarterly. Classroom teachers utilize the Journeys ELL resources including the leveled readers to develop oral language, phonics, fluency, vocabulary and comprehension. They also use Thinking Maps which are a specific set of graphic organizers or visual teaching tools that help students identify different fundamental thinking processes to employ when reading varied texts.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Data and Instruction	Tuesday	2nd, 4th	8/20/2019 - 5/19/2020	-	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Fox-Trail_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_08262019_Fox-Trail_SAM_19.pdf)	Kristina Dever	8/26/2019
Fox-Trail-master-19-20-(k-2)-K-2-Master-Schedule-17-18.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10022019_Fox-Trail-master-19-20-(k-2)-K-2-Master-Schedule-17-18.pdf)	Kim Baston	10/2/2019
Fox-Trail-master-19-20-(3-5).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10022019_Fox-Trail-master-19-20-(3-5).pdf)	Kim Baston	10/2/2019
Fox-Trail-MTSS-Rtl-Action-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10022019_Fox-Trail-MTSS-Rtl-Action-Plan-19-20.pdf)	Kim Baston	10/2/2019
Foundations-Training.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10022019_Foundations-Training.pdf)	Kim Baston	10/2/2019
Reading-Decision-Tree-and-Rtl.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10022019_Reading-Decision-Tree-and-Rtl.pdf)	Kim Baston	10/2/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2018-1-1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_09062019_SEL-Action-Plan-2018-1-1.pdf)	Kim Baston	9/6/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-Fox-Trail-2019-2020(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_05202019_SPBP-Fox-Trail-2019-2020(2).pdf)	Desiree Montalvo	5/20/2019
Fox-Trail-ES-Feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_05242019_Fox-Trail-ES-Feedback-form-2019-20.pdf)	Vince Watson	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1332	817	61.34	362	27.18	132	9.91	21	1.58
2017 - 2018	1301	828	63.64	334	25.67	117	8.99	22	1.69
2018 - 2019	1249	762	61.01	364	29.14	111	8.89	12	0.96

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	177	97	54.80	56	31.64	22	12.43	2	1.13
2018 - 2019	01	228	132	57.89	71	31.14	21	9.21	4	1.75
2018 - 2019	02	192	112	58.33	61	31.77	19	9.90	0	0.00
2018 - 2019	03	218	144	66.06	61	27.98	11	5.05	2	0.92
2018 - 2019	04	207	127	61.35	55	26.57	21	10.14	4	1.93
2018 - 2019	05	227	150	66.08	60	26.43	17	7.49	0	0.00

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 61.0% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 9.8% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Fox-Trail-Elem-Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_09122019_Fox-Trail-Elem-Attendance-Plan.pdf)	Kim Baston	9/12/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
FoxTrail_Counseling-Plan_2019_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_09052019_FoxTrail_Counseling-Plan_2019_20.pdf)	Kim Baston	9/5/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-Fox-Trail-Elem..pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10022019_Equity-Plan-Fox-Trail-Elem..pdf)	Kim Baston	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018FoxTrail.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_09062019_BPIE_2018FoxTrail.pdf)	Kim Baston	9/6/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Fox-Trail-SAF-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3531_10182019_Fox-Trail-SAF-Bylaws.pdf)	October	SAF ByLaws	10/18/2019
Fox-Trail-Elementary-SAC-SAF-Schedule.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3531_10182019_Fox-Trail-Elementary-SAC-SAF-Schedule.pdf)	October	None	10/18/2019
Fox-Trail-Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3531_10182019_Fox-Trail-Composition-Report.pdf)	October	None	10/18/2019
FoxTrailSeptSAC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3531_10022019_FoxTrailSeptSAC.pdf)	September	SAC ByLaws	10/2/2019
Foxtrail_SACByLaws19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3531_09272019_Foxtrail_SACByLaws19-20.pdf)	September	SAC ByLaws	9/27/2019
FoxTrail_SAF_Sept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3531_09272019_FoxTrail_SAF_Sept.pdf)	September	None	9/27/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
ParentSurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_09162019_ParentSurveysReport.pdf)	Kim Baston	9/16/2019

File Name	File Uploaded By	Upload Date
StaffSurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_09162019_StaffSurveysReport.pdf)	Kim Baston	9/16/2019
Student-SurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_09162019_Student-SurveysReport.pdf)	Kim Baston	9/16/2019
Bilingual-SurveysRepor.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_09162019_Bilingual-SurveysRepor.pdf)	Kim Baston	9/16/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
FTE_1-FACE-1920.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10032019_FTE_1-FACE-1920.jpg)	Christina Monroe	10/3/2019
FTE_2-FACE-1920.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10032019_FTE_2-FACE-1920.jpg)	Christina Monroe	10/3/2019
FTE_3-FACE-1920.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10032019_FTE_3-FACE-1920.jpg)	Christina Monroe	10/3/2019
FTE_4-FACE-1920.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10032019_FTE_4-FACE-1920.jpg)	Christina Monroe	10/3/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10032019_Customer-Service.pdf)	Christina Monroe	10/3/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10032019_Cultural-Awareness.pdf)	Christina Monroe	10/3/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10032019_Customer-Service.pdf)	Christina Monroe	10/3/2019
Face-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3531_10032019_Face-Plan-Template.pdf)	Christina Monroe	10/3/2019

☆ School Info



School Name	McNab ES (0841)	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"/> Yes	ESSA School	<input type="checkbox"/> No
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0841_10032019_Executive-Summary-2019-2020-p)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	118	23	1	0	---	N/A	1	1	0	N/A
01	95	13	1	0	---	0	1	3	1	N/A
02	116	28	0	0	---	0	3	9	0	N/A
03	112	17	0	0	23	---	0	4	0	101
04	106	10	1	0	25	---	2	4	2	100
05	108	13	2	0	24	---	3	0	7	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	103	27	2	0	---	0	0	1	0	N/A
01	121	15	3	0	---	0	2	7	0	N/A
02	98	12	0	0	---	0	1	7	0	N/A
03	107	25	5	0	18	---	13	6	0	94
04	112	13	2	0	19	---	12	11	0	106
05	100	11	0	0	19	---	13	9	2	95

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

Response to Intervention is implemented after the teacher acknowledges a deficiency. The CPST team will meet and discuss the flowchart process or students brought to the RTI table.

School Report Card

[FLDOE: Edudata \(https://edudata.fldoe.org/ReportCards/Schools.html?school=0841&district=06\)](https://edudata.fldoe.org/ReportCards/Schools.html?school=0841&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
To maintain our "A" status, we will conduct monthly PLC meetings and quarterly Curriculum Frameworks to promote common collaboration and create authentic assessment to increase student achievement.	Coaches modeled Balanced Literacy components with teachers and sharing of Best Practices at PLCs while providing Learning Communities for peer observation of effective strategies	Administration, Coaches, Teachers	6/1/2020	STEMScopes and Science A to Z training as well as PLC standards mastery in reading and math as well as monitoring via Reading and Science Standards checkpoints	\$8,000.00	Standards Mastery checks via i Ready assessments as well as classroom observations and ongoing weekly assessments	
We will increase our Science FSA scores by 3% points utilizing reading integration strategies along with Science Dailies	Coaching and modeling of Science Dailies and utilizing the Balanced Literacy Approach and Integrating reading across science content areas	Administration, Teachers, Coaches	6/2/2020	STEMScopes and Science A to Z training as well as PLC standards mastery monitoring via Reading and Science Standards checkpoints	\$8,000.00	Standards Mastery checks via i Ready assessments as well as classroom observations	

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 based Administration along with support staff conduct monthly Professional Learning Communities as well as weekly walkthroughs to monitor curriculum and data to drive instruction.

Staff from the Office of School Performance and Accountability, in collaboration with staff from the Office of Academics, conduct weekly informal classroom observations to ensure instruction and materials are fully aligned to the Florida State Standards using a variety of standards-based instruments such as the Equip (Educators Evaluating the Quality of Instructional Products) Rubric. Using such a tool, and others like it, effectively increases the development of high-quality lessons and units of study that are aligned to the Language Arts Florida Standards and builds the capacity of educators to evaluate and improve the quality of instructional materials. Observational qualitative data are analyzed to inform the professional 6 | Page development needs of staff to support high-quality instruction that will lead to an increase in effective teaching and learning practices. District academic teams also conduct informal classroom walkthroughs at the request of the school principal (and/or Cadre Director) to ensure that instruction is systematic and explicit to meet the needs of students. Recommendations for professional development and additional support are provided to schools based on data and student needs. Follow-up implementation assignments that teachers are required to complete after attending a professional learning course facilitated by the Office of Academics are critiqued to ensure that the best instructional practices learned in the courses are being implemented effectively in the classroom. These include, effective use of ESOL instructional practices including both content and language objectives and appropriate accommodations to support SWD students with disabilities (SWDs) access to the Florida Standards curriculum and instruction. Schools are also expected to implement Keystones (performance tasks) that are aligned to state standards to determine if students are making adequate progress towards meeting the expectation of 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?

At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print ?assessments for additional progress monitoring. In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA) in grades 4-5. The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is administered in all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring. At the secondary level, in grades 6-12, students who score a Level 1 or 2 on the FSAELA are administered the online Florida Assessments in Reading-Florida Standards (FAIR-FS). FAIR-FS data enable schools to determine strategies that can be incorporated into instruction that address the individual needs of students. English Language Learners (ELL) participate in the same progress monitoring assessments in (or on) grades K-12. Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language proficiency. Most SWDs participate in the same progress monitoring assessments as their peers in grades K-12. Based on the specific intervention needed, student progress may be monitored daily, weekly or at another frequency.

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

Teachers follow the Elementary Decision Tree (DT1) from the K-12 Reading Plan to identify students struggling, who need additional support, have a significant reading deficiency, or require enrichment. Teachers use the Benchmark Assessment System to identify a student's reading deficiency and progress monitor students throughout the year. The additional assessments associated with this tool provide more in-depth APPENDIX C information about which component of reading a student is struggling with. Both quantitative and qualitative data are used to identify the research-based reading instruction provided during small group guided and intervention instruction. Students reading protocols from the Benchmark Assessment System are reviewed to progress monitor students' and adjust instruction based on data. In addition to the quantitative data, teachers use the qualitative data to determine student's reading behaviors.

