

☆ School Info ▲ ✕			
School Name	Atlantic West ES (2511)	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"/> ---	ESSA School	<input type="checkbox"/> Yes
Executive Summary	🔗 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2511_10012019_Executive-Summary-2019-20.pdf)		

☆ High Quality Instruction ▲ ✕										
Early Warning Indicators										
Data for: 2017-2018										
Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	87	18	0	0	---	N/A	0	1	0	N/A
01	111	21	0	0	---	0	1	1	0	N/A
02	111	23	1	0	---	0	1	4	0	N/A
03	135	20	1	0	66	---	6	17	1	126
04	133	13	4	0	65	---	8	11	20	129
05	124	18	4	0	50	---	24	47	19	120
Data For: 2018-2019 (Last updated: 9/18/2019)										
Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	97	15	1	0	---	0	0	1	0	N/A
01	92	15	3	0	---	0	2	5	0	N/A
02	124	19	0	0	---	0	3	14	0	N/A
03	125	21	1	0	62	---	22	10	0	118
04	113	18	11	0	57	---	19	2	0	103
05	128	14	7	0	53	---	18	4	3	120

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

Based on the Early Warning Indicators, Atlantic West will be focusing on the content areas of Reading, Math, and Science, as well as, our identified struggling subgroups of English Language Learners, Students with Disabilities, Hispanic students, and White students. Based on evidence collected in formal observations, walkthroughs, lesson plan documents, and student performance, our overall strategy is to improve Tier 1 instruction in these content areas. All teachers and support personnel will participate in professional development with the University of Florida Literacy Institute to learn researched-based instructional strategies for reading. They will receive additional coaching and modeling as needed.

In the math content area, intermediate teachers will be utilizing the Uncommon Schools Lesson plans for their Tier 1 instruction and will also receive additional coaching support and lesson modeling as needed. Primary will use the Go Math lessons and will follow the district focus calendar. Teachers will be encouraged to participate in the district trainings providing mathematical instructional strategies. They will also receive additional coaching support and modeling as needed.

In Science, teachers will continue to use the school-based developed Units of Backward design but will also align these units with the new content and resources provided by the district. Students will participate weekly in the Science special to enhance the lessons learned in the classroom and receive additional intervention as needed. Teachers will be provided planning support and lesson modeling as needed by the Science resource teacher.

All data will be collected at the end of each instructional cycle and grade-level teams will participate in data chats with administration and the instructional coaches to determine needs for reteaching, intervention, and enrichment. These data chats will also focus on understanding the standards and standards-aligned instructional practices.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2511&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?

Instructional focus calendars mapping out the ELA standards were created by team leaders, academic coaches and the leadership team for all grade levels. Classroom walkthroughs conducted by the leadership team will ensure that classroom instruction is aligned to grade level standards. Monthly professional learning communities will examine instructional practices and student work to determine if the instruction is aligned to standards. Grade level teams will analyze the data from standards based assessments to help make instructional decisions.

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 (Benchmark Assessment System) data is collected 3 times a year for all students in grades Kindergarten through Fifth grade. iReady diagnostic data in reading is also collected 3 times a year for all students in grades Kindergarten through 5th grade. Letter names, letter sounds and concepts of print are administered to all Kindergarten students quarterly. Additional reading assessments are administered to students who are reading below grade level. These assessments include the Core Phonics Survey, Core phonological awareness assessments, ongoing running records, high frequency word lists and fluency probes. SchoolCity assessments to monitor proficiency of ELA standards will be administered to students in grades 3-5 as indicated in each grade level's instructional focus calendar. Classroom teachers are responsible for collecting the data. Data will be monitored in grade level data chats with the school leadership team and literacy coach.

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

The school Collaborative Problem-Solving Team monitors and makes decisions regarding appropriate interventions for students not progressing through the Multi-Tiered Systems of Support (MTSS). The Collaborative Problem-Solving Team meets weekly to discuss students that are not meeting individual and grade-level goals. The Collaborative Problem-Solving Team uses the K-5 reading decision charts as a resource to determine appropriate Tier 2 and Tier 3 interventions.

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

The UFLI (University of Florida Literacy Institute) intervention lessons are used as both supplemental intervention (Tier 2) and intensive intervention (Tier 3) daily by classroom teachers, the reading interventionist and ESE resource teachers. Leveled Literacy Intervention (LLI) and Foundations is also being implemented daily for select students determined during collaborative problem-solving meetings. The ESE resource teacher uses Phonics for Reading for individual students to meet the goals stated on their IEP.

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

All classroom teachers attended a 5 day Summer Reading Academy with the University of Florida Literacy Institute for the James Patterson Literacy Challenge. This 5 day training focused on research based, quality reading instruction for all learners. Make up sessions were held during the first quarter of school for any teacher that was not available during the summer. Teachers learned about the conceptual framework of understanding reading and the essential elements of effective reading instruction. The teachers will be provided support as they apply their learning in the classroom from the University of Florida throughout the school year. Also, primary teachers will attend a training through the Literacy Department on the Phonics, Spelling and Word Study Kits. This training will assist teachers with implementing Tier 1 phonics instruction in every primary classroom.

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

In addition to the Tier 1 researched-based strategies learned through the University of Florida Literacy Institute, teachers will also utilize the Imagine Learning computer-based program for literacy instruction for all ELL students identified as A1 or Level 1. These students will complete lessons 30 minutes per day, three times a week. An identified staff member will monitor usage and student growth on a weekly basis and adjust the student learning path accordingly. In the Spring, ELL students will be allotted the opportunity to participate in the extended learning Language Enrichment Camp which will focus on the acquisition of the English Language through the ELA content area.

ELL students who are identified as less than proficient in math will receive a double dose of mathematical intervention provided by our bi-lingual math interventionist. These students will meet with the interventionist on a daily basis, 5 days per week.

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
Progress Monitoring Cycles	Monday Wednesday	1st, 3rd	10/7/2019 - 5/4/2020	8:00 AM - 2:00 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Atlantic-West-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_09252019_Broward-SAM--Atlantic-West-Elementary.pdf)	Georeane Nigro	9/25/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd	8/27/2019 - 5/26/2019	8:00 AM - 1:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_10012019_SEL-Action-Plan-2019-20.docx)	Amy Oppy	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP-AWE-(1)-(3).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_04302019_2019-20-SPBP-AWE-(1)-(3).docx)	Amy Oppy	4/30/2019
Atlantic-West_ES-Feedback-Froms-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_05312019_Atlantic-West_ES-Feedback-Froms-2019-2020.pdf)	Shavonda Mitchum	5/31/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	733	451	61.53	158	21.56	92	12.55	32	4.37
2017 - 2018	725	426	58.76	178	24.55	90	12.41	31	4.28
2018 - 2019	678	387	57.08	179	26.40	98	14.45	14	2.06

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	96	48	50.00	32	33.33	11	11.46	5	5.21
2018 - 2019	01	92	45	48.91	30	32.61	17	18.48	0	0.00
2018 - 2019	02	124	72	58.06	31	25.00	18	14.52	3	2.42
2018 - 2019	03	125	76	60.80	28	22.40	18	14.40	3	2.40
2018 - 2019	04	113	61	53.98	31	27.43	18	15.93	3	2.65
2018 - 2019	05	128	85	66.41	27	21.09	16	12.50	0	0.00

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 57.1% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 16.5% 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 2.1% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

No files have been uploaded.

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_10012019_School-Counseling-Plan.pdf)	Amy Oppy	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_10012019_Equity-Diversity-Action-Plan-2019-2020.docx)	Amy Oppy	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_10022019_BPIE-Plan-2019-20.docx)	Amy Oppy	10/2/2019

☆ Effective Communication ▲ ✕

SAC Documentation

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Staff-Survey-(Atlantic-West-ES-2019)-(3).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_10032019_Staff-Survey-(Atlantic-West-ES-2019)-(3).pdf)	Amy Oppy	10/3/2019
Student-Survey-(Atlantic-West-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_10032019_Student-Survey-(Atlantic-West-ES-2019).pdf)	Amy Oppy	10/3/2019
Parent-Survey-(Atlantic-West-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_10032019_Parent-Survey-(Atlantic-West-ES-2019).pdf)	Amy Oppy	10/3/2019
Parent-Survey-Bilingual-(Atlantic-West-ES-2019)-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_10032019_Parent-Survey-Bilingual-(Atlantic-West-ES-2019)-(1).pdf)	Amy Oppy	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
AWE-Catchthem-Being-Great-(2).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_10032019_AWE-Catchthem-Being-Great-(2).docx)	Jounice Lewis	10/3/2019
AWE-Hispanic-Heritage-Museum-Night-Flyer.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_10032019_AWE-Hispanic-Heritage-Museum-Night-Flyer.docx)	Jounice Lewis	10/3/2019
FACE-October--teacher-celebration-letter.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_10032019_FACE-October--teacher-celebration-letter.docx)	Jounice Lewis	10/3/2019
Teacher-Celebration-Letter-November-FACE-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_10032019_Teacher-Celebration-Letter-November-FACE-(1).docx)	Jounice Lewis	10/3/2019
AWE-Cultural-Awareness-(3).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2511_10032019_AWE-Cultural-Awareness-(3).docx)	Jounice Lewis	10/3/2019

☆ School Info



School Name	Coconut Creek ES (1421)	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"/> ---	ESSA School	<input type="checkbox"/> Yes
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1421_10012019_CCES_Executive_Summary2019- 		

☆ 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	21	12	0	---	N/A	4	0	0	N/A
01	121	14	7	0	---	0	2	7	0	N/A
02	95	14	5	0	---	0	4	4	1	N/A
03	119	12	4	0	29	---	2	5	3	111
04	125	16	7	0	35	---	1	0	1	122
05	132	18	4	0	28	---	2	2	2	120

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	114	18	5	0	---	0	3	2	0	N/A
01	109	11	7	0	---	0	3	6	0	N/A
02	120	13	12	0	---	0	4	6	0	N/A
03	87	9	3	0	25	---	11	8	0	84
04	112	11	3	0	30	---	8	1	1	104
05	120	12	5	0	52	---	9	1	2	112

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

We identify struggling students using multiple assessments. We then provide tailored interventions through the RTI process such as LLI, Phonics for Reading, Write-In Readers, etc. In addition, all struggling students are invited to Academic Camps, where they are instructed in a small group setting. Furthermore, any students identified by the Early Warning Indicators are placed on a Progress Monitoring Plan in the affected area. Students are then monitored using the Standards Mastery component of iReady, as well as with graphical data in their identified deficiency area. Data chats are held quarterly and Rti meetings are held every 6 weeks for identified students.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1421&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?

Standard based instruction guides the planning, implementation and assessment of student learning. To ensure that students are meeting or working towards the mastery of the standards, there does need to be some checks and balances. Therefore, administration and the literacy coach work together with the teachers to ensure instruction is aligned to grade level standards. Teachers use the Florida Standards, the Elementary Learning Canvas Course, grade level Scope and Sequence and Conceptual Topics to assist them in their planning. Evidence used to demonstrate that this is happening is verified through the creation and posting of Learning Goals and Performance Scales (LG&PS). Observers in the classroom are able to see the posted targets and how it is being delivered in the classroom. This can be done through both formal and informal classroom walkthroughs and observations. During data chats and at grade level PLC's, administrators and coach listen and guide teams with planning. We have a school instructional timeline for each grade level and monthly standards mastery assessments are administered that help inform students, teachers, coach and administration of which students need to be retaught, remediated or enriched on specific 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?