At our school we meet bi-weekly with teachers and our CPST team to ensure where students are in the RTI process and monitor the rigor of the intervention and data of student outcomes.

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

In addition to using FSA and FAIR-FS data, schools may also use other student data available, such as DAR, Spelling Inventory, or program-specific assessments such as Achieve3000 and iReady. Literacy coach and teacher recommendations may also provide useful placement information. Students who enter the district without FSA or FAIR-FS scores may have other nationally normed test results for schools to consider for placement decisions. These students could also be administered the Inside or Edge placement tests or any of the other assessments mentioned above. Our school also utilizes Phonics for Reading, LLI and Journeys Toolkit.

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

Our teachers have been trained in the Pathways model taking Balanced Literacy, Small Group guided Reading, Response to Literacy, and Benchmark Assessment system. We also utilize researched based programs with Fountas and Pinnell reading programs and Lucy Calkins writing programs. Each teacher that takes a workshop is expected to share with their teams what they've learned and implement pieces throughout the year. This is monitored via our coaches and discussed at grade level PLC's.

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

At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students the first 30 school days and data are automatically uploaded in the Progress Monitoring and Reporting Network (PMRN) and it is used as a baseline to inform early literacy strengths and needs. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments quarterly for additional progress monitoring. In addition, teachers in grades K-5 administer the Benchmark Assessment System (BAS) and enter students' independent, instructional, and frustration reading levels into BASIS 3.0 three (3) assessment periods per year. The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is also administered three assessment periods a year to all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring and also entered into BASIS 3.0.

Idea Proficiency Test (IPT) is administered annually to ELLs to monitor English Language proficiency. All English Language Learner (ELL) data is housed in a software platform called Elevation, in addition to BASIS 3.0 The majority of SWDs are progress monitored using the tools referenced above. Students with significant cognitive disabilities are instructed utilizing the participate in grade-level Florida Standards Access Points to the grade-level Florida Standards and progress is measured through curriculum-based assessments. Quarterly progress monitoring of reading goals is mandatory for all students with disabilities SWDs. The data is updated into EasyIEP and communicated to parents via the IEP quarterly progress reports.

ELL's are also have access to Elevation and Imagine Learning activities throughout the day.

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	Tuesday Thursday	2nd, 4th	8/14/2019 - 6/1/2020	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
McNab_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_08262019_McNab_SAM_19.pdf)	Kristina Dever	8/26/2019
MTSS-Rtl-Action-Plan-19-20.-pdf.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_10032019_MTSS-Rtl-Action-Plan-19-20.-pdf.pdf)	Kim Rohloff	10/3/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SAC-SEL-2019-pdf.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_10032019_SAC-SEL-2019-pdf.pdf)	Kim Rohloff	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
McNab-SPBP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_05162019_Mcnab-SPBP-19-20.pdf)	Tyynne Hogan	5/16/2019
McNab-Elementary-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_05242019_McNab-Elementary-Feedback-Form-2019-20.pdf)	Cortney Roberts	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	642	374	58.26	165	25.70	80	12.46	23	3.58
2017 - 2018	675	377	55.85	190	28.15	77	11.41	31	4.59
2018 - 2019	640	352	55.00	177	27.66	80	12.50	31	4.84

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	103	43	41.75	33	32.04	18	17.48	9	8.74
2018 - 2019	01	121	76	62.81	27	22.31	15	12.40	3	2.48
2018 - 2019	02	98	55	56.12	31	31.63	11	11.22	1	1.02
2018 - 2019	03	106	56	52.83	26	24.53	15	14.15	9	8.49
2018 - 2019	04	112	60	53.57	35	31.25	12	10.71	5	4.46
2018 - 2019	05	100	62	62.00	25	25.00	9	9.00	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 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 17.3% 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 4.8% 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-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_10162019_Attendance-Plan-2019-2020.pdf)	Kim Rohloff	10/16/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counselling-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_10032019_School-Counselling-Plan-2019-2020.pdf)	Kim Rohloff	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-2019-2020-pdf.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_10032019_Equity-Plan-2019-2020-pdf.pdf)	Kim Rohloff	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
bpie-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_10032019_bpie-2019.pdf)	Kim Rohloff	10/3/2019
BPIE-Plan-2019-2020-pdf.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_10032019_BPIE-Plan-2019-2020-pdf.pdf)	Kim Rohloff	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC---A+-Funds-Proposals---November-5th-2019---Sign-In--Agenda--Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0841_11062019_SAC---A+-Funds-Proposals---November-5th-2019---Sign-In--Agenda--Minutes.pdf)	November	A+ Funds	11/6/2019
SAF-Oct-2019-Sign-in-Agenda-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0841_10312019_SAF-Oct-2019-Sign-in-Agenda-Minutes.pdf)	October	Monitored	10/31/2019
SAC-Oct-2019-sign-in-agenda-minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0841_10312019_SAC-Oct-2019-sign-in-agenda-minutes.pdf)	October	Monitored	10/31/2019
SAC-Composition-October-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0841_10312019_SAC-Composition-October-2019.pdf)	October	Monitored	10/31/2019
SAF-9-24-19-Agenda-Minutes-Sign-Ins.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0841_10212019_SAF-9-24-19-Agenda-Minutes-Sign-Ins.pdf)	October	Monitored	10/21/2019
SAC-9-24-19-Agenda-Minutes-Sign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0841_10212019_SAC-9-24-19-Agenda-Minutes-Sign-in.pdf)	October	Monitored	10/21/2019
SAF-8-27-19-Agenda-Minutes-Sign-on.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0841_10212019_SAF-8-27-19-Agenda-Minutes-Sign-on.pdf)	October	Monitored	10/21/2019
SAC-8-27-19-Agenda-Minutes-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0841_10212019_SAC-8-27-19-Agenda-Minutes-Sign-In.pdf)	October	Monitored	10/21/2019
SAC-SAF-Dates-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0841_10212019_SAC-SAF-Dates-2019-2020.pdf)	October	Monitored	10/21/2019
SAF-By-Laws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0841_10212019_SAF-By-Laws-2019-2020.pdf)	October	SAF ByLaws	10/21/2019
SAC-Comp-Oct.-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0841_10182019_SAC-Comp-Oct.-2019.pdf)	October	Monitored	10/18/2019
SAC-Bylaws-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0841_10102019_SAC-Bylaws-2019.pdf)	October	SAC ByLaws	10/10/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Parent-Survey-2018-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_10162019_Parent-Survey-2018-2019.pdf)	Kim Rohloff	10/16/2019
Student-Survey-2018-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_10162019_Student-Survey-2018-2019.pdf)	Kim Rohloff	10/16/2019
Staff-Survey-2018-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_10162019_Staff-Survey-2018-2019.pdf)	Kim Rohloff	10/16/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-2019-2020-pdf.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0841_10032019_Face-Plan-2019-2020-pdf.pdf)	Kim Rohloff	10/3/2019

☆ School Info



School Name	Norcrest ES (0561)	School Grade (2018 - 2019)	
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	
School of Excellence	<input type="checkbox"/> ---	ESSA School	
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0561_08262019_0561_10192018_NORCREST-EX)		

☆ 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	97	16	0	0	---	N/A	0	0	0	N/A
01	142	31	0	0	---	0	1	3	0	N/A
02	126	14	0	0	---	0	0	1	0	N/A
03	143	20	2	0	41	---	5	19	1	134
04	137	23	0	0	49	---	5	4	14	130
05	132	23	1	0	36	---	1	1	5	124

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	134	21	0	0	---	0	0	1	0	N/A
01	105	13	0	0	---	0	1	2	0	N/A
02	144	21	0	0	---	0	1	3	0	N/A
03	136	14	0	0	47	---	26	20	4	127
04	126	10	1	0	46	---	10	7	0	120
05	126	19	1	0	35	---	21	11	11	118

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

The Primary grades are using multiple intervention strategies through the following supplemental curriculum available. These are: Foundation, Words Their Way, Great Leaps, Journey's Write In Reader, Journey's Toolkit, and iReady. The Intermediate grades are using Phonics for Reading, iReady, Journey's Write-In Reader, Journey's Toolkit, Super QAR, and 6 minute solution as their supplemental curriculum for interventions. These materials have shown to assist students in the areas of phonics, comprehension, and fluency.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0561&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?

Marc Charpentier, Principal will be responsible for instructional alignment. iObservation, walk throughs, and observations are used to ensure that instruction is aligned to grade level standards.

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

BAS is administered to all students in K-3 and to students in 4 and 5 who meet PMP criteria. In addition, iReady is used for progress monitoring. The CPS Team meets on a monthly basis to collect and review student data.

CPST: Marc Charpentier, Fred Robinson, Will Nicholas, Kathi Kusmich, Maria Reitberg, Mindy Leonard, Jennifer Morales.

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?

CPS Team meets monthly to discuss students who are not progressing. Student work samples, graphs, and assessments are reviewed by the team. The K-5 Reading Decision Chart is used to determine where an additional Tier 2 or Tier 3 intervention is needed. All documentation is in BASIS.

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?

(DT-1) Recommended Intervention Reading Resources 2019-2020 Appendix is used by the CPST and classroom teachers to determine appropriate resources. Resources include but are not limited to LLI, Journeys Tool Kit, Foundations, Imagine Learning Target Interventions are provided by teachers in the classroom.

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)?

UDL- Professional learning is included in courses that meet the "ESE Requirement for Renewal of Professional Educator Certificates" Which all teachers are required to take.

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

Imagine Learning is available to all A1-L1 LY students.
3 ESOL paras (Spanish, Creole, Portuguese)
LEC Camps
Title 111 funds used to purchase literact materials.