Data is used to monitor and inform instruction for all of our students. We analyze the data to see what specific reading skills need to be personalized, which need to be taught as Tier 1 to all the students, and which students may need enrichment. We then look to see if there is a trend within specific students, classes and/or grade levels. Data chat questions were developed that will help teachers think about and respond to the data trends in their individual classrooms. We look at our subgroups (FSA level 1, level 2, lowest quartile, ELL and ESE) to see if they are making gains and to plan additional supports that might benefit them as they work towards proficiency.

- Each quarter, teachers are reminded of PMP criteria for their particular grade level. Admin and coaches then verify that each student who qualifies for a PMP receives one.
- Three times per year, students are administered an iReady diagnostic. This informs students, teachers, coach and administration of the strengths and weaknesses of each child in a particular area. This data is then used to make instructional decisions.
- Once each month, in grades 2-5, students are given an iReady standards mastery. This data is used to help plan instruction and differentiated instruction and centers that will best meet the needs of the students.
- The BAS is given at least 3 times per year for all students in grades K-3 and level 1 and 2 students in grades 4 – 5. This data is used to plan responsive literacy instruction for individual students as well as the class as a whole.
- BSA is given in January. The data is analyzed to help us determine if they are making gains.
- For RTI purposes, teachers provide graphs of their struggling students. The graphs provide information on the particular student, his like peers as well as the whole class. This is analyzed and helps plan which intervention may best support the student.

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?

We monitor quarterly through PMP criteria. Based on this data, students may then be referred to RTI. Teachers will document three Tier 1 strategies and provide relevant data. If they don't see sufficient progress, they create a CPST referral. We then meet as a team to discuss possible ways to assist. We may develop a tier 2 plan based on the outcome of the team collaboration. We then allow the teacher time to instruct (with both tier 1 and tier 2 targeted instruction) and monitor progress for 4-6 weeks. Teachers, coach and administrators meet at least once per quarter during data chats to discuss 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?

At our school, we have a myriad of resources that are helpful in increasing literacy skills. We have access to Journeys Tool Kit, Foundations, Wilson Reading, Phonics for Reading and LLI. This school year we had teachers provide a specific, dedicated block of time in their master schedule for their intervention block to help ensure that targeted intervention is being delivered with fidelity.

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

We have worked hard to provide effective training for our staff. They have been encouraged to complete the county's professional pathway of Benchmark Assessment System (BAS), Responsive Literacy Instruction (LLI), Balanced Literacy and Small Group Guided Reading (SGGR). To date, the majority of our staff has completed the BAS training, RLI training, Balanced Literacy training and Small Group Guided Reading training.

During professional service days, the literacy coach provided a balanced literacy overview, deconstructing standards and dyslexia overview trainings.

We have seen that science is a deficit at our school. We worked with the science department and have had a science instructional facilitator work with our staff for most of this school year. We are working to not only have the teachers do hands on science investigations, but to also incorporate science throughout their literacy block.

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

Of course, all our teachers are ESOL endorsed. Our guidance counselor is our ELL liaison. This year, she and another teacher worked to put together an after school program targeting the ELL students and their needs. We also provide a pull out program for ½ hour per week for our ELL students in grades K-3. Instruction is provided by our META para.

During one of our team leader meetings, the ESOL department came out and provided Ellevation training. We feel like this knowledge and the activities provided will help us provide specific and engaging instruction to our ELL students. We are becoming more familiar with the "Can Do" descriptors and this will help us better set goals for the students in this group. We are especially proud about our partnership with Latinos in Action. These students serve as mentors to our 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/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
Team Collaboration	Thursday	2nd	8/28/2019 - 5/27/2020	7:35 AM - 8:25 AM	5
Team Collaboration	Thursday	1st	8/28/2019 - 5/27/2020	7:35 AM - 8:25 AM	4
Team Collaboration	Wednesday	3rd	8/28/2019 - 5/27/2020	7:35 AM - 8:30 AM	2
Team Collaboration	Wednesday	1st	8/28/2019 - 5/27/2020	7:35 AM - 8:30 AM	K
Team Collaboration	Wednesday	2nd	8/28/2019 - 5/27/2020	7:35 AM - 8:30 AM	1
Staff Collaboration	Monday	4th	8/19/2019 - 5/18/2020	7:35 AM - 8:25 AM	3

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Coconut-Creek-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_09192019_Broward-SAM--Coconut-Creek-Elementary-School.pdf)	Vince Watson	9/19/2019
CCES-MTSS-Rtl-Action-Plan-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_10012019_CCES-MTSS-Rtl-Action-Plan-2019.docx)	Bree Miron	10/1/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
1421_SEL_Action19_20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_10032019_1421_SEL_Action19_20.docx)	Brian Kenney	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-Coconut-Creeek-behavior-plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_04262019_SPBP-Coconut-Creeek-behavior-plan-2019-20.docx)	Katherine Elizabeth Good	4/26/2019
1421_CoconutCreekES_Review.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_05312019_1421_CoconutCreekES_Review.pdf)	Amber Boles	5/31/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	738	443	60.03	209	28.32	68	9.21	18	2.44
2017 - 2018	725	446	61.52	177	24.41	82	11.31	20	2.76
2018 - 2019	662	392	59.21	185	27.95	77	11.63	8	1.21

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	114	53	46.49	39	34.21	19	16.67	3	2.63

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	01	109	67	61.47	30	27.52	10	9.17	2	1.83
2018 - 2019	02	120	74	61.67	32	26.67	14	11.67	0	0.00
2018 - 2019	03	87	52	59.77	23	26.44	11	12.64	1	1.15
2018 - 2019	04	112	74	66.07	26	23.21	12	10.71	0	0.00
2018 - 2019	05	120	72	60.00	35	29.17	11	9.17	2	1.67

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 59.2% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 12.8% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
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_Elementary2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_09262019_Attendance_Plan_Elementary2019_2020.pdf)	Brian Kenney	9/26/2019
Attendance-Plan-Elementary_2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_10152019_Attendance-Plan-Elementary_2019_2020.pdf)	Brian Kenney	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
1421_School_Counseling_Plan1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_09252019_1421_School_Counseling_Plan1920.pdf)	Brian Kenney	9/25/2019

Equity Plan

File Name	File Uploaded By	Upload Date
equityplan19_20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_09262019_equityplan19_20.docx)	Brian Kenney	9/26/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
1421_BPPIE_Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_10022019_1421_BPPIE_Plan.pdf)	Brian Kenney	10/2/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
October2019_Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1421_11082019_October2019_Minutes.pdf)	October	Developed	11/8/2019
SAC-Agenda_October2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1421_11062019_SAC-Agenda_October2019.pdf)	October	Developed	11/6/2019
1421_Committee-Membership_1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1421_11062019_1421_Committee-Membership_1920.pdf)	October	None	11/6/2019
August2019Signin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1421_10102019_August2019Signin.pdf)	August	None	10/10/2019
SAC-Minutes_August2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1421_10032019_SAC-Minutes_August2019.pdf)	October	None	10/3/2019
August2019_Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1421_10022019_August2019_Agenda.pdf)	August	None	10/2/2019
1421SAC_Signi09232019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1421_09272019_1421SAC_Signi09232019.pdf)	September	Developed	9/27/2019
1421_SAC_Bylaws19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1421_09272019_1421_SAC_Bylaws19_20.pdf)	September	SAC ByLaws	9/27/2019
September2019_Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1421_09272019_September2019_Agenda.pdf)	September	SAC ByLaws	9/27/2019
SAC-September2019_Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1421_09272019_SAC-September2019_Minutes.pdf)	September	Developed	9/27/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
1421_Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_10032019_1421_Staff-Survey.pdf)	Brian Kenney	10/3/2019
1421_Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_10032019_1421_Student-Survey.pdf)	Brian Kenney	10/3/2019
1421_SurveysReportPrint.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_10032019_1421_SurveysReportPrint.pdf)	Brian Kenney	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
cultural-awareness.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_04302019_cultural-awareness.docx)	Katherine Elizabeth Good	4/30/2019
CatchthemBeingGreat2.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_04302019_CatchthemBeingGreat2.docx)	Katherine Elizabeth Good	4/30/2019
1421_10032018_1421_10062017_Bucket-Fillers.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_05022019_1421_10032018_1421_10062017_Bucket-Fillers.pdf)	Katherine Elizabeth Good	5/2/2019
1421_10092018_secret-Agent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_05022019_1421_10092018_secret-Agent.pdf)	Katherine Elizabeth Good	5/2/2019
F3-4-5.second.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_05022019_F3-4-5.second.pdf)	Katherine Elizabeth Good	5/2/2019
multi-cultural05-02-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_05022019_multi-cultural05-02-2019-20.pdf)	Katherine Elizabeth Good	5/2/2019
Customer-Service-SAC-2019-20-2.txt (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_05072019_Customer-Service-SAC-2019-20-2.txt)	Katherine Elizabeth Good	5/7/2019
face-plan-program05-07-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_05072019_face-plan-program05-07-2019-20.pdf)	Katherine Elizabeth Good	5/7/2019
Face-Plan-Template-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_05102019_Face-Plan-Template-(1).docx)	Katherine Elizabeth Good	5/10/2019
Photos-of-Face-Space.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1421_05102019_Photos-of-Face-Space.jpeg)	Katherine Elizabeth Good	5/10/2019

☆ School Info



School Name	Collins ES (0331)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0331_10212019_EXECUTIVE_SUMMARY.docx)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	65	20	0	0	---	0	0	0	0	N/A
01	77	22	1	0	---	0	2	7	0	N/A
02	66	17	2	0	---	0	4	6	1	N/A
03	57	14	1	0	8	---	2	3	0	53
04	55	10	1	0	20	---	1	0	1	51
05	48	10	2	0	18	---	5	0	8	43

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	60	17	0	0	---	0	0	0	0	N/A
01	62	15	0	0	---	0	4	6	0	N/A
02	69	17	2	0	---	0	2	8	0	N/A
03	54	14	1	0	26	---	13	6	0	52
04	56	16	1	0	18	---	19	19	1	51
05	51	6	0	0	22	---	22	22	0	48

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

- All Level 1 students in ELA are provided an intervention that targets his or her specific reading weakness
- All Level 1 students attend after school tutoring 2-4 times a week beginning in October to develop the skills necessary for success on the FSA
- All Level 1 students are assigned an adult mentor who monitors attendance, social development, and academic performance

School Report Card

[FLDOE: Edudata \(https://eddata.fldoe.org/ReportCards/Schools.html?school=0331&district=06\)](https://eddata.fldoe.org/ReportCards/Schools.html?school=0331&district=06)

K-12 Comprehensive Reading Plan

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

The leadership team, which includes administration and literacy coach, ensure that classroom instruction is aligned to grade-level standards. Instructional Focus Calendars are collaboratively created with grade level teams prior to the beginning of the school year and are consistently evaluated and adjusted based on the needs of the grade level. Classroom walkthroughs, professional learning communities (PLC) minutes, and common formative assessments are used to demonstrate that classroom instruction is aligned to grade-level standards. Through our PLCs, teachers engage in developing CARE (Curriculum, Assessment, Remediation, and Enrichment) cycles with the oversight of the literacy coach and administration. Student data is reviewed to ensure continued alignment.

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

Common formative assessments, iReady data, Benchmark Assessment System data, and reading records from Leveled Literacy Interventions are collected and monitored to determine that students are making progress toward individual learning goals. This information is collected and reviewed by the leadership team and grade level teachers by school, grade level, class, and subgroup.