Resources

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

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade Level	Wednesday	1st, 2nd, 3rd, 4th	8/28/2019 - 5/30/2020	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
Norcrest_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0561_08262019_Norcrest_SAM_19.pdf)	Kristina Dever	8/26/2019
MTSS-Rtl-Action-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0561_09092019_MTSS-Rtl-Action-Plan-Template.pdf)	Sandra Kroitor	9/9/2019
0561_09252019_MTSS-Rtl-Action-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0561_10282019_0561_09252019_MTSS-Rtl-Action-Plan-Template.pdf)	Maria Rietberg	10/28/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	8/26/2019 - 5/30/2020	2:15 PM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0561_09042019_SEL-Action-Plan-Norcrest-2019-2020[23796].pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0561_11012019_0561_09042019_SEL-Action-Plan-Norcrest-2019-2020[23796].pdf)	Marie Rho	11/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Norcrest-(2)-(1)[19393].pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0561_05202019_Norcrest-(2)-(1)[19393].pdf)	Desiree Montalvo	5/20/2019
Norcrest-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0561_06032019_Norcrest-Feedback-Form.pdf)	Tyynne Hogan	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	854	495	57.96	241	28.22	89	10.42	29	3.40
2017 - 2018	803	446	55.54	222	27.65	103	12.83	32	3.99
2018 - 2019	767	422	55.02	235	30.64	93	12.13	17	2.22

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	132	64	48.48	46	34.85	19	14.39	3	2.27
2018 - 2019	01	105	52	49.52	37	35.24	15	14.29	1	0.95
2018 - 2019	02	144	83	57.64	38	26.39	18	12.50	5	3.47
2018 - 2019	03	136	85	62.50	35	25.74	15	11.03	1	0.74
2018 - 2019	04	125	67	53.60	45	36.00	11	8.80	2	1.60
2018 - 2019	05	125	71	56.80	34	27.20	15	12.00	5	4.00

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 55.0% 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 2.2% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-NorcrestSIP-(19-20).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0561_10142019_Attendance-Plan-Elementary-NorcrestSIP-(19-20).pdf)	Sandra Kroitor	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Annual-School-Counseling-Plan-ASCP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0561_10022019_Annual-School-Counseling-Plan-ASCP-2019-2020.pdf)	Sandra Kroitor	10/2/2019

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/2020/0561_10022019_Equity-Diversity-Action-Plan-2019-2020.pdf)	Sandra Kroitor	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2019-final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0561_08262019_BPIE_2019-final.pdf)	Sandra Kroitor	8/26/2019

☆ 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/0561_10252019_SAC-ByLaws.pdf)	October	SAC ByLaws	10/25/2019
Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0561_10172019_Committee-Membership.pdf)	October	None	10/17/2019
8-28-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0561_09092019_8-28-Sign-In.pdf)	August	Monitored	9/9/2019
8-28-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0561_09092019_8-28-Minutes.pdf)	August	Monitored	9/9/2019
8-28-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0561_09092019_8-28-Agenda.pdf)	August	Monitored	9/9/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
2019-eProve-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0561_05022019_2019-eProve-Parent-Survey.pdf)	Leslyn Poitier	5/2/2019

File Name	File Uploaded By	Upload Date
2019-eProve-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0561_05022019_2019-eProve-Staff-Survey.pdf)	Leslyn Poitier	5/2/2019
2019-eProve-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0561_05022019_2019-eProve-Student-Survey.pdf)	Leslyn Poitier	5/2/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Template-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0561_09092019_Face-Plan-Template-(1).pdf)	Sandra Kroitor	9/9/2019

☆ School Info



School Name	Palmview ES (1131)	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/1131_10042019_1131_10222018_PALMVIEW-EXE) 	

☆ 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	91	14	0	0	---	N/A	0	0	0	N/A
01	117	15	2	0	---	0	1	4	0	N/A
02	107	17	1	0	---	0	3	13	1	N/A
03	111	20	0	0	17	---	3	7	7	102
04	98	21	3	0	35	---	12	14	22	94
05	119	25	1	0	42	---	2	0	7	109

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	101	21	2	0	---	0	2	1	0	N/A
01	95	18	4	0	---	0	3	3	0	N/A
02	119	20	3	0	---	0	6	17	0	N/A
03	101	21	1	0	35	---	16	8	1	99
04	114	15	0	0	31	---	16	15	2	112
05	83	12	1	0	27	---	19	12	5	81

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

Palmview Elementary employs various intervention strategies to improve the academic performance of students identified by the early warning system.

Palmview Elementary leadership team / Multi-Tier Systems of Support (MTSS) team is responsible for monitoring student progress and making instructional decisions based on data. After a number of data points, the leadership team determines whether the intervention(s) the student receives is effectively closing the gap. If it is determined that the intervention is not closing gap, the leadership team adjusts the intensity, the frequency, the duration or the intervention itself. When students do not respond to interventions, student continue with core instruction. This includes explicit instruction that follows a developmental reading continuum including instruction with comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing. Students will also receive daily small group differentiated instruction targeted to meet the students' instructional needs. In addition, students receive intensive intervention outside the reading block on a daily basis during the dedicated intervention block. The content and intensity of the instruction will be determined by running record data and other points of data. Other points of data may include iReady, BAS, teacher observation, anecdotal records, on-going running records, formative assessments, checkpoint assessments, and student writing samples. As a part of small groups, one on one instruction, and the intensive intervention plan the following intervention resources are used: Journeys Write in Reader, Journeys Toolkit, Phonics for Reading, Foundations, Quick Reads, Levled Readers, iReady, Touch Math and Go Math Intervention.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1131&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-wide instructional focused calendars aligned with grade-level standards, which are collaboratively created by staff and coaches in all subject areas across each grade level. These calendars are completed prior to the school year and submitted to administration. Learning goals and performance scales are aligned to the Florida Standards are posted, used daily to set purpose for learning and guide teacher instruction. Lesson plans are written in accordance with grade-level standards, collected and reviewed by administration bi-weekly. Monthly, authentic student work aligned with grade-level standards is created by students and displayed to demonstrate mastery of standards. Student progress with each standard is monitored and data is collected through iReady growth monitoring assessments and monthly checkpoints. Once the data is analyzed and discussed decisions are then made in reference to instruction and instructional strategies.

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

The progress monitoring data that is collected to determine the students' reading proficiency by subgroups includes the following:

Bi-Weekly summative Assessments – Administered to students in grade levels KG – 5th.

Monthly Checkpoints – Administered to students in grade levels KG – 5th.

Quarterly Benchmark Assessment System (BAS) Running Records – Administered to students in grade levels KG-3rd and Level 1 and 2 students in 4-5.

Annual Broward Standards Assessment (Mid-Year) – Administered to students in grade levels 3rd – 5th.

Annual Florida Standards Assessment (End-of-Year) – Administered to students in grade levels 3rd – 5th.

Letter Names, Sounds and Concepts of Print- Administered to students in KG four times per year.

Quarterly i-Ready Diagnostic and Monthly Growth Monitoring- Administered to all students KG-5th.

The progress monitoring data is collected and reviewed by administration, coaches and teachers on a monthly basis.

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?

Palmview ensures students that are not progressing towards individual and grade level goals participate in various intervention strategies to improve the academic performance. Palmview Elementary leadership team / Multi-Tier Systems of Support (MTSS) team is responsible for monitoring student progress and making instructional decisions based on data. After a number of data points, the leadership team determines whether the intervention(s) the student receives is effectively closing the gap. If it is determined that the intervention is not closing gap, the leadership team adjusts the intensity, the frequency, the duration or the intervention itself. This explicit instruction follows a developmental reading continuum that includes instruction with comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing. Students also receive daily small group differentiated instruction targeted to meet the students' instructional needs. In addition, students receive intensive intervention outside the reading block on a daily basis during the dedicated intervention block. The content and intensity of the instruction will be determined by running record data and other points of data. Other points of data may include iReady, BAS, teacher observation, anecdotal records, on-going running records, formative assessments, checkpoint assessments, and student writing samples. As a part of small groups, one on one instruction, and the intensive intervention plan the following intervention resources are used:

Journeys Write in Reader
 Journeys Toolkit
 Phonics for Reading
 Foundations
 Quick Reads
 Leveled Readers
 iReady
 Leveled Literacy Intervention (LLI)

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

Instructional practices used at the school to provide targeted learning include Graphic Organizers, Activate Prior Knowledge, Incorporate Technology, Flexible Small Group Instruction, Visual Aid, Think-A-Loud, Accountable Talk, Chunking and Scaffolding. Supplemental Tier 2 instructional practice and resources include small group instruction facilitated by the homeroom teacher 3 times per week using Journeys Write in Reader, Journeys Toolkit, Phonics for Reading, Foundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). Supplemental Tier 3 instructional practice and resources include small group instruction facilitated by the homeroom teacher daily using Journeys Write in Reader, Journeys Toolkit, Phonics for Reading, Foundations, Quick Reads, Leveled Readers, iReady and Leveled Literacy Intervention (LLI). SWD instructional practice and resources include small group instruction, chunking and scaffolding facilitated by the ESE Support Facilitator based on IEP using Journeys Toolkit, Phonics for Reading, and Foundations.

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)?

Palmview Elementary School ensures 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) by implementing the UDL principles and conducting ongoing classroom observations that provides the school with data regarding the progress towards school improvement goals and supporting a student-centered environment. Content area coaches also ensure all classroom instruction is accessible to the full range of learners using the UDL principles for effective instructional design and deliver. Tools and resources are provided to assist with supporting teachers with UDL and Personalized Learning through District and school-based professional developments in addition to professional learning communities in the areas of Differentiated Instruction, Visual Aids, Small Group Instruction and Dyslexia.

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

Palmview implemented a layered system to increase the ELL proficiency school-wide. After the ACCESS assessment, the ELL committee developed a pull-out plan to address the students' identified area of weakness through small group instruction with the ELL facilitator. The committee also collaborates with the classroom teacher to review and model classroom strategies such as read/think alouds, heritage dictionary, interactive word wall, think-pair-share, dialogue journals, context clues and advance organizers. Schoolwide, all identified A1 and active "LY" FSA level 1 students are automatically assigned to Imagine Learning morning lab for (30) minutes daily. All ELL students referred to MTSS with reading deficiencies are evaluated in their home-language to diagnose specific weakness.