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 Reading Decision Chart is used to identify the specific area of weakness for students who are not progressing towards individual and grade level goals. Our Collaborative Problem Solving Team identifies the appropriate intervention tool and develops a plan for monitoring student progress in the intervention and grade level expectations.

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?

Fountas & Pinnell Leveled Literacy Intervention is the main resource used to provide supplemental interventions (Tier 2). We also have Phonics for Reading, Wilson Foundations, and Soar to Success available for intensive interventions (Tier 3). Classroom teachers, as well as our ESE support facilitator, implement these interventions as designed by the Collaborative Problem Solving Team.

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

In addition to our school-based professional learning communities, teachers have engaged in following professional learning opportunities within the past two years: Balanced Literacy, Benchmark Assessment System, Small Group Guided Reading, Responsive Literacy Instruction, Reading Endorsement, Gifted Endorsement, ESOL Endorsement, Document Based Question (DBQ), Leveled Literacy Intervention, and Wilson.

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

ELL students attend a Title III after school camp that focuses on vocabulary through science, reading, and writing. Teachers review the IPT and ACCESS reports for students and scaffold or differentiate instruction based on those results for 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
Pre-K ELA	Tuesday	4th	8/7/2019 - 5/15/2020	8:10 AM - 9:25 AM	5
4/5 Math	Wednesday	1st, 3rd	8/7/2019 - 5/15/2020	8:10 AM - 9:25 AM	4, 5
KG ELA	Friday	2nd, 4th	8/7/2019 - 5/15/2020	8:10 AM - 9:25 AM	K
1st ELA	Thursday	2nd, 4th	8/7/2019 - 5/15/2020	8:10 AM - 9:25 AM	1
4/5 ELA	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	8:10 AM - 9:25 AM	4, 5
2nd ELA	Tuesday	2nd, 4th	8/7/2019 - 5/15/2020	8:10 AM - 9:25 AM	2
3rd ELA	Monday	2nd, 4th	8/7/2019 - 5/15/2020	8:10 AM - 9:25 AM	3

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Collins-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0331_09252019_Broward-SAM--Collins-Elementary-School.pdf)	Georeane Nigro	9/25/2019
MTSS-RtI-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0331_10032019_MTSS-RtI-Action-Plan-2019-2020.pdf)	Maureen Keenan	10/3/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd	9/4/2019 - 5/13/2020	9:30 AM - 1:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0331_09202019_SEL---Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0331_10032019_0331_09202019_SEL---Action-Plan-2019-2020.pdf)	Maureen Keenan	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
collinsSPBP-2019-2020-Final-Product.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0331_05172019_collinsSPBP-2019-2020-Final-Product.docx)	Desiree Montalvo	5/17/2019
0331_CollinsES_Review.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0331_05312019_0331_CollinsES_Review.pdf)	Amber Boles	5/31/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	336	137	40.77	106	31.55	64	19.05	29	8.63
2017 - 2018	407	188	46.19	106	26.04	88	21.62	25	6.14
2018 - 2019	352	171	48.58	87	24.72	75	21.31	19	5.40

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	60	20	33.33	21	35.00	14	23.33	5	8.33
2018 - 2019	01	62	28	45.16	16	25.81	16	25.81	2	3.23
2018 - 2019	02	69	40	57.97	11	15.94	14	20.29	4	5.80
2018 - 2019	03	54	24	44.44	16	29.63	10	18.52	4	7.41
2018 - 2019	04	56	30	53.57	10	17.86	13	23.21	3	5.36
2018 - 2019	05	51	29	56.86	13	25.49	8	15.69	1	1.96

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 48.6% 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 26.7% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 5.4% of students were recorded as Severe Chronic Absenteeism, which was within 1% of the District average of 5.26%. Our goal is to have an average below 5% for severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Attendance-Plan-Collins-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0331_10032019_Attendance-Plan-Collins-Elementary.pdf)	Maureen Keenan	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASGP19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0331_09202019_ASGP19.pdf)	Maureen Keenan	9/20/2019

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/2020/0331_10212019_Equity-Diversity-Action-Plan-2019-2020.pdf)	Maureen Keenan	10/21/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018---Collins.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0331_10032019_BPIE_2018---Collins.pdf)	Maureen Keenan	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
sacagendaoct2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0331_10232019_sacagendaoct2019.docx)	October	Developed	10/23/2019
sac-minutes-sept2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0331_10232019_sac-minutes-sept2019.docx)	October	Approved	10/23/2019
sac-oct-attendance-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0331_10232019_sac-oct-attendance-2019.pdf)	October	Monitored	10/23/2019
composition-report-2019-20.html (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0331_10162019_composition-report-2019-20.html)	October	Monitored	10/16/2019
sac-attendance-sept-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0331_10162019_sac-attendance-sept-2019.pdf)	September	Developed	10/16/2019
SAC-APRIL19-2019-minutes.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0331_10022019_SAC-APRIL19-2019-minutes.docx)	September	Approved	10/2/2019
sacagendasept2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0331_10022019_sacagendasept2019.docx)	October	Monitored	10/2/2019
SAC-MEETING-DATES-UP-TO-DECEMBER-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0331_10022019_SAC-MEETING-DATES-UP-TO-DECEMBER-2019.docx)	September	Approved	10/2/2019
0331_10192017_SAC-By-Laws-2019.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0331_10022019_0331_10192017_SAC-By-Laws-2019.doc)	September	SAF ByLaws	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0331_09132019_Staff-Survey.pdf)	Maureen Keenan	9/13/2019
Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0331_09132019_Parent-Survey.pdf)	Maureen Keenan	9/13/2019
Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0331_09132019_Student-Survey.pdf)	Maureen Keenan	9/13/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
0331_10032019_Face-Plan-Collins.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0331_10032019_0331_10032019_Face-Plan-Collins.pdf)	Maureen Keenan	10/3/2019

☆ School Info



School Name	Dania ES (0101)	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"/> ---	ESSA School	<input type="checkbox"/> No
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0101_10032019_Executive-Summary20192020.doc)		

☆ 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	73	26	1	0	---	N/A	0	0	0	N/A
01	98	19	0	0	---	0	1	8	0	N/A
02	91	18	0	0	---	0	0	7	0	N/A
03	104	17	2	0	30	---	4	11	2	92
04	98	21	1	0	24	---	3	3	5	85
05	87	15	0	0	18	---	1	1	1	78

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	67	17	0	0	---	0	0	0	0	N/A
01	84	24	0	0	---	1	2	0	1	1
02	71	7	0	0	---	0	0	0	0	N/A
03	80	11	2	0	25	---	16	15	1	71
04	91	16	0	0	17	---	13	11	0	68
05	96	12	1	0	24	---	13	11	5	82

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

Utilizing the Intervention Decision Tree, all students are administered in Grades K-3 are administered the Benchmark Assessment System(BAS) early in the school year to determine their literacy level. Students in Grades 4 and 5 that scored Level 1 and 2 on the FSA ELA are also administered the BAS to determine their needs. Small groups for intervention are determined based on the analyzed data. Based on early warning indicators, 26% of 5th graders and 33% of 4th graders for the 2017-2018 school year scored level 1 in ELA or Math. Progress monitoring is conducted on regular schedule with a set of expectations for each grade level. Students not meeting expectations /proficiency receive interventions based on the MTSS/RtI model of tiers of support.

Classroom teachers have a variety of resources to provide instruction during Literacy period. School wide implementation of the MTSS/RtI 3 Tier Model ensures that all students receive instruction and supplemental instruction at their level with fidelity. Staff are trained in how to deliver and score assessments used to determine the students independent, instructional and frustrational level. Progress monitoring is conducted bi-weekly using Standards Mastery tests, iReady assessments, and chapter tests.

The Core Literacy Instruction, for Tier 1 instruction, is presented to all students, using Journey's Basal Readers. Instruction is presented in a whole group learning session. Supplemental materials for Core instructions include NewsELA, Scholastic News, and iReady. Students also participate in small group lessons based on their BAS reading levels and iReady diagnostic information. These groups work on the targeted literacy skills that the students need to strengthen. Supplemental materials such as Leveled Readers, Write in Reader are provided to help the student improve decoding and comprehension skills. Bi-weekly assessments determine growth and improvement. The teacher and MTSS Team meet to compare the intervention data to the baseline data to determine whether the desired change is occurring. The data is analyzed to determine whether the student is making progress toward meeting the goal determined in the intervention plan.

Tier 2 intervention occurs when the data does not show growth and progress toward the established goals. Supplemental materials such as Phonics for Reading and Words Their Way are provided in an additional small group setting. For example: 20 minutes of additional reading instruction per day, 2-3 days. Data is collected bi-weekly to determine if progress toward the goal is achieved.

Tier3 intervention occurs when the student continues to fail to make progress toward the goal. An additional 20 minutes of intensive instruction is recommended using additional supplemental personnel and materials such as Reading Resource push-in instruction. Data is collected weekly to determine progress.

The ESE Support Facilitator provides ESE students with daily literacy support utilizing a variety of instructional text. Materials such as Wilson Reading System, Words Their Way, Leveled Readers, and Smile are implemented daily for 30 minutes in a small group setting. Progress monitoring is conducted weekly.

Students receiving interventions are routinely monitored by the MTSS Team. The teacher is requested to produce intervention data collected over a period of 6 weeks, to the team and the parents at a scheduled meeting. At that time, it is determined if the student is making significant progress toward the goal.

Students vary in the way they learn and process information. The Universal Design for Learning provides for student differences. Some grasp information quicker or more efficiently through visual or auditory modalities rather than printed text. Therefore, our teachers utilize a variety of methods to present material. Lessons are presented via projectors, videos, or read alouds. Research shows that learning, and transfer of learning, occurs when multiple means of presentation are used because they allow students to make connections in a way that suits their learning styles.

Students are also afforded the opportunities to demonstrate what they know in a variety of ways. Opportunities such as journals, group projects, flash cards, and white boards are used as means to participate in classroom instruction.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0101&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Dania Elementary will increase the learning gains from 56%-66%	Dania will use effective Data driven instruction to target the needs of our students, fill in gaps and increase the learning gains of our target students.	Administration	5/29/2020			Student data results from the FSA	
Dania Elementary will increase the learning gains of our lower quartile students from 51%-61%	Dania will use an effective CPST process to identify our lower quartile students, engage in interventions and data chats.	Administration	5/29/2020			BAS/ I-Ready	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Best Practice 4 Continuous Improvement	Focusing on the continuous improvement model Dania Elementary will use research-based accepted best practices, which align with student achievement needs. These practices will be shared during PLC, coaching and MTSS meetings. We will insure student progress by tracking data and changing instruction when needed.	Administration	5/29/2020			Agenda, Sign in Sheets, FSA results	
Best Practice 3 - Optimal Internal/External Relationships	Our school has began several initiatives to increase parental involvement, student achievement. Dania Elementary has planned family nights to engage all stakeholders in collaborative activities. Community partners will be included in the process.	Administration	5/29/2020			Event night sign in sheets.	
Best Practice 2 RESPONSE TO INTERVENTION (RTI)	Students identified as needing Tier 2 and 3 interventions receive daily double and triple dose of targeted instruction utilizing interventions from the District's Struggling Reader and Math Charts. The Reading interventions include Journeys Write in Reader, English Language Learner Resources, Literacy Tool Kit, Leveled Literacy Intervention (LLI). The Math interventions include the Go Math Strategic Intensive Guide, Go Math Intensive Intervention Skill Packs, Engage NY, Learnzillion, Khan Academy, Tenmarks, BSA assessments.	Literacy & Math Coach	5/29/2020			Student data results of intervention effectiveness/ CPST notes and tracking database	
Best practice 1- A focused and Authentic PLC	In order to ensure classroom instruction is aligned to grade-level Florida Standards, our teachers and administration participate in Authentic PLCs. During our PLC time, we analyze data and ensure that the curriculum is aligned to the standards.	Literacy & Math Coach	5/29/2020			PLC agendas, and sign in sheets	

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 personnel are responsible for ensuring classroom instruction is aligned to grade-level standards.