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
Palmview Authentic PLC: Protected Hour	Monday Wednesday Thursday	1st, 2nd, 3rd, 4th, 5th	8/21/2019 - 5/28/2020	12:50 PM - 1:50 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Palmview_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_08262019_Palmview_SAM_19.pdf)	Kristina Dever	8/26/2019
1131_10032019_MTSS-Rtl-Action-Plan-Palmview.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10042019_1131_10032019_MTSS-Rtl-Action-Plan-Palmview.pdf)	Junoisier Allen	10/4/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/28/2019 - 5/26/2020	8:30 AM - 1:50 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
1131_10032019_SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10042019_1131_10032019_SEL-Action-Plan-2019.pdf)	Junoisier Allen	10/4/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
PalmView-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_05242019_PalmView-Feedback-Form.pdf)	Teresa Kelly	5/24/2019
SPBP-Palmview-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10042019_SPBP-Palmview-2019-2020.pdf)	Junoisier Allen	10/4/2019

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	413	65.04	132	20.79	73	11.50	17	2.68
2017 - 2018	676	410	60.65	142	21.01	90	13.31	34	5.03
2018 - 2019	613	360	58.73	142	23.16	91	14.85	20	3.26

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	101	53	52.48	27	26.73	18	17.82	3	2.97
2018 - 2019	01	95	50	52.63	26	27.37	15	15.79	4	4.21
2018 - 2019	02	118	75	63.56	22	18.64	18	15.25	3	2.54
2018 - 2019	03	101	53	52.48	27	26.73	16	15.84	5	4.95
2018 - 2019	04	114	85	74.56	14	12.28	12	10.53	3	2.63
2018 - 2019	05	84	44	52.38	26	30.95	12	14.29	2	2.38

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 58.7% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 18.1% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 3.3% 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-Palmview-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10042019_Attendance-Plan-Palmview-2019-2020.pdf)	Junoisier Allen	10/4/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Guidance-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10032019_Guidance-Plan-2019.pdf)	Junoisier Allen	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Palmview-Elementary-Equity-Plan---2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10042019_Palmview-Elementary-Equity-Plan---2019-2020.pdf)	Junoisier Allen	10/4/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Palmview-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10032019_BPIE-Palmview-Elementary-School.pdf)	Junoisier Allen	10/3/2019
BPIE-Plan--Palmview-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10042019_BPIE-Plan--Palmview-2019-2020.pdf)	Junoisier Allen	10/4/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1131_AgendaminutesSign-in_100819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1131_10232019_1131_AgendaminutesSign-in_100819.pdf)	October	Developed	10/23/2019
1131_SACCOMPOSITION_102119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1131_10212019_1131_SACCOMPOSITION_102119.pdf)	October	None	10/21/2019
1131_SAC&SAF_SCHEDULE_102119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1131_10212019_1131_SAC&SAF_SCHEDULE_102119.pdf)	October	None	10/21/2019
1131_SAFBYLAWS_102119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1131_10212019_1131_SAFBYLAWS_102119.pdf)	October	SAF ByLaws	10/21/2019
1131_SACBYLAWS_102119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1131_10212019_1131_SACBYLAWS_102119.pdf)	October	SAC ByLaws	10/21/2019
Palmview-SAF-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1131_10182019_Palmview-SAF-Bylaws.pdf)	October	None	10/18/2019
Palmview-SAC-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1131_10182019_Palmview-SAC-Bylaws.pdf)	October	None	10/18/2019
Palmview-SAC-and-SAF-Meeting-Schedule.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1131_10112019_Palmview-SAC-and-SAF-Meeting-Schedule.pdf)	October	None	10/11/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
2019-eProve-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10032019_2019-eProve-Parent-Survey.pdf)	Junoisier Allen	10/3/2019
2019-eProve-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10032019_2019-eProve-Staff-Survey.pdf)	Junoisier Allen	10/3/2019
2019-eProve-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10032019_2019-eProve-Student-Survey.pdf)	Junoisier Allen	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
FACE-Resource-Area-1.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10032019_FACE-Resource-Area-1.jpg)	Junoisier Allen	10/3/2019
FACE-Resource-Area-2.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10032019_FACE-Resource-Area-2.jpg)	Junoisier Allen	10/3/2019
FacultyMeeting-CustomerService-Presentation-SignIn.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10032019_FacultyMeeting-CustomerService-Presentation-SignIn.pdf)	Junoisier Allen	10/3/2019
Programs-and-Services-Checklist-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10042019_Programs-and-Services-Checklist-(1).pdf)	Junoisier Allen	10/4/2019
Catchthem-Being-Great-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10042019_Catchthem-Being-Great-2019-2020.pdf)	Junoisier Allen	10/4/2019
Cultural-Awareness-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10042019_Cultural-Awareness-2019-2020.pdf)	Junoisier Allen	10/4/2019
CustomerService-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10042019_CustomerService-2019-2020.pdf)	Junoisier Allen	10/4/2019
Face-Plan-Palmview.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10042019_Face-Plan-Palmview.pdf)	Junoisier Allen	10/4/2019
FACE-Resource-Team-Members.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10042019_FACE-Resource-Team-Members.pdf)	Junoisier Allen	10/4/2019
1131_10032019_customer-service-presentation-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1131_10042019_1131_10032019_customer-service-presentation-(2).pdf)	Junoisier Allen	10/4/2019

☆ School Info



School Name	Park Ridge ES (1951)	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/1951_10032019_executive-summary.pdf) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	103	17	0	0	---	N/A	1	2	0	N/A
01	102	24	0	0	---	0	4	6	0	N/A
02	87	13	0	0	---	0	3	7	0	N/A
03	80	14	0	0	31	---	1	7	1	76
04	73	12	1	0	38	---	0	0	0	68
05	81	14	0	0	30	---	0	0	1	75

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	103	25	1	0	---	0	3	4	0	N/A
01	115	23	0	0	---	0	3	8	0	N/A
02	113	14	1	0	---	0	1	11	0	N/A
03	90	11	2	0	43	---	16	11	0	89
04	92	13	2	0	46	---	16	6	1	89
05	79	12	3	0	43	---	8	2	0	73

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

Intervention strategies that are used for students who are identified by the early warning system include constant pull-out and push-in services by our math and reading coaches. We also provide extended time in the classroom as well as differentiated assessments. We use an embedded high quality RTI process for each of these students in order to have them succeed.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1951&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 people responsible are administration, support staff, ELA and Math coaches, and teachers. They will focus on aligning classroom instruction to standards by helping in the use of School City, Assessing data, assessments, and assessing I-ready 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?

The specific monitoring data that is collected to determine that students in subgroups are progressing towards reading proficiency is School city, BAS data, and benchmark assessment data. The people responsible for this are the ELA coaches for k-5, interventionists, and 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?

- Data chats where we continuously discuss and reevaluate student progress, as well as give ideas on how to improve and differentiate instruction.
- CPST meets regularly to evaluate and provide opportunities for students in need.
- Use of Leveled Literacy Intervention, Wilson Reading, and PFR
- We are using two interventionists this year: one for primary and one for intermediate

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?

- Fluid ELA/Math groups that are interchangeable based on data.
- Tier 2 and 3 students are provided instruction using LLI, PFR, and/or rewards by the primary and intermediate interventionists on a daily basis.

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

Our teachers have been involved in I-ready professional development. We have realigned our PLC's to ensure teachers are incorporating more science into their instructional practices and vertically planning and teaching as our PLC groups consist of all grade levels and staff members.

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

We are mandating teachers use Imagine Learning on a daily basis in their classrooms. ELL pull out groups are being created and implemented to support language learning in school. We are also having all of our students participate in Walk to Read Activities in the morning.

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
School-Wide PLC Group Meetings	Monday	2nd, 4th	8/26/2019 - 5/25/2019	2:30 PM - 3:30 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Park-Ridge_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_08262019_Park-Ridge_SAM_19.pdf)	Kristina Dever	8/26/2019
MTSS-Rtl-Action-Plan--19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_09162019_MTSS-Rtl-Action-Plan--19-20.pdf)	Idil Oguz	9/16/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Wednesday	2nd, 4th	9/25/2019 - 4/15/2020	8:00 AM - 2:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
1951_09122019_SEL-Action-Plan-2019-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_10032019_1951_09122019_SEL-Action-Plan-2019-(1).pdf)	Idil Oguz	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Parkridge-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_06122019_Parkridge-Feedback-Form.pdf)	Desiree Montalvo	6/12/2019
1951_10032019_PRE-SPBP-behavior-plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_10032019_1951_10032019_PRE-SPBP-behavior-plan-2019-20.pdf)	Idil Oguz	10/3/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	510	312	61.18	131	25.69	57	11.18	10	1.96
2017 - 2018	567	292	51.50	158	27.87	85	14.99	32	5.64
2018 - 2019	591	311	52.62	173	29.27	90	15.23	17	2.88

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	102	47	46.08	30	29.41	18	17.65	7	6.86
2018 - 2019	01	115	52	45.22	38	33.04	22	19.13	3	2.61
2018 - 2019	02	113	57	50.44	38	33.63	16	14.16	2	1.77
2018 - 2019	03	90	54	60.00	24	26.67	11	12.22	1	1.11
2018 - 2019	04	92	52	56.52	25	27.17	15	16.30	0	0.00
2018 - 2019	05	79	49	62.03	18	22.78	8	10.13	4	5.06

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 52.6% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 18.1% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.9% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_09162019_Attendance-Plan-19-20.pdf)	Idil Oguz	9/16/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
counselor-plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_10072019_counselor-plan-2019-2020.pdf)	Idil Oguz	10/7/2019

Equity Plan

File Name	File Uploaded By	Upload Date
1951_10032019_Equity-Diversity-Action-Plan-Template-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_10032019_1951_10032019_Equity-Diversity-Action-Plan-Template-(1).pdf)	Idil Oguz	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_09162019_BPIE-Plan-19-20.pdf)	Idil Oguz	9/16/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
sac-membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1951_10212019_sac-membership.pdf)	October	None	10/21/2019
october-SAF-Items.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1951_10182019_october-SAF-Items.pdf)	October	None	10/18/2019
October-SAC-Items.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1951_10182019_October-SAC-Items.pdf)	October	Developed	10/18/2019
Sac-Meeting-Dates-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1951_10032019_Sac-Meeting-Dates-2019-20.pdf)	October	None	10/3/2019
SAF-2019-Bylaws-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1951_10012019_SAF-2019-Bylaws-.pdf)	October	SAF ByLaws	10/1/2019
SAC-2019-ByLaws.html (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1951_10012019_SAC-2019-ByLaws.html)	October	SAC ByLaws	10/1/2019
September-2019-SAC-SAF-Powerpoint.ppt (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1951_10012019_September-2019-SAC-SAF-Powerpoint.ppt)	October	None	10/1/2019
September-2019-SAC-Meeting-Items.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1951_10012019_September-2019-SAC-Meeting-Items.pdf)	October	None	10/1/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
2019-eProve-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_09162019_2019-eProve-Parent-Survey.pdf)	Idil Oguz	9/16/2019
2019-eProve-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_10032019_2019-eProve-Student-Survey.pdf)	Idil Oguz	10/3/2019

File Name	File Uploaded By	Upload Date
2019-eProve-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_10032019_2019-eProve-Staff-Survey.pdf)	Idil Oguz	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Service-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_09162019_Customer-Service-19-20.pdf)	Idil Oguz	9/16/2019
Catchthem-Being-Great-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_09162019_Catchthem-Being-Great-19-20.pdf)	Idil Oguz	9/16/2019
Cultural-Awareness-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_09162019_Cultural-Awareness-19-20.pdf)	Idil Oguz	9/16/2019
Programs-and-Services-Checklist-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_09162019_Programs-and-Services-Checklist-19-20.pdf)	Idil Oguz	9/16/2019
Face-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1951_09162019_Face-Plan-19-20.pdf)	Idil Oguz	9/16/2019

☆ School Info



School Name	Sanders Park ES (0891)	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/0891_10012019_0891_10192018_0891_2019_Exc)	

☆ 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	68	25	0	0	---	N/A	3	5	0	N/A
01	94	25	0	0	---	0	3	11	0	N/A
02	77	27	1	0	---	0	2	3	0	N/A
03	89	16	1	0	30	---	6	9	6	81
04	72	18	2	0	17	---	4	2	1	68
05	75	17	5	0	27	---	2	0	1	73

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	39	1	0	---	0	4	5	0	N/A
01	74	30	0	0	---	0	1	8	0	N/A
02	85	25	4	0	---	0	5	7	2	N/A
03	76	14	1	0	22	---	9	7	1	69
04	90	23	6	0	31	---	29	24	5	81
05	69	11	1	0	18	---	17	16	3	65

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

Sanders Park will bridge the performance gap and increase the academic performance of students identified by the early warning system through the implementation of various intervention strategies. Identified students receive additional small group instruction in reading, math and writing through push-ins provided by support personnel. In addition, we provide academic specials that reinforce the ELA and Science and Social Studies standards for grades K-5. Lastly, identified 3rd, 4th and 5th grade students are offered the opportunity to attend after school tutorial and enrichment camps. There are seven intervention/programs that we will use to assistance with improving their academics. We will use LLI (Leveled Literacy Intervention) to address students who are two years below grade level. Foundations and Phonics for Reading will be used to address students who need assistance in phonics. Quick Reads will be used to address students who need assistance in fluency. Journey's Tool Kit will be used to address students who need assistance in comprehension, phonics, and fluency. Write-In Reader will be used to address students who need assistance in comprehension. Education Galaxy will be used to address students who need assistance with comprehension and phonics.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0891&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Increase percentage of students scoring proficient on the Science FCAT from 36% to 40%	A Science Special was added to the Master Schedule to provide hands-on activities and reinforce the standards.2. Science integrated through the literacy block (K-5) 3. Science Camp will be offered to targeted students	Science Contact; Literacy Coach			\$56,000 - Science Teacher General Budget. Science Camp \$2000-Accountability	Science data will be monitored for student progress and instructional adjustments.	
Increase the percentage of students achieving proficiency in ELA from 50% to 55% as indicated by the Florida Standards Assessment (FSA).	Provide ELA instruction through a balanced-literacy approach (ie. Shared reading, IRA, guided reading/writing, Writer'/reading workshop, etc.) Additionally, extended learning opportunities will be offered to students through daily push-in support and afterschool camps/tutoring.	Literacy Coach	6/1/2020		\$10,500 (Title I) -ELO	Progress monitoring data will be collected and reviewed on a monthly basis.	
Increase the percentage of students achieving proficiency in math from 70% to 72% as indicated by the Florida Standards Assessment (FSA).	Daily small guided math instruction, increase math fluency through daily drills and centers, increase the use of math hands-on math manipulatives during instruction.	Math Coach	6/1/2020	N/A	\$1000. General Budget	Progress monitoring data in math will be collected and reviewed. Adjustments will be made based upon the data.	
By June 2020, Sanders Park will increase literacy performance of our lowest quartile students by 5%.	The LLI (Leveled Literacy Intervention) program will be used for identified students in grades 1-3.	Primary Literacy Coach	6/1/2020	LLI training	General Funds - \$1000	Students receiving LLI will be progress monitored on a weekly basis.	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
As evidence of the 2019 FSA and SES band data, Sanders Park will focus on improving student achievement in ELA; particularly targeting learning gains. The 2019 FSA ELA results indicated that 50% of students in grades 3-5 were proficient, 63% made learning gains, and 53% of students for the lowest quartile made learning gains. We will improve the overall learning gains in ELA from 63% to 68%.	We will conduct FSA Camp for all students.	Literacy Coach (Yolanda Smith)	4/29/2020		Title 1 - \$10,500	We will conduct on-going diagnostic assessments and reviewing data from these programs and tests.	

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 level administration and instructional coaches are responsible for reviewing and monitoring student progress monitoring data. Weekly informal/formal classroom observations, common formative assessment data, and teacher lesson plans will serve as evidence to demonstrate that classroom instruction is aligned to grade-level standards.

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

Monthly checkpoint assessments are created and distributed for student application. In addition, the Benchmark Assessment System (BAS) is administered to students in grades K-5 to determine adequate reading progress. Lastly, the Letter Names & Sounds/Concepts of Print Test is administered to all kindergarten students. Data is collected and discussed during individual/team data chats to determine all student's progress. This includes our students identified in various subgroups (ie. lowest quartile, ESOL, ESE, etc). School level administration and instructional coaches are responsible for reviewing and monitoring 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?

Students who are not demonstrating adequate progress are referred to the Collaborative Problem Solving Team (CPS-T). Collectively, the team reviews student data and makes an informative decision to determine appropriate intervention. Assigned interventionists will work directly with students to implement intervention to fidelity and track student 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 Balanced Literacy Approach (IRA, Shared Reading, Small Group Guided Reading, Writers Workshop) are instructional practices provided to target instruction. In addition, Tier 2 and Tier 3 intensive instruction is provided to students with substantial reading deficiencies 3-5 days per week by a highly qualified interventionist.

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)?

Balanced Literacy, Small Group Guided Reading, Benchmark Assessment System, and Educational Galaxy are the professional learning opportunities the teachers have taken to ensure all classroom instruction is accessible to all learners.

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

All English Language Learners (ELLs) have access to Imagine Learning as an additional resource to aid in learning. Additionally, all students receive small group guided instruction for ELA and Mathematics in order to meet their individual needs.

Resources

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

- Can Do Descriptors for ELL (<https://wida.wisc.edu/teach/can-do/descriptors>)
- SWD Support Resources (<https://browardschools.instructure.com/courses/661066>)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Intermediate Math	Monday	1st, 3rd	8/26/2019 - 5/11/2020	2:15 PM - 3:00 PM	3, 4, 5
Intermediate ELA	Monday	1st, 3rd	8/26/2019 - 5/11/2020	2:15 PM - 3:00 PM	3, 4, 5
Primary Math	Monday	2nd, 4th	9/16/2019 - 5/11/2020	2:15 PM - 3:00 PM	K, 1, 2
Primary ELA	Monday	1st, 3rd	8/26/2019 - 5/11/2020	2:15 PM - 3:00 PM	K, 1, 2

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Sanders-Park_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_08262019_Sanders-Park_SAM_19.pdf)	Kristina Dever	8/26/2019
0891_10022019_SPE-MTSS-Rtl-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10032019_0891_10022019_SPE-MTSS-Rtl-Action-Plan-2019-2020.pdf)	Anitra Fleming	10/3/2019
0891_10022019_Sanders-Park-Elementary-MTSS-Roles-and-Responsibilities-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10032019_0891_10022019_Sanders-Park-Elementary-MTSS-Roles-and-Responsibilities-(2).pdf)	Anitra Fleming	10/3/2019
0891_10022019_2019-2020-Response-To-Intervention-(Rtl).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10032019_0891_10022019_2019-2020-Response-To-Intervention-(Rtl).pdf)	Anitra Fleming	10/3/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	9/11/2019 - 5/20/2020	8:30 AM - 12:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
0891_10012019_Sanders-Park-ES-SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10032019_0891_10012019_Sanders-Park-ES-SEL-Action-Plan-2019-2020.pdf)	Kimberly Tynes	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Sanders-Park-ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_05282019_Sanders-Park-ES-Feedback-Form-2019-20.pdf)	Kristina Dever	5/28/2019
0891_10012019_2019-20-SPBP-TEMPLATE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10032019_0891_10012019_2019-20-SPBP-TEMPLATE.pdf)	Kimberly Tynes	10/3/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	531	245	46.14	164	30.89	97	18.27	25	4.71
2017 - 2018	517	220	42.55	152	29.40	96	18.57	49	9.48
2018 - 2019	490	189	38.57	151	30.82	125	25.51	25	5.10

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	98	27	27.55	29	29.59	33	33.67	9	9.18
2018 - 2019	01	74	24	32.43	20	27.03	28	37.84	2	2.70
2018 - 2019	02	83	34	40.96	25	30.12	17	20.48	7	8.43
2018 - 2019	03	74	33	44.59	27	36.49	12	16.22	2	2.70
2018 - 2019	04	92	36	39.13	29	31.52	23	25.00	4	4.35
2018 - 2019	05	69	35	50.72	21	30.43	12	17.39	1	1.45

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 38.6% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 30.6% 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.