- Literacy Coach- Ricardo Ricketts
- Math Coach Marie Carazas
- Principal Lewis Jackson
- Assistant Principal Galina Markevich
- ASD Coach- Maylin Torres

The collecting and reviewing student progress monitoring data from the following sources will ensure that grade level standard instruction is taking place.

- I-Ready standard mastery
- BAS, Benchmark Assessment System
- Fountas & Pinell Spelling and Word Study System
- LLI Leveled Literacy Intervention
- Go Math assessments

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

At Dania Elementary, 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-ELA) in grades 4-5.

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.

English Language Learners (ELL) participate in the same progress monitoring assessments in grades K-12. Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language 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?

Dania Elementary ensure that students who are not progressing towards individual and grade-level goals are being monitored and provided with the correct intervention. Our CPST meetings take place weekly, during our CPST meeting, teachers will present students who are identified as not meeting progress as identified by their CFA. The Reading Decision chart will be utilized to identify gaps in learning and plan targeted interventions. Progress monitoring data will be analyzed by the CPST team along with instructional strategies. Interventions will be developed along with instructional shifts.

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?

Dania Elementary teachers utilize instructional strategies rooted in Balanced Literacy. Teachers engage in Guided Reading, Guided Writing along with Shared Reading and Writing. Dania Elementary utilizes our Title One Guided Reading room to pull materials for reading and writing. Journeys and Go Math comprises our core curriculum, other resources such as I-Ready LAFS for reading & MAFS for math are some of our supplemental curriculum resources. Our ELL students can also use Imagine Learning.

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. Intervention resources are in place to meet their needs. Resources such as Phonics for Reading, Words Their Way, Touch Math, LLI, & Fountas and Pinnell Spelling and Word Study System.

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

Teachers at Dania Elementary have engaged in various professional development activities, they are listed below.

- BAS, Benchmark Assessment System
- LLI, Leveled Literacy Intervention
- Guided Reading
- Shared Reading
- Interactive Read Alouds
- Fountas and Pinnell Spelling and Word Study System

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

Dania Elementary currently uses the following programs to increase the percentage of our ELL's proficiency on ACCESS for ELLs.

- Imagine Learning
- I-Ready Reading
- Benchmark Assessment Systems
- K-5 (Running Records) Literacy Continuum,
- A Tool for Assessment,
- Planning, and Teaching Leveled Literacy Intervention (LLI)
- Fountas and Pinnell Prompting Guides
- Fountas and Pinnell Phonics, Spelling, Word Study System

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
0101Math 4-5	Tuesday	3rd	9/24/2019 - 5/29/2020	2:00 PM - 3:00 PM	4, 5
0101ELA 4-5	Tuesday	3rd, 5th	9/24/2019 - 5/29/2020	2:00 PM - 3:00 PM	4, 5
0101ELA3	Wednesday	3rd	9/24/2019 - 5/29/2020	2:00 PM - 3:00 PM	3
0101ELA2	Monday	3rd	9/24/2019 - 5/29/2020	2:00 PM - 3:00 PM	2
0101ELA1	Wednesday	3rd	9/24/2019 - 5/29/2020	2:00 PM - 3:00 PM	1
0101ELAK	Wednesday	3rd	9/24/2019 - 5/29/2020	2:00 PM - 3:00 PM	K

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Dania-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_09252019_Broward-SAM--Dania-Elementary-School.pdf)	Georeane Nigro	9/25/2019
DaniaMTSS-Rtl-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_10032019_DaniaMTSS-Rtl-Action-Plan.pdf)	Ricardo Ricketts	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	9/4/2019 - 5/27/2020	8:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_10022019_SEL-Action-Plan-2019.pdf)	Ricardo Ricketts	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
04292019_PBP1920.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_05202019_04292019_PBP1920.docx)	Desiree Montalvo	5/20/2019
Dania-Elementary-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_05242019_Dania-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	600	288	48.00	185	30.83	100	16.67	27	4.50
2017 - 2018	581	275	47.33	174	29.95	95	16.35	37	6.37
2018 - 2019	489	236	48.26	152	31.08	84	17.18	17	3.48

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	67	27	40.30	19	28.36	18	26.87	3	4.48
2018 - 2019	01	84	33	39.29	27	32.14	18	21.43	6	7.14
2018 - 2019	02	71	40	56.34	22	30.99	7	9.86	2	2.82
2018 - 2019	03	80	37	46.25	31	38.75	12	15.00	0	0.00
2018 - 2019	04	91	45	49.45	26	28.57	15	16.48	5	5.49
2018 - 2019	05	96	54	56.25	27	28.13	14	14.58	1	1.04

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 48.3% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 20.7% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 3.5% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
DaniaAttendance-Plan-Elementary--SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_09102019_DaniaAttendance-Plan-Elementary--SIP.pdf)	Ricardo Ricketts	9/10/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Dania-ES-ASCP-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_10022019_Dania-ES-ASCP-1920.pdf)	Ricardo Ricketts	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_10022019_Equity-Diversity-Action-Plan-2019.pdf)	Ricardo Ricketts	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
DaniaBPIE2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_10022019_DaniaBPIE2019.pdf)	Ricardo Ricketts	10/2/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SACCompostionReport20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0101_11082019_SACCompostionReport20192020.pdf)	October	Developed	11/8/2019
September2019SACmins_Agenda_Signin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0101_10032019_September2019SACmins_Agenda_Signin.pdf)	September	Developed	10/3/2019
May2019Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0101_10032019_May2019Minutes.pdf)	October	Monitored	10/3/2019
Bylaws20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0101_10032019_Bylaws20192020.pdf)	October	SAC ByLaws	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
StudentSurvey2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_10032019_StudentSurvey2019.pdf)	Ricardo Ricketts	10/3/2019
ParentSurveysReport2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_10032019_ParentSurveysReport2019.pdf)	Ricardo Ricketts	10/3/2019

File Name	File Uploaded By	Upload Date
DaniaStaffSurveysReportPrint.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_10042019_DaniaStaffSurveysReportPrint.pdf)	Ricardo Ricketts	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
DaniaCultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_09242019_DaniaCultural-Awareness.pdf)	Ricardo Ricketts	9/24/2019
Dania_CatchthemBeingGreat.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_09242019_Dania_CatchthemBeingGreat.pdf)	Ricardo Ricketts	9/24/2019
Dania_ProgramsandServices.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_09242019_Dania_ProgramsandServices.pdf)	Ricardo Ricketts	9/24/2019
DaniaSELwithFamilies.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0101_10032019_DaniaSELwithFamilies.pdf)	Ricardo Ricketts	10/3/2019

☆ School Info



School Name	Hollywood Central ES (0121)	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"/> ---	ESSA School	<input type="checkbox"/> Yes
Executive Summary	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0121_09302019_HCE-EXECUTIVE_SUMMARY-(1		

☆ 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	73	22	1	0	---	N/A	1	1	0	N/A
01	86	26	1	0	---	0	7	12	0	N/A
02	81	22	1	0	---	0	0	3	0	N/A
03	90	15	1	0	32	---	4	13	0	80
04	76	17	1	0	38	---	1	0	1	69
05	77	15	1	0	33	---	1	1	1	66

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	68	17	0	0	---	0	2	2	0	N/A
01	78	18	4	0	---	0	3	11	0	N/A
02	82	18	2	0	---	0	1	5	0	N/A
03	91	18	2	0	34	---	11	7	0	78
04	72	15	1	0	32	---	9	2	0	65
05	76	10	1	0	30	---	5	0	1	73

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

Hollywood Central Elementary incorporates Broward County Public Schools Identification/Intervention Decision Tree and Mathematics Interventions Quick Reference Chart which demonstrate how assessment data from progress monitoring and other forms of identification will be used at the school level to determine specific reading instructional needs and interventions for students. This chart is Hollywood Central's guide in identifying students who have deficits in areas in reading or math. The appropriate grade level identification/intervention decision tree chart (DT-1-Elementary K-5) is commonly used through grades K-5. The Intervention Tree Chart demonstrates how the assessment data from the progress monitoring and other forms of identification will be used to determine specific reading instructional needs and interventions for the teachers. The Mathematics Interventions Quick Reference Chart references frequently used interventions used in Broward County Public Schools to determine which interventions are appropriate to use for students who are placed in either Tier 2 or Tier 3. In addition, at the beginning of the year, all classroom teachers are given an in-house Professional Development Training on how to identify early warning indicators with their students using a variety of assessments which helps to document intervention strategies used with the students that either provides positive or negative student academic results.

The intervention strategies Hollywood Central Elementary will utilize to improve the academic performance of students identified by the early warning system is make sure the students are appropriately identified accurately by following the MTSS/RTI process. This process makes sure each student that attends Hollywood Central is given opportunities to succeed by determining which tier of support is needed. Students will be given frequent progress monitoring assessments in ELA/Math where the progress monitoring assessments will determine if the student(s) needs to place on a PMP for ELA or Math (Progress Monitoring Plan). Once the student(s) are identified, Hollywood Central encourages all classroom teachers to initiate effective Tier 1 Strategies, collaborate with peers, and implement appropriate Tier 2 or Tier 3 interventions in order to close the student's academic deficiency gap in either ELA or Math. All classroom teachers will use ELA and/or Math Interventions aligned to Broward County Public Schools "Struggling Reader's and Struggling Math Chart". This chart will assist classroom teachers and support staff to make sure the correct intervention(s) is aligned to the students' area of deficiency.

Intervention(s) for ELA

Literacy Tool Kit- Comprehensive set of teaching tools to help differentiate literacy and language instruction for all students.

Reading Tool Kit- Intervention kit used for students that will support students who have reading gaps. The kit provides intervention support for the five critical areas in order to reteach skills.

Write In Reader- Extra support for reading intervention

Elements of Vocabulary- A targeted intervention program, which builds oral vocabulary development that is essential for future reading proficiency.

Wilson Foundations- Multi-sensory, structured research-based program that focuses on strategies that assists with comprehensive reading, spelling, and handwriting.

Leveled Literacy Intervention (LLI)- Small group intervention series developed to help lowest achieving students to become grade level readers

iReady- Adaptive, diagnostic program that provides rigorous instruction to boost student achievement in ELA/Math.

Intervention(s) for Math

Houghton Mifflin Harcourt GO Math! (Grades K-5)

Reteach, Enrich, Strategic Interventions, Intensive Interventions, Animated Math, Real World Videos, Soar to Success, Interactive Whiteboard Lessons

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0121&district=06>)

K-12 Comprehensive Reading Plan

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

The Administrative Team, including the principal and assistant principal will be responsible for ensuring classroom instruction is aligned to grade-level standards by conducting classroom walkthroughs, "Every Day and Every Week". Administration will use the District's Walkthrough Guides aligned by subject matter as a resource to support monitoring three core actions aligned to the instructional shifts of the classroom: classroom lessons are focused on high-quality, complex text; questions and tasks are text specific, and accurately address analytics thinking required by the grade-level standards; and all of the students have the opportunity to engage in the work of the lesson. Moreover, the District has created robust curriculum resources aligned to grade-level standards to assist teachers with planning and delivering high quality instruction. Teachers are also provided with multiple professional learning opportunities for utilizing core and district-created supplemental materials. Evidence that can be collected to demonstrate that classroom instruction is aligned to grade-level standards describes the structure and strategies teachers should be using in their ELA lessons instruction which focuses on: interactive read aloud, foundational skill lessons, comprehension lessons, differentiation, independent reading, and writing from multiple sources.