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 5.1% 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-(19-20).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10142019_Attendance-Plan-Elementary-Template-SIP-(19-20).docx)	Anitra Fleming	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
SCAC-Sanders-Park-Elementary-Magnet-School-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10012019_SCAC-Sanders-Park-Elementary-Magnet-School-2019-2020.pdf)	Anitra Fleming	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
0891_10012019_Equity-Diversity-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10032019_0891_10012019_Equity-Diversity-Action-Plan-2019-2020.pdf)	Kimberly Tynes	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
SPE-BPIE_2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10012019_SPE-BPIE_2018.pdf)	Kimberly Tynes	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Sept.-2019-Minutes.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0891_10212019_SAC-Sept.-2019-Minutes.doc)	September	None	10/21/2019
SAC-Sept--2019.-Agenda.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0891_10212019_SAC-Sept--2019.-Agenda.doc)	September	None	10/21/2019
SAC-September-2019-sign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0891_10212019_SAC-September-2019-sign-in.pdf)	September	None	10/21/2019
SAC-October-2019-sign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0891_10212019_SAC-October-2019-sign-in.pdf)	October	SAC ByLaws	10/21/2019
SAC-Oct-2019.-Agenda.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0891_10212019_SAC-Oct-2019.-Agenda.doc)	October	SAC ByLaws	10/21/2019
SPE-SAC-Composition-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0891_10172019_SPE-SAC-Composition-2019-2020.pdf)	October	None	10/17/2019
SPE-SAC-Bylaws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0891_10162019_SPE-SAC-Bylaws-2019-2020.pdf)	October	SAC ByLaws	10/16/2019
0891_10012019_SAC-&-SAF-Meeting-Dates-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0891_10032019_0891_10012019_SAC-&-SAF-Meeting-Dates-2019-2020.pdf)	September	None	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Staff-SurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10012019_Staff-SurveysReport.pdf)	Anitra Fleming	10/1/2019
Parent-SurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10012019_Parent-SurveysReport.pdf)	Anitra Fleming	10/1/2019
Student-SurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10012019_Student-SurveysReport.pdf)	Anitra Fleming	10/1/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
B2S-Agenda_Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10022019_B2S-Agenda_Customer-Service.pdf)	Anitra Fleming	10/2/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10022019_Cultural-Awareness.pdf)	Anitra Fleming	10/2/2019
SPE-FACE-SPACE.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10022019_SPE-FACE-SPACE.jpg)	Anitra Fleming	10/2/2019
Staff-Shout-Outs.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10022019_Staff-Shout-Outs.jpg)	Anitra Fleming	10/2/2019
SEL-Competencies-Flyer_Open-House-Parent-night.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10022019_SEL-Competencies-Flyer_Open-House-Parent-night.pdf)	Anitra Fleming	10/2/2019

File Name	File Uploaded By	Upload Date
0891_10022019_Face-Plan-2019-2020-2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0891_10032019_0891_10022019_Face-Plan-2019-2020-2.pdf)	Kimberly Tynes	10/3/2019

☆ School Info



School Name	Silver Ridge ES (3081)	School Grade (2018 - 2019)	A
Title 1 School	<input type="checkbox"/> No	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/3081_09192019_Silver-Ridge-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	176	23	0	0	---	N/A	1	5	0	N/A
01	186	25	0	0	---	0	3	8	0	N/A
02	162	13	0	0	---	0	1	6	0	N/A
03	181	20	3	0	27	---	1	8	1	174
04	179	13	1	0	30	---	1	5	1	172
05	191	13	0	0	37	---	1	2	2	184

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	171	29	0	0	---	0	0	1	0	N/A
01	178	21	3	0	---	0	3	9	0	N/A
02	185	16	1	0	---	0	0	7	0	N/A
03	167	13	4	0	21	---	6	3	0	160
04	170	16	2	0	19	---	18	18	1	158
05	173	16	0	0	23	---	22	22	0	166

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

In order to address the needs of students requiring interventions, we will provide targeted tier 2 instruction to all students demonstrating gaps in academic achievement. We will provide tier 3 intensive interventions to students using research-based intervention programs (Foundations, LLI, Phonics for Reading, Visualizing & Verbalizing, etc.). Teachers will collaboratively evaluate the results of progress monitoring assessments (BAS, pre/post tests, portfolios, etc.) and participate in data chats and student conferences. To address attendance and suspensions, teachers and staff will implement activities and lessons based on the Social Emotional Learning standards

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3081&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Our area of focus based on our lowest subgroup identified on our school report card is ELA in our Students with Disabilities subgroup. On the 2018-2019 FSA, 48% of our students with disabilities demonstrated proficiency; 47% of our students with disabilities made learning gains; and 46% of our lowest 25% of students with disabilities made learning gains. We plan to increase each area by 2%	Continue providing specialized inclusive best practices to teachers to help them meet the specific needs of our students with disabilities. Increase the number of support facilitators by one, to allow for smaller group size services to target instruction for students with disabilities.	Classroom Teachers, Support Facilitators, support staff, and Administration	6/1/2020	Inclusion best practice meetings will be held quarterly to support classroom teachers and support facilitators.			
Our content area of focus for the 2019-2020 school year, based on FSA data and analysis, is ELA. On the 2018-2019 FSA, 77% of our students demonstrated proficiency; 65% of our students made learning gains and 53% of our lowest 25% made learning gains. We aim to increase both ELA proficiency and learning gains with particular focus on those students who scored in the	Tier 1 Improvement: Interactive read-alouds will be used daily to monitor and clarify student comprehension via the incorporation of authentic student talk. Students will be encouraged to discuss the read-aloud with same-grade peers to gain additional insight and understanding from different viewpoints and perspectives. Teachers will check for understanding with intentional monitoring, guiding questions, and collaboration. Tier 2/3 Improvement: Teachers will be guided through the Response to Intervention process and provided with access to and training for evidence-based intervention resources. These resources include iReady, Phonics for Reading, Foundations, LLI, Lively Letters, Touch Math, Journey's Write-In Readers, and the Visualizing & Verbalizing program. An emphasis on fidelity and consistency, as well as the accurate evaluation of student data and achievement, will be supported by the RtI team (Administration, ESE Specialist, Literacy	Classroom Teachers, Administration, and Support Staff	6/1/2020	Fountas & Pinnell Literacy Continuum & BCPS Decision Tree training. Intervention training for new teachers as needed. These resources include iReady, Phonics for Reading, Foundations, LLI, Lively Letters, Touch Math, Journey's Write-In Readers, and	\$6,061.13	The leadership team collects updated progress monitoring data from all grade levels quarterly. This data includes Benchmark Assessment System (BAS) instructional reading levels for all students. The leadership team compares current student levels to the previous quarter's and identifies degrees of growth; students	

lowest 25% by 2% in each area. Goal	Coach, ESE Support Facilitators, and School Psychologist). T Strategies	Persons responsible	Deadline	the Professional Development & Verbalizing program.	Budget	Monitoring	Results
						not making sufficient growth are identified, a meeting with the teacher is scheduled, and interventions are implemented. The data sheet also includes student small-group reading groupings to monitor instructional reading levels, reading group flexibility/fluidity, and specific skills being targeted. Additional notes are made for students receiving targeted Tier 2 and Tier 3 interventions; notes are made of the interventions and all teachers are expected to have noted intervention time in their daily schedules. This information is updated as students are monitored in the RtI process. Student data is extracted and evaluated based on additional classifications: ESE, ELL, and the lowest performin	

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 following persons are responsible for collecting and reviewing student progress monitoring data:

- All Classroom Teachers and Support Facilitators
 - During PLC's teachers monitor instructional practices to ensure alignment to grade level standards
 - Teachers are responsible for collecting data through the use of the BAS, iReady, and a variety of formative assessments.
 - Teams utilize the District Decision Tree to guide decision making in determining appropriate interventions.
- Leadership Team (Principal, Assistant Principal, Literacy Coach?, Guidance Counselor, and ESE Specialist)
 - Participate in PLC's to provide additional guidance and support to confirm adherence to grade level expectations
 - Collect individual teacher data in order to monitor the Tier 1, Tier 2, and Tier 3 instruction of all students throughout the school year.

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

At the Kindergarten Level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments for additional progress monitoring.

Teachers administer the Benchmark Assessment (BAS) to diagnose and monitor students' progress toward meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring level 1 or 2 on FSA-ELA) in grades 4-5.

English Language Learners (ELL) participate in the same progress monitoring assessments in grades K-5. Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language Proficiency. New this school year, all A1 ELL's will be administered a diagnostic through the Imagine Learning Computer Program to determine weaknesses and strengths, and lessons are assigned to increase skills and progress in monitored through the program.

The majority of SWDs are progress monitored using the tools referenced above. Students with significant cognitive disabilities are instructed utilizing the grade-level Florida Standards Access Points and progress is measured through curriculum-based assessments. Quarterly progress monitoring of reading goals is mandatory for all students with disabilities SWDs. The data is updated into the EasyIEP and communicated to parents via the IEP quarterly progress report.

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

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

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

- Intervention Resources available for our Tier 2 and Tier 3, as well as SWD's include;
 - Foundations (K),
 - LLI, Leveled Literacy Intervention (1-3) for word study, vocabulary, and comprehension
 - iReady (lowest 25% performing students)
 - Lively Letters (K-2)
 - Phonics for Reading (2-5)
 - Phonographix (K-5)
 - Visualizing & Verbalizing (2-5)

Teachers follow a schedule to ensure all students receive their interventions on a regular basis. These programs are implemented by our ESE teachers in our ESE classrooms and in the general education classrooms with the ESE Support Facilitator. Some of these programs are provided by the classroom teachers for 6-9 weeks and then progress is analyzed to determine if the program is effective, if it should be continued, or if another strategy needs to be implemented.