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?

Hollywood Central will use iReady/School City ELA assessments to determine the effectiveness of standards-based instruction. The assessments will be used to measure and monitor mastery of grade level standards taught each quarter by identifying students by subgroup data. Based on these data marks, additional supports are provided to help reteach and give additional scaffolding when students struggle with reading grade-level texts independently and proficiently based on each student identified subgroup. Performance on ELA assessments are analyzed to determine student need for increased support when writing over short and extended time frames to demonstrate learning. The Literacy Coach will be responsible for collecting and reviewing student progress monitoring data quarterly for grades K-5. Moreover, Hollywood Central will also use the STAR Early Literacy Assessment to all kindergarten students to identify early literacy skills. Kindergarten students are also assessed with a tool that measures letter names, letter sounds, and concept of print. In addition, the BAS (Benchmark Assessment System) is administered three times a year to determine students who have reached grade level proficiency in grades K-3 and for struggline readers in Grades 4-5 based on current Florida Standards Assessment data (Level 1 and 2).

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?

Hollywood Central has implemented Broward County Public School Multi-Tiered System of Supports (MTSS) Problem-Solving Process for Tier 1, Tier 2, and Tier 3 students to 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 Reading Decision Charts during the first 30 instructional days of school. Hollywood Central's MTSS Team uses the four steps of the problem solving process during the first 30 instructional days that begins with identify- the desired reading performance, analyze-why the desired reading performance is not being attained, develop-implement an instructional plan, and evaluate- determine the response to the intervention. This process then begins by first identifying students who are "one BAS instructional grade level below grade level expecatations" where the teacher analyzes the word accuracy and comprehension scores on the BAS Recording forms. These students most likely will be identified to receive targeted TIER 2 interventions and supports given by the classroom teacher or HCE's K-5 Interventionist. If a student scores "two or more BAS instructional levels below grade level expectations at any point of time, the classroom teacher will immediately analyze the accuracy and comprehension scores from the BAS instructional level recording form and excute reading interventions based on the students' learning needs. These students identified will be in need of targeted Tier 2 and/or Tier 3 intensive reading interventions given by either the classroom teacher or school wide interventionist.

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?

Evidence-based strategies should be considered as well as evidence-based interventions for which effectiveness in increasing student learning actually exists. Tier 2 progress monitoring assessments will be given every 2-weeks and Tier 3 progress monitoring assessments will be given every week. Reading programs implemented at Hollywood Central is aligned to the student needs while also meeting new ESSA requirements. Depending on the area of need based on the student's learning deficiency, the following resources are used Hollywood Central, which also includes specially designed instruction for SWDs to provide supplemented and/or supported intensive targeted instruction: Wilson Foundations/Wilsons- Tier 3 (Classroom Teacher/ESE Support Facilitator)Leveled Literacy Intervention (LLI)-Tier 2/3 (Classroom Teacher and/or Interventionist), Literacy Tool Kit- Tier 3 (Classroom Teacher), Reading Tool Kit- Tier 3 (Classroom Teacher), Write in Reader-Tier 2 (Classroom Teacher), Smile- ESE/Tier 2/3 (Classroom Teacher/ESE Support Facilitator), and Imagine Learning Tier 3 (Classroom Teacher).

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

Hollywood Central Elementary 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 incorporating the Broward County's District Literacy Field Guide for educators to use the Universal Design for Learning (UDL) for instructional planning and delivery to increase meaningful access and reduce barriers to learning for all students with a variety of learning needs or learning styles. To support the UDL Principle, Hollywood Central ensures classroom teachers have access to online academic databases such as Atomic Learning that incorporates universal design principals into instruction and lesson plans. Hollywood Central also ensures core and supplemental resources meets universal design principles that provides three important components: multiple means of action and expression, multiple means of presentation and usability, and multiple means of engagement.

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

The Imagine Learning program is one of the newest activities implemented at Hollywood Central to increase the percentage of ELLs becoming proficient on the ACCESS for ELL students. Imagine Learning is an adaptive literacy program for grades K-5. Through playing games and completing short lessons, students improve foundational skills, and teachers and administrators receive reports on student academic progress. The program offers content in English but also provides support for students in fifteen languages. The Imagine Learning begins with an assessment that identifies each students' weaknesses as well as strengths. Based on the initial assessment, students are individually assigned by the program based on their performance each on the assessment. As the student's English skills improves, native language instruction may decrease over time.

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
0121 Math Grade 5	Monday	2nd, 4th	9/23/2019 - 5/15/2020	2:00 PM - 3:00 PM	5
0121 Math Grade 4	Monday	2nd, 4th	9/23/2019 - 5/15/2020	2:00 PM -	4
0121 Math Grade 3	Monday	2nd, 4th	9/23/2019 - 5/15/2020	2:00 PM - 3:00 PM	3
0121 Math Grade 2	Monday	2nd, 4th	9/23/2019 - 5/15/2020	2:00 PM - 3:00 PM	2
0121 Math Grade 1	Monday	2nd, 4th	9/23/2019 - 5/15/2020	2:00 PM - 3:00 PM	1
0121 Math Pre-K/K	Monday	2nd, 4th	9/23/2019 - 5/15/2020	2:00 PM - 3:00 PM	Pre K, K

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Hollywood-Central-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_09252019_Broward-SAM--Hollywood-Central-Elementary-School.pdf)	Georeane Nigro	9/25/2019
HCE-RTI-Action-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_10232019_HCE-RTI-Action-Plan.docx)	Lisa Eutsey	10/23/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/17/2019 - 5/19/2020	8:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
HCE-SEL-Action-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_10232019_HCE-SEL-Action-Plan.docx)	Lisa Eutsey	10/23/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
HCE-SPBP-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_04282019_HCE-SPBP-2019-2020.docx)	Kelly Heverly	4/28/2019
Hollywood-Central-Feedback-Form-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_06182019_Hollywood-Central-Feedback-Form-19-20.pdf)	Desiree Montalvo	6/18/2019

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	559	261	46.69	166	29.70	107	19.14	25	4.47
2017 - 2018	511	251	49.12	140	27.40	98	19.18	22	4.31
2018 - 2019	466	200	42.92	156	33.48	88	18.88	22	4.72

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	67	31	46.27	19	28.36	14	20.90	3	4.48
2018 - 2019	01	79	31	39.24	26	32.91	17	21.52	5	6.33
2018 - 2019	02	82	32	39.02	29	35.37	16	19.51	5	6.10
2018 - 2019	03	91	35	38.46	34	37.36	16	17.58	6	6.59
2018 - 2019	04	71	34	47.89	22	30.99	13	18.31	2	2.82
2018 - 2019	05	76	37	48.68	26	34.21	12	15.79	1	1.32

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 42.9% 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 23.6% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 4.7% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
HCE-Attendance-Plan-Elementary.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_09302019_HCE-Attendance-Plan-Elementary.docx)	Lisa Eutsey	9/30/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
HCE-ASCP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_09302019_HCE-ASCP-19-20.pdf)	Lisa Eutsey	9/30/2019

Equity Plan

File Name	File Uploaded By	Upload Date
HCE-Equity-Diversity-Action-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_09302019_HCE-Equity-Diversity-Action-Plan.docx)	Lisa Eutsey	9/30/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_04282019_BPIE_2018.pdf)	Kelly Heverly	4/28/2019
HCE-BPIE-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_09302019_HCE-BPIE-Plan.docx)	Lisa Eutsey	9/30/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Bylaws-19-20.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0121_10282019_SAF-Bylaws-19-20.doc)	October	SAF ByLaws	10/28/2019
SAC-Bylaws-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0121_10282019_SAC-Bylaws-19-20.pdf)	October	SAC ByLaws	10/28/2019
SAC-Composition-Report-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0121_10282019_SAC-Composition-Report-19-20.pdf)	October	A+ Funds	10/28/2019
SAF-SAC-Minutes-SEPT-2019.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0121_09302019_SAF-SAC-Minutes-SEPT-2019.doc)	September	A+ Funds	9/30/2019
SAC-SEPT-AGENDA-2019.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0121_09302019_SAC-SEPT-AGENDA-2019.doc)	September	A+ Funds	9/30/2019
SAF-Agenda-SEPT-2019.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0121_09302019_SAF-Agenda-SEPT-2019.doc)	September	A+ Funds	9/30/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
HCE_ParentSurvey201819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_10022019_HCE_ParentSurvey201819.pdf)	Kelly Heverly	10/2/2019
HCE_StaffSurvey201819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_10022019_HCE_StaffSurvey201819.pdf)	Kelly Heverly	10/2/2019
HCE_StudentSurvey201819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_10022019_HCE_StudentSurvey201819.pdf)	Kelly Heverly	10/2/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
HCE-Customer-Service.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_10022019_HCE-Customer-Service.docx)	Lisa Eutsey	10/2/2019
HCE-Programs-and-Services-Checklist.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_10022019_HCE-Programs-and-Services-Checklist.docx)	Lisa Eutsey	10/2/2019
HCE-Cultural-Awareness.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_10022019_HCE-Cultural-Awareness.docx)	Lisa Eutsey	10/2/2019
HCE-Catchthem-Being-Great.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_10022019_HCE-Catchthem-Being-Great.docx)	Lisa Eutsey	10/2/2019
HCE-Face-Plan-Template.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0121_10022019_HCE-Face-Plan-Template.docx)	Lisa Eutsey	10/2/2019

☆ School Info



School Name	Hollywood Hills ES (0111)	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/0111_09112019_Executive-Summary-Template.doc) 		

☆ 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	144	23	0	0	---	N/A	0	1	0	N/A
01	142	15	1	0	---	0	2	6	0	N/A
02	152	16	0	0	---	0	1	6	0	N/A
03	131	11	3	0	12	---	1	2	0	126
04	141	12	1	0	29	---	1	1	2	135
05	123	5	0	0	13	---	0	1	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	121	15	1	0	---	0	1	3	0	N/A
01	144	14	0	0	---	0	0	1	0	N/A
02	131	10	1	0	---	0	1	3	0	N/A
03	129	15	6	0	18	---	4	0	0	126
04	117	16	1	0	27	---	6	2	2	111
05	126	13	3	0	29	---	6	0	0	122

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

Hollywood Hills Elementary utilizes numerous assessment data to identify students in need of intervention strategies. The teachers assess reading levels using the Benchmark Assessment System at least three times per year. In addition, math levels are assessed using the Go Math pre-requisite test and Chapter tests. Teachers also collect data from the I-ready diagnostic in math and reading three times per year. Kindergarten students are assessed on letter names, letter sounds, and concepts of print.

Students performing below grade level are placed on a progress monitoring plan. If students are still performing below grade level, they are referred to the RTI process and research-based interventions are put in place based on student's needs. Reading intervention programs include LLI, Rode to the Code, Wilson, Soar to Success, and Foundations. Math intervention programs include Touchmath and Go Math Re-teach. Student's progress is monitored to track progress and revise interventions, if necessary.

Also, using Title I funds, we were able to secure a resource teacher who works with our students across all grade levels focusing on our lowest 25th percentile in 4th and 5th grade.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0111&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Hollywood Hills Elementary will focus on improving math and reading scores for the lowest quartile students. Students in the lowest quartile are underperforming in these areas compared to their peers who are not in the lowest quartile. By 2020-2021, students in the lowest quartile will increase learning gains by 5% as measured by ELA FSA scores.	Students in the lowest quartile will receive interventions in math and ELA.	Alana Maxim, teachers	5/29/2020	Training on intervention programs with literacy coach.		IReady, BAS levels	Students in lowest quartile will increase test scores by 5% as measured by math and ELA FSA scores.

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, Support Staff (including Literacy and Science Coaches), and teachers work together to ensure that the classroom instruction is aligned to grade level standards. The evidence includes teacher lesson plans, display of standards/objectives in the classroom, and data chats.

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

The progress monitoring data that is collected includes BAS levels, specific intervention progress monitoring assessment data, i-Ready diagnostic and performance results, comprehension assessments, Oral Reading Fluency, literacy assessments including high frequency words, phonological awareness (initial sounds, blending words, segmenting words), one and two syllable words, and phonograms. Administration, CPS Team, and teachers are responsible for collecting and reviewing student progress monitoring data.

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

During RtI meetings, our CPS Team meets to discuss students that are not progressing. After analyzing the student's BAS assessment, the team uses the Identification/Intervention Reading Decision Chart to identify students with substantial reading deficiencies and develop Tier 2 or Tier 3 intervention plans. The literacy coach guides teachers and ensures that teachers are using appropriate interventions to meet the specific needs of the students.

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

The instructional practices and resources that are used at our school for Tier 2, Tier 3, and SWDs include LLI, Write-in Reader, Wilson/Foundations, Super QAR, Phonics for Reading, Cold Reads, Let's Talk About It, Road to the Code, Systematic Sequential Phonics, and Touch Math. SWDs receive support based on their IEP. Tier 2 students receive interventions 3x/week by the classroom teacher. Tier 3 students receive interventions 5x/week by classroom teacher or reading resource teacher.

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

Teachers have had professional development on BAS, Balanced Literacy, Small Group Instruction for ELA and Math, Differentiated Centers, Canvas, Newsela, Spelling City, i-Ready, and CHAMP's. We recently had a BAS Calibration Conversation for K-2 teachers.

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

The activities implemented for our ELLs include Let's Go English, On Our Way to English, and Imagine Learning. Students are also given individual dictionaries to assist them. Websites are recommended for teachers to use with these 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/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
Specials-PLC	Tuesday	2nd	9/10/2018 - 5/12/2020	2:30 PM - 3:00 PM	K, 1, 2, 3, 4, 5
5th-PLC	Tuesday	2nd	9/10/2019 - 5/12/2020	2:30 PM - 3:00 PM	5
4th-PLC	Tuesday	2nd	9/10/2019 - 5/12/2020	2:30 PM - 3:00 PM	4
3rd-PLC	Tuesday	2nd	9/10/2019 - 5/12/2020	2:30 PM - 3:00 PM	3
2nd-PLC	Tuesday	2nd	9/10/2019 - 5/12/2020	2:30 PM - 3:00 PM	2
1st-PLC	Tuesday	2nd	9/10/2019 - 5/12/2020	2:30 PM - 3:00 PM	1
K-PLC	Tuesday	2nd	9/10/2019 - 5/12/2020	2:30 PM - 3:00 PM	K

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
MTSS-Rtl-Action-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_10012019_MTSS-Rtl-Action-Plan.docx)	Anita OSullivan	10/1/2019

File Name	File Uploaded By	Upload Date
Broward-SAM--Hollywood-Hills-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_10022019_Broward-SAM--Hollywood-Hills-Elementary-School.pdf)	Georeane Nigro	10/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Thursday	2nd, 3rd, 4th	8/19/2019 - 5/18/2020	8:00 AM - 2:20 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_09192019_SEL-Action-Plan-2019.docx)	Anita OSullivan	9/19/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Hollywood-Hills-Elementary-SPBP-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_05242019_Hollywood-Hills-Elementary-SPBP-Feedback-Form.pdf)	Monique Pernel	5/24/2019
2019_20_SPBPHollywoodHillsElementary2019-2020-final.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_06182019_2019_20_SPBPHollywoodHillsElementary2019-2020-final.docx)	Desiree Montalvo	6/18/2019

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	789	465	58.94	248	31.43	69	8.75	7	0.89
2017 - 2018	861	548	63.65	225	26.13	76	8.83	12	1.39
2018 - 2019	768	470	61.20	204	26.56	83	10.81	11	1.43

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	121	66	54.55	36	29.75	16	13.22	3	2.48
2018 - 2019	01	144	91	63.19	38	26.39	13	9.03	2	1.39

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	131	81	61.83	38	29.01	10	7.63	2	1.53
2018 - 2019	03	129	86	66.67	27	20.93	14	10.85	2	1.55
2018 - 2019	04	117	67	57.26	32	27.35	18	15.38	0	0.00
2018 - 2019	05	126	79	62.70	33	26.19	12	9.52	2	1.59

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 61.2% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 12.2% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.4% 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
SAC--Attendance-plan-2019-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_10142019_SAC--Attendance-plan-2019-.pdf)	Karen Dallas	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_09192019_ASCP-2019-2020.pdf)	Anita OSullivan	9/19/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2019_final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_09132019_Equity-School-Action-Plan-2019_final.pdf)	Karen Dallas	9/13/2019

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/2020/0111_09132019_BPIE-2019.pdf)	Karen Dallas	9/13/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-agendaFirstMeet-091719-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0111_11072019_SAC-agendaFirstMeet-091719-(2).pdf)	November	SAC ByLaws	11/7/2019
SACMinutes09-17-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0111_11072019_SACMinutes09-17-2019.pdf)	November	SAC ByLaws	11/7/2019
SAC-agenda10152019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0111_11042019_SAC-agenda10152019.pdf)	October	None	11/4/2019
SAC-Composition-Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0111_10242019_SAC-Composition-Committee-Membership.pdf)	October	Developed	10/24/2019
SACsignin10-15-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0111_10162019_SACsignin10-15-2019.pdf)	October	Developed	10/16/2019
SAFsignin-10-15-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0111_10162019_SAFsignin-10-15-19.pdf)	October	Developed	10/16/2019
SAC-SIPSign-in09-17-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0111_09242019_SAC-SIPSign-in09-17-2019-20.pdf)	September	SAC ByLaws	9/24/2019
SAF-signin-09-17-2019-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0111_09242019_SAF-signin-09-17-2019-(2).pdf)	September	SAF ByLaws	9/24/2019
SAF-by-laws-2019[3554].docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0111_09152019_SAF-by-laws-2019[3554].docx)	September	SAF ByLaws	9/15/2019
SAC-ByLaws2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0111_09152019_SAC-ByLaws2019-20.pdf)	September	SAC ByLaws	9/15/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
AdvancED_2019_AppendixA-FINAL.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_09282019_AdvancED_2019_AppendixA-FINAL.pdf)	Karen Dallas	9/28/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Service-(2).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_09282019_Customer-Service-(2).docx)	Anita OSullivan	9/28/2019
thumbnail_IMG_9819.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_09282019_thumbnail_IMG_9819.jpg)	Anita OSullivan	9/28/2019

File Name	File Uploaded By	Upload Date
thumbnail_IMG_9915.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_09282019_thumbnail_IMG_9915.jpg)	Anita OSullivan	9/28/2019
Catchthem-Being-Great-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_09282019_Catchthem-Being-Great-(1).docx)	Anita OSullivan	9/28/2019
Programs-and-Services-Checklist-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_09282019_Programs-and-Services-Checklist-(1).docx)	Anita OSullivan	9/28/2019
Cultural-Awareness-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_09282019_Cultural-Awareness-(1).docx)	Anita OSullivan	9/28/2019
Face-Plan-Template-(3).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_09292019_Face-Plan-Template-(3).docx)	Anita OSullivan	9/29/2019
SEL_Sign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0111_10022019_SEL_Sign-in.pdf)	Anita OSullivan	10/2/2019

☆ School Info



School Name	Liberty ES (3821)	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/3821_10022019_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	151	30	0	0	---	N/A	2	5	0	N/A
01	163	30	4	0	---	0	5	6	0	N/A
02	166	33	2	0	---	0	2	7	0	N/A
03	197	41	1	0	63	---	7	16	3	184
04	174	26	2	0	47	---	2	2	3	166
05	162	32	0	0	61	---	1	2	4	157

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	155	40	0	0	---	0	1	1	0	N/A
01	153	30	1	0	---	0	2	7	0	N/A
02	158	26	1	0	---	0	1	6	0	N/A
03	163	18	4	0	43	---	19	10	1	153
04	184	34	2	0	51	---	21	9	0	171
05	168	28	2	0	43	---	15	2	3	161

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

BiWeekly grade level curriculum chats in ELA and Math

Data chats- monthly, quarterly that include Reading/Math/Science coaches

RTI- weekly

Ongoing professional development

Intervention programs utilized in ELA are Foundations, Literacy Toolkit, Phonics and Word Study, Write-in Reader, LLI, Journey's Skills and Strategies lessons, Road to Reading, Super QAR, i-Ready teacher directed lessons, double and triple dose small group instruction, differentiated centers, i-Ready, ELO tutoring (Extended Learning Opportunity), School City, Imagine Learning

Intervention programs utilized in Math are Go Math Reteach, Strategic and Intensive Interventions, Soar to Success, iTools, Think Central, Grab-N-Go Kits, iReady, Mountain Math, Ten Marks, iReady teacher directed mini lessons, CPALMS, Manipulatives, and ELO tutoring.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3821&district=06>)

K-12 Comprehensive Reading Plan

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

The literacy coach, teachers, and principals are responsible to ensure classroom instruction is aligned to grade-level standards. Instructional focus calendars, formal and informal walkthroughs are used as evidence to demonstrate that classroom instruction is aligned to grade-level standards. Additionally, all teachers meet with the school's RTI Coordinators on a monthly basis to discuss student progress using Broward County Public School's Reading Deficiencies Guidelines and DT1 Charts.

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

The progress monitoring data that is collected to determine that students are progressing toward reading proficiency is iReady Reading Diagnostic Assessments and Progress Monitoring, School City standard-based assessments, BAS, and BAS optional assessments. The teachers, Literacy Coach, RTI Coordinators, and Principal are responsible for collecting and reviewing data.

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

Our school makes certain that students that are not progressing towards individual and grade level goals are being monitored by the CPSTeam. Progress monitoring assessments listed on the District's Reading Decision Chart are administered bi-weekly to ensure students are making progress.

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

The instructional practices and resources used at our school to target intervention are done in a small group setting by dually certified ESE teachers and general education teachers using researched based academic intervention programs designed to meet each students' individual needs. Teachers are provided with various intervention programs such as Wilson Foundations, the Wilson Reading Program, Phonics for Reading, REWARDS, Wilson Just Words, Leveled Literacy Intervention, Road to the Code, Soar to Success, and Journeys Write-in Reader based on their students' area of reading deficiency.

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 is provided to teachers during Bi-Weekly PLC sessions as well as monthly Professional Development days led by coaches and district staff on district professional development days. Training opportunities include intervention system training (i.e. Foundations, LLI, Phonics for Reading, etc.), linking science content to reading lessons, and administering and being responsive to Benchmark Assessment System (BAS) reading levels. Reading professional development sessions focuses on the four areas of Balanced Literacy, BAS, interactive and shared reading, guided reading, and writing.