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

- *County based professional development*
 - *Through the Elementary Learning Department and the Literacy Department teachers are given professional development on the five areas of reading; Phonemic Awareness, Phonics and Word Recognition, Fluency, Vocabulary, and comprehension, as well as other areas. Such as technology and motivation.*
- *Professional Learning Communities*
 - *Teachers will work collaboratively in PLC's twice a month to focus on student data and best practices to make informed decisions on planing, instruction, and delivery.*
- *School Based Professional Development*
 - *Decision Tree Chart training*
 - *Conitnued small group reading instruction*
 - *Specific interventions for identified weaknesses*
 - *Data Chats*

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

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

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Silver Ridge Grade Level PLC	Tuesday		9/10/2019 - 5/19/2020	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
Silver-Ridge_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_08262019_Silver-Ridge_SAM_19.pdf)	Kristina Dever	8/26/2019
MTSS-Rtl-Action-Plan-SRE-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10022019_MTSS-Rtl-Action-Plan-SRE-19-20.pdf)	Wendy Borowski	10/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday	2nd, 4th	9/9/2019 - 5/12/2020	7:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2019-20-SEL-Action-Plan-SRE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10012019_2019-20-SEL-Action-Plan-SRE.pdf)	Wendy Borowski	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Silver-Ridge-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_05242019_Silver-Ridge-Feedback-Form.pdf)	Desiree Montalvo	5/24/2019
3081_05212019_SilverRidgebehavior-plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10042019_3081_05212019_SilverRidgebehavior-plan-2019-20.pdf)	Wendy Borowski	10/4/2019

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	1148	699	60.89	317	27.61	118	10.28	14	1.22
2017 - 2018	1099	674	61.33	312	28.39	96	8.74	17	1.55
2018 - 2019	1044	629	60.25	291	27.87	111	10.63	13	1.25

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	171	87	50.88	52	30.41	28	16.37	4	2.34
2018 - 2019	01	178	104	58.43	52	29.21	19	10.67	3	1.69
2018 - 2019	02	185	129	69.73	37	20.00	18	9.73	1	0.54
2018 - 2019	03	167	100	59.88	50	29.94	16	9.58	1	0.60
2018 - 2019	04	170	98	57.65	56	32.94	13	7.65	3	1.76
2018 - 2019	05	173	111	64.16	44	25.43	17	9.83	1	0.58

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 60.2% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 11.9% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.2% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-SRE-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10212019_Attendance-Plan-Elementary-SRE-.pdf)	Wendy Borowski	10/21/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2019-20-ASCP-Annual-School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10012019_2019-20-ASCP-Annual-School-Counseling-Plan.pdf)	Wendy Borowski	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
2019-20-Equity-Diversity-Action-Plan-SRE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10012019_2019-20-Equity-Diversity-Action-Plan-SRE.pdf)	Wendy Borowski	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
3081_02012019_Silver-Ridge-BPIE-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10012019_3081_02012019_Silver-Ridge-BPIE-2019.pdf)	Wendy Borowski	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Silver-Ridge-SAF-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3081_10212019_Silver-Ridge-SAF-Meeting-Dates.pdf)	September	None	10/21/2019
Silver-Ridge-SAC-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3081_10212019_Silver-Ridge-SAC-Meeting-Dates.pdf)	September	None	10/21/2019
Silver-Ridge-SAF-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3081_10212019_Silver-Ridge-SAF-Bylaws.pdf)	September	ByLaws	10/21/2019
Silver-Ridge-SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3081_10212019_Silver-Ridge-SAC-Composition.pdf)	September	None	10/21/2019
Silver-Ridge-SAC-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3081_09252019_Silver-Ridge-SAC-Bylaws.pdf)	September	ByLaws	9/25/2019
Silver-Ridge-August-SAF.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3081_09252019_Silver-Ridge-August-SAF.pdf)	August	None	9/25/2019
Silver-Ridge-August-SAC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3081_09252019_Silver-Ridge-August-SAC.pdf)	August	None	9/25/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
eprove-SRE-Parent-survey-report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10022019_eprove-SRE-Parent-survey-report.pdf)	Wendy Borowski	10/2/2019
eprove-SRE-Staff-Survey-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10022019_eprove-SRE-Staff-Survey-Report.pdf)	Wendy Borowski	10/2/2019
eprove-SRE-Student-Survey-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10022019_eprove-SRE-Student-Survey-Report.pdf)	Wendy Borowski	10/2/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-SRE.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10012019_Face-Plan-SRE.docx)	Wendy Borowski	10/1/2019

File Name	File Uploaded By	Upload Date
Catchthem-Being-Great-SRE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10012019_Catchthem-Being-Great-SRE.pdf)	Wendy Borowski	10/1/2019
Programs-and-Services-Checklist-SRE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10012019_Programs-and-Services-Checklist-SRE.pdf)	Wendy Borowski	10/1/2019
Customer-Service-SRE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10022019_Customer-Service-SRE.pdf)	Wendy Borowski	10/2/2019
Cultural-Awareness-SRE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3081_10022019_Cultural-Awareness-SRE.pdf)	Wendy Borowski	10/2/2019

☆ School Info



School Name	Sunland Park Academy (K-3) (0611)	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/0611_10032019_Executive-Summary.pdf)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	86	25	1	0	---	N/A	3	4	0	N/A
01	112	41	5	0	---	0	11	16	2	N/A
02	81	16	8	0	---	0	10	13	1	N/A
03	94	28	2	0	27	---	9	10	4	82

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	25	2	0	---	0	1	1	0	N/A
01	89	30	4	0	---	0	5	9	0	N/A
02	95	28	4	0	---	0	3	7	1	N/A
03	69	14	2	0	24	---	15	9	2	66

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

To improve the academic performance of students at Sunland Park Academy, all students K-3 participate in core literacy, math, and science instruction. K-3 students participate in small group guided reading during the 90 minute reading block to receive individualized instruction based on students' needs using a Balanced Literacy teaching model. Teachers in K-3 utilize Journeys, Go Math, and STEMscopes.

Reading interventions include the following: iReady Reading lessons, Foundations, Journeys Tool Kit, Leveled Readers, Phonics for Reading and LLI.

Math interventions include the following: Calendar Math, Math Manipulatives, Reflex Math, Touch Math, and Acaletics.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0611&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, we will increase ELA proficiency to 57% and MATH proficiency to 76%	Conure Camp:Tutorial	Nikia Ragin	6/6/2020	n/a	\$6,500.00	Camp walkthroughs and surveys by administration	
By June 2020, we will increase student proficiency in MATH from 73% to 76%.	Differentiated instruction, scale up intervention practices, PLCs to drive instruction, materials and supplies	Helen Kassim	6/6/2020	Grade Level PLCs, small group math and learning centers	\$1,250.00	Evidenced by administration during walkthroughs and lesson plan plan review	
By June 2020, we will increase student proficiency in ELA from 54% to 57%.	Differentiated instruction, scale up intervention practices, PLCs to drive instruction, materials and supplies	Nicole Davis	6/6/2020	Grade Level PLCs, Balanced Literacy, Small group reading	\$1,250.00	Evidenced by administration during walkthroughs and lesson plan plan review	

K-12 Comprehensive Reading Plan

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

The principal is responsible for ensuring that every student receives a high-quality education. She prioritizes instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research. In addition to the principal, the literacy and math coach support and implement a rigorous curriculum aligned to state standards. They also assist the principal in ensuring that teachers align content across grades and that those curricular scopes and sequences meet the particular needs of the students. The coaches also model instructional strategies and set expectations for the content, rigor, and structure of lesson and unit plans. Part of each day is dedicated to monitoring and improving instruction by conducting classroom walkthroughs, formative observations, data chats and by reviewing lesson plans and plc minutes.

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?

School level administrators along with the curriculum coaches and teachers are responsible for collecting and reviewing student progress and monitoring data. Every student in grade K-3 is progress monitored three times per year using the district wide BAS assessment to determine reading levels and reading deficiencies. In addition, school-based assessments aligned to the ELA standards are used periodically with all subgroups to determine progress. ELL students are administered the ACCESS assessment to determine their language proficiency. Students with disabilities (SWD's) receive specialized instruction as determined by the student's Individual Education Plan (IEP).

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 adequately progressing towards school and district goals receive reading and math intervention and are referred to the RtI team. Administration and coaches regularly meet with intervention teachers to monitor students' progress. Furthermore, students are provided with instructions and intervention using district approved supplementals and interventions to bridge learning gaps and to monitor students' progress. Such supplementals and intervention are as follows:

Supplemental

KG - Fundations, Fountas & Pinnell Shared Reading Books, I-Ready, Scholastic Guided Reading, Scholastic Trade Books

1st - Fountas & Pinnell Shared Reading Books, I-Ready, Scholastic Guided Reading, Scholastic Trade Books

2nd - Fountas & Pinnell Shared Reading Books, I-Ready, LAFS, Scholastic Guided Reading, Scholastic Trade Books

3rd - Fountas & Pinnell Shared Reading Books, I-Ready, LAFS, ELA Motivation, Scholastic Guided Reading, Scholastic Trade Books

Intervention

Grade 1-3 LLI (retained students)

Grade K - Fundations

Grade 1 - Fundations

Grade 2 - Phonics for Reading, Fundations

Grade 3- Phonics for Reading, Rewards, QAR

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

Our school focuses on the differentiated needs of every student, in every classroom. Since literacy development is the foundation of all learning, our goal is to successfully implement and sustain a system of support to ensure success for all students. In doing so, we utilize the district wide Benchmark Assessment System (BAS) as a baseline and progress monitoring tool to examine our students' literacy strengths and needs. Utilizing the BAS data three times per year in grades K-3 helps to guide our decisions regarding our student progress towards proficiency. The district's Multi-Tiered System of Support (MTSS) helps us further identify student needs and guide decision making. When a student scores one BAS instructional level below grade level expectations at any point in time, the classroom teacher must provide tier 1 differentiated instruction to meet individual student needs. In addition, teachers must continue to monitor student progress. If no or little progress is made, students will receive tier 2 supplemental instruction through a pull-out or push-in intervention by support personnel. Students scoring more than two levels below grade level expectations on the BAS will also receive tier 1 differentiated instruction before determining if they receive a tier 2 and tier 3 intensive reading intervention.

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

On an ongoing basis, teachers will receive Social Emotional Learning professional development during PLC's as well as whole staff forums. During these trainings, teachers will learn how to implement SEL activities into their curriculum that will enable students to see themselves and others in a positive light, manage *emotions*, set and achieve goals and solve problems they encounter effectively. SEL supports *school* cultures and climates to allow students to practice life *skills* throughout their *school* experience. In addition, select teachers will participate in an EASE (Educating Students With Excellence) Conference where they will learn techniques of supporting students with differences creating a culturally progressive and socially reflective school and community. This will allow teachers an opportunity to support and celebrate diversity at all levels aligned to the UDL (Universal Learning Design). Information will be shared in a "Train the Trainer" model throughout the school year.

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

To increase the percentage of our ELLs students in becoming proficient on the ACCESS for ELLs teachers are implementing ESOL instructional strategies embedded in daily lessons and activities. We are also using an instructional resources called For Sure and providing students with access to Imagine Learning Language computer based instructions.