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

The activities implemented at our school to increase the percentage of ELL's becoming proficient is the use of an ELL paraprofessional who assists our ELL students in small group session for 30 minutes each day. We also utilize the Imagine Learning online learning platform which provides instruction in each students' native language. In addition, we have a weekly mentoring program, Latinos in Action, which pairs our ELL students with a mentor. Together the mentor and student work on reading and language skills in a one-on-one setting.

Resources

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

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Curriculum Chats/Data	Tuesday Thursday	2nd, 4th	9/10/2019 - 4/30/2020	7:40 AM - 8:20 AM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Liberty-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3821_09252019_Broward-SAM--Liberty-Elementary-School.pdf)	Georeane Nigro	9/25/2019
MTSS-Rtl-Action-Plan-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3821_10232019_MTSS-Rtl-Action-Plan-19-20.docx)	Lisa Nurrito	10/23/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/3/2019 - 5/26/2020	8:30 AM - 2:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3821_09172019_SEL-Action-Plan-2019_20.pdf)	Donna Styles	9/17/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3821_04302019_SPBP2019-2020.pdf)	Donna Styles	4/30/2019
Liberty-ES-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3821_05242019_Liberty-ES-Feedback-Form.pdf)	LaToya Flourmoy	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	1067	599	56.14	270	25.30	171	16.03	27	2.53
2017 - 2018	1046	580	55.45	260	24.86	163	15.58	43	4.11
2018 - 2019	980	510	52.04	283	28.88	156	15.92	31	3.16

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	155	67	43.23	46	29.68	31	20.00	11	7.10
2018 - 2019	01	153	88	57.52	35	22.88	24	15.69	6	3.92
2018 - 2019	02	158	82	51.90	49	31.01	20	12.66	7	4.43
2018 - 2019	03	161	96	59.63	47	29.19	17	10.56	1	0.62
2018 - 2019	04	185	89	48.11	57	30.81	35	18.92	4	2.16
2018 - 2019	05	168	88	52.38	49	29.17	29	17.26	2	1.19

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 52.0% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 19.1% 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 3.2% 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.pdf-1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3821_10182019_Attendance-Plan.pdf-1.pdf)	Donna Styles	10/18/2019

File Name	File Uploaded By	Upload Date
Attendance-Plan.pdf-2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3821_10182019_Attendance-Plan.pdf-2.pdf)	Donna Styles	10/18/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3821_10022019_School-Counseling-Plan.pdf)	Donna Styles	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3821_10022019_Equity-Plan-2019-2020.docx)	Donna Styles	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3821_09242019_BPIE_2018-(1).pdf)	Lisa Nurrito	9/24/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
9-27-SAC-Agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3821_10242019_9-27-SAC-Agenda.docx)	September	A+ Funds	10/24/2019
SAC-Minutes-9_27.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3821_10242019_SAC-Minutes-9_27.docx)	September	A+ Funds	10/24/2019
SAC-Composition-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3821_10242019_SAC-Composition-.pdf)	September	SAC ByLaws	10/24/2019
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3821_10242019_SAC-ByLaws.pdf)	September	SAC ByLaws	10/24/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
EProve-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3821_04302019_EProve-Survey.pdf)	Donna Styles	4/30/2019

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/2020/3821_10022019_FACE-Plan.pdf)	Donna Styles	10/2/2019

☆ School Info



School Name	Margate ES (1161)	School Grade (2018 - 2019)	E
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/1161_09112019_Executive-Summary-Template-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	163	29	0	0	---	N/A	1	2	0	N/A
01	171	24	1	0	---	0	0	3	0	N/A
02	154	11	2	0	---	0	0	1	0	N/A
03	173	25	0	0	57	---	2	10	3	164
04	153	22	0	0	45	---	0	0	0	145
05	189	30	2	0	56	---	0	0	0	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	144	31	0	0	---	0	3	4	0	N/A
01	156	30	4	0	---	0	2	6	0	N/A
02	182	29	3	0	---	0	2	3	0	N/A
03	174	22	2	0	43	---	18	11	2	168
04	168	26	2	0	53	---	51	52	0	164
05	149	21	1	0	42	---	40	40	0	144

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

To begin with, we collect formative assessment data as well as a weekly I-Ready report. In addition, we use the core textbooks as a resource: Journeys, Go Math and Science. The standards drive our instruction. Teachers use leveled materials for reading in small guided reading groups. The Guided Leveled readers as well as the Nonfiction Guided Cards are used in small groups. The leveled Social Studies materials are used. We use Leveled Literacy Intervention as our primary intervention. We also use other research based intervention programs such as: Phonics for Reading, Foundations, Dr. Haggerty's, Seeing Stars, Quick Reads, Moving with Math and the I-ready Lesson plans.

We have targeted our lowest 25th percentile and identified them in a "visual" pocket chart hanging in our data room. These students will be monitored closely to see if they are moving towards learning gains. Students will receive a color code. Once they move to the next level, their color will change.

Margate Elementary is a School for All. We teach each child as an individual. We have students monitoring their own progress with their SWAG (Students With Academic Goals) folder. Teachers have weekly conversations with the students regarding their learning and progress towards their goals. Administration and support staff have quarterly SWAG conversations with students and the academic success. This year we are continuing to implement an Response to Intervention half hour. Students in grades 1st-5th will spend 20 minutes in "Turbo Time" groups. Students are grouped according to their levels. Our students above level will be participating in STEM/ enrichment lessons/activities. Students meeting criteria will continue to have lessons and instruction geared to pushing them to become more proficient. Then our most at risk students are meeting with other support staff to receive intensive remediation at their level.

Any students that are not progressing to the district goals are identified and brought to the Collaborative Problem Solving Team. At this time, interventions are discussed and closely monitored. The team reconvenes after 6 weeks and discusses whether the student is progressing towards the goal with the interventions being implemented. If the response is positive the team decides to continue with interventions as designed. If the response is questionable, the team then decides next steps. This follows the county's MTSS plan.

In addition, we have Professional Learning Communities centered around the Universal Design for Learning principles. Teachers have read articles from the CAST website.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1161&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Increase literacy proficiency	Train and support teachers using the UFLI model	All classroom teachers, support facilitators, Thomas Schroeder-Principal Vicki Flournoy-Assistant Principal Patricia Moore- Literacy Coach	6/2/2020	University of Florida James Patterson Literacy Initiative	\$31,000.00	Observation through classroom walk throughs and Formal Observations	
Provide a variety of genres to use in the classroom	Balanced utilization of literature and informational text in small guided reading groups and in classroom libraries.	Patricia Moore, Literacy Coach	6/2/2020			Lesson plan review in PLC	
Students progress monitor academic progress	All students will have an individual SWAG folders (Students with Academic Goals) based on their visible learning.	Classroom teachers, Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/2/2020			Analyze and assess data. Discuss successes and challenges.	
Utilize technology across all content areas	Students in Grades 3-5 have one to one laptops. Teachers have all been Canvas trained.	Classroom teachers, Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/2/2020			Observation through classroom walk throughs and Formal Observations	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Use of technology to aid in reading and math development	All students in grades K-5 will utilize an electronic reading program to aid in their reading and math development. All students students will utilize I-Ready.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/2/2020		\$3,000.00	Monthly reports analyzed and Standards Mastery used as a progress monitoring tool	
Provide remediation and enrichment time	Implement a Response to Intervention time within the school day to enrich and remediate students based on their academic need.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/2/2020			Data review of Response to Intervention	
Implementation of Tier 2 and 3 Intervention programs	Grade level intervention based program for struggling students through utilization of resource personnel and the research-based program LLI by Fountas and Pinnellas.	Patricia Moore, Literacy Coach	6/2/2020			Observation of LLI implementation and progress monitoring of student data	
Incorporate hands on Science lessons	Grade-level science kits developed by team members for collaboration and sharing.	K-5 teachers	6/2/2020			Lesson plan review in PLC	
Incorporate writing instruction	Incorporate Lucy Calkins Writing for the core instruction into content areas.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/2/2020	PLC		Analyze and assess data. Discuss successes and challenges.	
Increase academic achievement	Monthly assessment meetings to analyze monthly assessments in ELA, Mathematics, Science and Writing. Data teams will generate interventions, trends and action steps to increase student achievement results for goal attainment.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/2/2020	PLC		Analyze and assess data. Discuss successes and challenges.	
Increase teacher knowledge in guidance in planning of the Florida State Standards	Professional learning communities to collaboratively plan interdisciplinary units of instruction based of the Florida State Standards.	Thomas Schroeder, Vicki Flournoy, Shannon Mills, Patricia Moore	6/2/2020			Biweekly teachers will meet with administration and support.	
Increase Math proficiency and learning gains for our lowest 25%	Providing differentiated instruction through the utilization of small group math instruction and the implementation of math centers.	Shannon Mills, Math Coach	6/2/2020	District training and PLC		Observation through classroom walk throughs and Formal Observations	
Increase student academic proficiency	Provide rigorous learning goals and performance scales through the implementation of standards based instruction.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/2/2020	PLC		Observation through classroom walk throughs and Formal Observations	
Increase literacy proficiency	Providing differentiated instruction through utilization of our Guided Reading Resource room through the management system of Daily Five and CAFE.	Patricia Moore, Literacy Coach	6/2/2020	PLC		Observation through classroom walk throughs and Formal Observations	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Increase literacy proficiency	Utilization of daily formative assessments to drive instruction with emphasis on students reflection on learning and goal attainment.	Thomas Schroeder, Vicki Flournoy, Patricia Moore and Shannon Mills	6/2/2020			Observation through classroom walk throughs and Formal 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?

The classroom teachers are responsible to ensure classroom instruction is aligned to grade level standards. Lesson plans are reviewed on a quarterly basis and well as walkthroughs by administration. During data chat reviews the teachers, administration and curriculum support discuss the progress towards proficiency 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.

i-Ready data is collected on a weekly basis by the teachers, administration and support staff. Classroom formative data is collected after a 6 week cycle. The data is then discussed with their support staff/administration team leader during a data chat review meeting. Teachers will use the Benchmark Assessment System and the Optional Assessments to monitor and track student progress towards proficiency. The teachers will then follow the steps on the K-5 Identification/Intervention Reading Decision Chart.

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 the fidelity of students not progressing towards school and district goals through data tracking meetings and Response to Intervention meetings. Teachers will use 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, it is recommended to monitor students' progress more frequently. The teachers will then follow the steps on the K-5 Identification/Intervention Reading Decision Chart. If the teacher is not having 62% of their class reaching proficiency on formative data assessments, targeted support is provided through a support staff team member.

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

We are using the University of Florida UFLI model which incorporates a strong emphasis on assessing students and building a solid foundation in phonemic awareness, vocabulary and comprehension strategies. We also use Foundations, Leveled Literacy Intervention and Visualizing and Verbalizing. Tier 2 and Tier 3 interventions are done by the classroom teachers, support staff and with our ESE support facilitators in a push in model 5 days a week.

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

Our school motto's is "A School for All". This is truly embraced at Margate Elementary. We make sure that we are reaching all out students in planning and in teaching. We have done professional learning studies on Universal Design for Learning in our Professional Learning Community meetings.

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

At our school, we use a Balanced Literacy approach. Students are engaged in Interactive Read Alouds, Shared Reading and Small Guided Reading groups. ELL students are immersed in literacy rich environments.