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
Standards Based Math and Data Driven Instructions	Monday Tuesday Wednesday	1st, 2nd, 3rd, 4th	8/7/2019 - 5/14/2020	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3
Standards Based ELA and Data Driven Instructions	Monday Tuesday Wednesday	1st, 2nd, 3rd, 4th	8/7/2019 - 5/14/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3
Social Emotional Learning - Sanford Harmony	Monday Tuesday Wednesday	1st, 2nd, 3rd, 4th	10/18/2019 - 5/14/2020	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Sunland-Park_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_08262019_Sunland-Park_SAM_19.pdf)	Kristina Dever	8/26/2019
0611_Sunland_-SAM-Action-Plan_1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_10032019_0611_Sunland_-SAM-Action-Plan_1920.pdf)	Helen Kassim	10/3/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	9/1/2019 - 6/4/2020	10:00 AM - 1:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Sunland-Park_SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_09272019_Sunland-Park_SEL-Action-Plan-2019-2020.pdf)	Helen Kassim	9/27/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Sunland-Park-Academy.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_05312019_Sunland-Park-Academy.pdf)	Wanda Burns-Wright	5/31/2019
2019_20-SPBP_Sunland-Park-Academy.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_10212019_2019_20-SPBP_Sunland-Park-Academy.pdf)	Nikia Ragin	10/21/2019

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	435	176	40.46	120	27.59	106	24.37	33	7.59
2017 - 2018	436	180	41.28	121	27.75	96	22.02	39	8.94
2018 - 2019	329	128	38.91	104	31.61	83	25.23	14	4.26

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	78	22	28.21	31	39.74	23	29.49	2	2.56
2018 - 2019	01	89	36	40.45	21	23.60	29	32.58	3	3.37
2018 - 2019	02	93	36	38.71	31	33.33	19	20.43	7	7.53
2018 - 2019	03	69	34	49.28	21	30.43	12	17.39	2	2.90

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 38.9% 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 29.5% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 4.3% 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
Sunland-Park-ES-Attendance.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_10142019_Sunland-Park-ES-Attendance.pdf)	Helen Kassim	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2019_2020-Guidance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_09102019_2019_2020-Guidance-Plan.pdf)	Nikia Ragin	9/10/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_09262019_Equity-Diversity-Action-Plan.pdf)	Helen Kassim	9/26/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_10022019_BPIE.pdf)	Helen Kassim	10/2/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Sunland-Park-Academy-SAF-Bylaw.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0611_10182019_Sunland-Park-Academy-SAF-Bylaw.pdf)	September	SAF ByLaws	10/18/2019
Sunland-SAC-Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0611_10172019_Sunland-SAC-Composition-Report.pdf)	October	None	10/17/2019
Sunland-Bylaws-2019--2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0611_10172019_Sunland-Bylaws-2019--2020.pdf)	October	SAC ByLaws	10/17/2019
September-SAC-Upload1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0611_10162019_September-SAC-Upload1.pdf)	September	None	10/16/2019
SAC_SAF-Schedule_201920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0611_10042019_SAC_SAF-Schedule_201920.pdf)	October	None	10/4/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
2019-eProve-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_10032019_2019-eProve-Parent-Survey.pdf)	Helen Kassim	10/3/2019
2019-eProve-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_10032019_2019-eProve-Staff-Survey.pdf)	Helen Kassim	10/3/2019
2019-eProve-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_10032019_2019-eProve-Student-Survey.pdf)	Helen Kassim	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Template.asd.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_09272019_Face-Plan-Template.asd.pdf)	Helen Kassim	9/27/2019
Ms.-Williams-Catch-them-Being-Great-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_09272019_Ms.-Williams-Catch-them-Being-Great-(1).pdf)	Helen Kassim	9/27/2019
Cultural-Awareness-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_09272019_Cultural-Awareness-(1).pdf)	Helen Kassim	9/27/2019
Customer-Service-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0611_09272019_Customer-Service-(1).pdf)	Helen Kassim	9/27/2019

☆ School Info



School Name	Walker ES (0321)	School Grade (2018 - 2019)	D
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> Yes
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/0321_10042019_WALKER_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	106	28	0	0	---	N/A	1	2	0	N/A
01	124	32	2	0	---	0	4	12	1	N/A
02	108	29	0	0	---	0	6	5	2	N/A
03	113	26	6	0	54	---	4	10	2	107
04	138	30	6	0	75	---	9	4	9	128
05	124	25	6	0	62	---	3	3	3	109

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	127	42	3	0	---	0	4	3	0	N/A
01	124	32	2	0	---	0	9	16	1	N/A
02	136	32	4	0	---	0	3	4	1	N/A
03	121	27	11	0	72	---	29	5	1	115
04	128	36	9	0	88	---	91	88	1	122
05	142	29	12	0	77	---	74	71	5	134

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

Walker Elementary employs a variety of programs to assist our students in improving academic success. For one hour of the school day, the students in K-5 receive intensive instruction during Intensive Hour. During this hour, students are instructed in small groups, in specific reading strands/standards, or through specific intensive reading programs such as Foundations in grades K-2, Phonics for reading in grades 1-5, and Super QAR we Use in grade 5. At Walker Elementary, technology is paramount. Students in K-5 use IReady to strengthen their skills in Reading and Math; in grades K and 1, students use Innovations for Learning (IFL), in 1st-grade students, and Leveled Literacy Intervention (LLI) is used in grades 1st and 2nd grades. We use small group interventions and I-Ready to strengthen students skill in Math.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0321&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 Reading Coach and School Administration is responsible to ensure classroom instruction is aligned to grade-level standards. Teachers turn in lesson plans to administration to ensure their classroom instruction is aligned to grade-level standards

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

The leadership team will create monthly progress monitoring Reading assessments will be done by students and monitored by the Leadership Team. These assessments for progress monitoring will be created using School City and iReady. Data Chats and Professional Learning Communities will be held to share Reading best practices.

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

The school leadership team discuss students' data at monthly data chats and at weekly PLC meetings. Students that are not progressing towards individual and grade level goals are referred to the RTI team. The RTI team compares the students' data to the class and creates a plan that will ensure students provided with the appropriate interventions using the K-5 or 6-12 Identification/Intervention Reading Decision Chart.

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 receive intensive interventions from 8:40 to 9:10 by their classroom teacher, or a member of the support staff. Tier 2 interventions are given 3 days a week for 20 minutes and Tier 3 interventions are given daily for 20 minutes. The following resources are used for intervention:

Tier 2:

- Leveled Literacy Intervention (LLI)
- I-Ready online learning program
- Phonics for Reading
- Foundations
- Literacy Tool Kit
- Reading Tool Kit
- Quick Reads

Tier 3

- Leveled Literacy Intervention (LLI)
- I-Ready online learning program
- Phonics for Reading
- Foundations
- Literacy Tool Kit
- Reading Tool Kit
- Quick Reads

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 following trainings were provided to teachers to ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching):

1. BAS Training
2. ELA Standards Based Planning
- 3 Backwards Design: Planning with the end in mind to address DOK levels of the students.
4. Small Group Guided Reading (K-5)
5. Balanced Literacy (K-5)

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

Teachers participate in professional development to learn various strategies to use with 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
Walker Elementary Grade Level PLC	Monday		8/19/2019 - 6/2/2020	3:00 PM - 4:00 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Walker_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_08262019_Walker_SAM_19.pdf)	Kristina Dever	8/26/2019
0321_10032019_Walker_MTSS-Rtl-Action-Plan-Template-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_10042019_0321_10032019_Walker_MTSS-Rtl-Action-Plan-Template-19-20.pdf)	James Frye	10/4/2019

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 - 6/2/2020	8:30 AM -

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_10042019_SEL-Action-Plan-Template.pdf)	James Frye	10/4/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Walker_ES-feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_05302019_Walker_ES-feedback-form-2019-20.pdf)	Nichole Johnson	5/30/2019
0321_04232019_WalkerElem_BehaviorPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_10042019_0321_04232019_WalkerElem_BehaviorPlan.pdf)	James Frye	10/4/2019

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	747	375	50.20	215	28.78	127	17.00	30	4.02
2017 - 2018	770	331	42.99	244	31.69	146	18.96	49	6.36
2018 - 2019	775	307	39.61	255	32.90	177	22.84	36	4.65

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	127	42	33.07	41	32.28	35	27.56	9	7.09
2018 - 2019	01	124	49	39.52	40	32.26	31	25.00	4	3.23
2018 - 2019	02	136	54	39.71	45	33.09	29	21.32	8	5.88
2018 - 2019	03	120	42	35.00	48	40.00	27	22.50	3	2.50
2018 - 2019	04	126	51	40.48	41	32.54	28	22.22	6	4.76
2018 - 2019	05	142	69	48.59	40	28.17	27	19.01	6	4.23

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 39.6% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 27.5% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 4.6% 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
Walker_Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_10042019_Walker_Attendance-Plan.pdf)	James Frye	10/4/2019
Walker_Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_10142019_Walker_Attendance-Plan.pdf)	James Frye	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Walker_CounselingPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_10042019_Walker_CounselingPlan.pdf)	James Frye	10/4/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Walker_Equity-Diversity-Action-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_10062019_Walker_Equity-Diversity-Action-Plan-.pdf)	James Frye	10/6/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Walker_BPIE_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_10062019_Walker_BPIE_2019.pdf)	James Frye	10/6/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
WALKER_SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0321_10182019_WALKER_SAC-ByLaws.pdf)	October	SAC ByLaws	10/18/2019
SAC-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0321_10182019_SAC-Dates.pdf)	October	None	10/18/2019
Walker_SAC_Composition-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0321_10182019_Walker_SAC_Composition-.pdf)	October	Developed	10/18/2019
SAF-Bylaw-Walker.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0321_10142019_SAF-Bylaw-Walker.pdf)	October	SAF ByLaws	10/14/2019
September_SAC_Documents.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0321_10142019_September_SAC_Documents.pdf)	September	Monitored	10/14/2019
August_SAC_Documents.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0321_10142019_August_SAC_Documents.pdf)	August	Monitored	10/14/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
2019-eProve-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_10042019_2019-eProve-Parent-Survey.pdf)	James Frye	10/4/2019
2019-eProve-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_10042019_2019-eProve-Staff-Survey.pdf)	James Frye	10/4/2019
2019-eProve-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_10042019_2019-eProve-Student-Survey.pdf)	James Frye	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0321_10032019_Face-Plan-.docx)	James Frye	10/3/2019