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
Lesson Study Review/Data Analysis	Monday Tuesday Wednesday Thursday Friday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/29/2020	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
MTSS-Rtl-Action-Plan-Margate-19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_09092019_MTSS-Rtl-Action-Plan-Margate-19.docx)	Shannon Mills	9/9/2019
Broward-SAM--Margate-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_09192019_Broward-SAM--Margate-Elementary-School.pdf)	Vince Watson	9/19/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday		8/21/2019 - 5/28/2020	7:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_08122019_SEL-Action-Plan-2019-20.pdf)	Shannon Mills	8/12/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Margate-Elementary-2019-2020-SPBP.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_05202019_Margate-Elementary-2019-2020-SPBP.docx)	Desiree Montalvo	5/20/2019
Margate-ES-19-20--Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_05312019_Margate-ES-19-20--Feedback-Form.pdf)	Cortney Roberts	5/31/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1077	603	55.99	303	28.13	141	13.09	30	2.79
2017 - 2018	1036	579	55.89	307	29.63	125	12.07	25	2.41
2018 - 2019	973	515	52.93	291	29.91	142	14.59	25	2.57

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	144	74	51.39	39	27.08	26	18.06	5	3.47
2018 - 2019	01	155	69	44.52	54	34.84	25	16.13	7	4.52
2018 - 2019	02	183	100	54.64	52	28.42	27	14.75	4	2.19
2018 - 2019	03	174	91	52.30	59	33.91	23	13.22	1	0.57
2018 - 2019	04	168	93	55.36	48	28.57	23	13.69	4	2.38
2018 - 2019	05	149	88	59.06	39	26.17	18	12.08	4	2.68

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 52.9% 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 17.2% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.

Attendance Type	School Goal
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.6% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Template-SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_09112019_Attendance-Plan-Elementary-Template-SIP.pdf)	Shannon Mills	9/11/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Annual-School-Counseling-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_09112019_Annual-School-Counseling-Plan-19-20.pdf)	Shannon Mills	9/11/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-Margate-2019-2020-FINAL.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_09112019_Equity-Diversity-Action-Plan-Margate-2019-2020-FINAL.docx)	Shannon Mills	9/11/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Margate-19-20-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_08122019_BPIE-Plan-Margate-19-20-.pdf)	Shannon Mills	8/12/2019
Margate-Feedback-BPIE.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_09122019_Margate-Feedback-BPIE.docx)	Barbara Krakower	9/12/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Bylaw-Margate-Elementary2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1161_10242019_SAF-Bylaw-Margate-Elementary2019.pdf)	October	SAF ByLaws	10/24/2019
SAC-October-Agenda-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1161_10242019_SAC-October-Agenda-2019.pdf)	October	None	10/24/2019
SAC.Minutes.2019-October.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1161_10242019_SAC.Minutes.2019-October.pdf)	October	None	10/24/2019
SAC-By-Laws-2019-2020-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1161_10242019_SAC-By-Laws-2019-2020-.pdf)	October	SAC ByLaws	10/24/2019
SAC-September-2019-agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1161_10022019_SAC-September-2019-agenda.pdf)	October	Monitored	10/2/2019
SAC.Minutes.2019-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1161_10022019_SAC.Minutes.2019-September.pdf)	October	Monitored	10/2/2019
SAC-composition-report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1161_09112019_SAC-composition-report.pdf)	September	None	9/11/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Parent-Survey-(Margate-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_10012019_Parent-Survey-(Margate-ES-2019).pdf)	Shannon Mills	10/1/2019
Parent-Survey-Bilingual-(Margate-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_10012019_Parent-Survey-Bilingual-(Margate-ES-2019).pdf)	Shannon Mills	10/1/2019
Staff-Survey-(Margate-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_10012019_Staff-Survey-(Margate-ES-2019).pdf)	Shannon Mills	10/1/2019
Student-Survey-(Margate-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_10012019_Student-Survey-(Margate-ES-2019).pdf)	Shannon Mills	10/1/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
1161_08202018_1161_09042017_MeasureUpParentTeacherconferences.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_08122019_1161_08202018_1161_09042017_MeasureUpParentTeacherconferences.pdf)	Shannon Mills	8/12/2019
FACE1161_08202018_1161_09042017_IMG_9073-copy.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_08122019_FACE1161_08202018_1161_09042017_IMG_9073-copy.jpg)	Shannon Mills	8/12/2019
FACE21161_08202018_1161_09042017_IMG_9072.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_08122019_FACE21161_08202018_1161_09042017_IMG_9072.jpg)	Shannon Mills	8/12/2019
Face41161_08202018_1161_09042017_1161_03242017_IMG_6573.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_08122019_Face41161_08202018_1161_09042017_1161_03242017_IMG_6573.jpeg)	Shannon Mills	8/12/2019
FACE31161_08202018_1161_09042017_IMG_9071.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_08122019_FACE31161_08202018_1161_09042017_IMG_9071.jpg)	Shannon Mills	8/12/2019

File Name	File Uploaded By	Upload Date
Face51161_08202018_1161_09042017_1161_03242017_IMG_6572.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1161_08122019_Face51161_08202018_1161_09042017_1161_03242017_IMG_6572.jpeg)	Shannon Mills	8/12/2019

☆ School Info



School Name	Oakridge ES (0461)	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/0461_09302019_0461_10212018_0461_1012019_)		

☆ 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	28	0	0	---	N/A	3	3	0	N/A
01	83	22	1	0	---	0	1	1	0	N/A
02	78	16	0	0	---	0	1	3	0	N/A
03	102	22	6	0	46	---	6	12	1	88
04	72	12	1	0	31	---	1	0	2	67
05	82	13	1	0	42	---	0	0	0	77

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	26	0	0	---	0	3	4	0	N/A
01	97	18	3	0	---	0	3	9	0	N/A
02	86	13	0	0	---	0	2	8	0	N/A
03	92	20	3	0	44	---	31	19	2	81
04	86	20	6	0	35	---	17	5	0	78
05	76	19	4	0	32	---	12	0	2	63

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

Students who are not progressing towards individual and grade-level goals are being monitored and provided with the appropriate interventions. Students who are struggling are identified and provide intervention, often through the Leveled Literacy Intervention program. Students are placed appropriately in small groups according to their Benchmark Assessment System (BAS) level.

At Oakridge Elementary, a department consisting of eight staff members who support Literacy and interventions for struggling students and SWDs (Tier 2 and Tier 3). The team is comprised of the Literacy Coach, Science Coach, Reading Intervention Teacher, ELL paraprofessional, two IDEA paraprofessionals, Media Center Teacher, and Children's Literacy Initiative Coach. This team uses a push in and pull-out model to provide individualized instruction in groups of 6 or fewer five days each week, following a structured schedule. They also build instructional practice through modeled lessons and by implementing the coaching cycle.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0461&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?

In order to ensure classroom instruction is aligned to grade-level standards, Professional Learning Communities meet. These teams include the grade level teachers as well as the curriculum coaches for English Language Arts, Math, and Science as well as administration. These discussions include a deep dive into deconstructing standards into individual lessons. These meetings focus on addressing standards, analyzing assessment data, providing interventions and enrichment as needed, as well as adjusting instructional practices. In addition, the Literacy Coach and Administration meet with the grade level team leaders to analyze student data and teacher data monthly. Instructional Focus Calendars outline standards being taught. iReady Standards Mastery, other formative assessments, and student work samples are reviewed routinely at PLC meetings to evaluate the effectiveness of the instruction. Best practices are shared and discussed based on students' performance. Administration conducts routine classroom visits to perform walkthroughs, informal, and formal observations. Feedback is provided to the teachers to highlight strengths and strategies for improvement in relation to instructional practices. Data chats will be held quarterly.

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

iReady Standards Mastery, other formative assessments, and student work samples are reviewed routinely at PLC meetings to evaluate the effectiveness of the instruction. Administration conducts routine classroom visits to perform walkthroughs, informal, and formal observations. Feedback is provided to the teachers to highlight strengths and strategies for improvement in relation to instructional practices. Data chats will be held quarterly

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

Students who are not progressing towards individual and grade-level goals are being monitored and provided with the appropriate interventions. The Oakridge Elementary Response to Intervention/Multi-Tiered System of Support team meets every Tuesday for the bulk of the school day. This team consists of the curriculum coaches (English Language Arts, Math, Science), ESE Specialist, Guidance Counselor, School Social Worker, School Psychologist, Assistant Principal, and Principal. The teacher of the students is present and parents are invited to attend either in person or via phone conference. Students who are struggling are identified and provide intervention, often through the Leveled Literacy Intervention program.

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?

At Oakridge Elementary, a department consisting of eight staff members who support Literacy and interventions for struggling students and SWDs (Tier 2 and Tier 3). The team is comprised of the Literacy Coach, Science Coach, Reading Intervention Teacher, ELL paraprofessional, two IDEA paraprofessionals, Media Center Teacher, and Children's Literacy Initiative Coach. This team uses a push in and pull-out model to provide individualized instruction in groups of 6 or fewer five days each week, following a structured schedule. They also build instructional practice through modeled lessons and by implementing the coaching cycle.

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)?

- Benchmark Assessment System
- Guided Reading
- Small Group Instruction
- Leveled Literacy Intervention
- Canvas

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

- *Imagine Language and Literacy* online activities;
- *Leveled Literacy Intervention (LLI)*, as a supplemental resource (performed with small groups of students with reading activities according to their level);
- *ELLevation* Strategies focusing on language practices;
- *ESOL Accommodations* which include home language support, bilingual dictionaries/content glossaries, and other resources developed for non-English speakers.

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
Oakridge PLCs	Tuesday Thursday	1st, 2nd, 3rd	9/10/2019 - 5/7/2020	2:50 PM - 3:35 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Oakridge-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_09252019_Broward-SAM--Oakridge-Elementary-School.pdf)	Georeane Nigro	9/25/2019
SAM-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_10152019_SAM-Action-Plan-2019-2020.pdf)	Andrew Thornberry	10/15/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2019 - 5/26/2020	10:00 AM - 2:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_09172019_SEL-Action-Plan-2019-20.pdf)	Andrew Thornberry	9/17/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-OES-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_05172019_SPBP-OES-2019-20.docx)	Tyynne Hogan	5/17/2019
Oakridge-Elem-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_05242019_Oakridge-Elem-Feedback-Form.pdf)	Teresa Kelly	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	515	241	46.80	159	30.87	73	14.17	42	8.16
2017 - 2018	542	264	48.71	148	27.31	97	17.90	33	6.09
2018 - 2019	516	223	43.22	170	32.95	97	18.80	26	5.04

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	79	24	30.38	27	34.18	20	25.32	8	10.13
2018 - 2019	01	97	41	42.27	38	39.18	14	14.43	4	4.12
2018 - 2019	02	86	42	48.84	29	33.72	12	13.95	3	3.49
2018 - 2019	03	92	44	47.83	26	28.26	20	21.74	2	2.17
2018 - 2019	04	86	37	43.02	29	33.72	17	19.77	3	3.49
2018 - 2019	05	76	35	46.05	21	27.63	14	18.42	6	7.89

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 43.2% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.

Attendance Type	School Goal
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 23.8% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 5.0% 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
0461_2019-2020_Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_10192019_0461_2019-2020_Attendance-Plan.pdf)	Andrew Thornberry	10/19/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2019-2020-ASCP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_09172019_2019-2020-ASCP.pdf)	Andrew Thornberry	9/17/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Oakridge-Elementary-Equity-Diversity-Action-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_09112019_Oakridge-Elementary-Equity-Diversity-Action-Plan-19-20.pdf)	Brie-Anne Pendlebury	9/11/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_09262019_BPIE-Plan-Template.pdf)	Andrew Thornberry	9/26/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Oakridge-SAC-Composition-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0461_10182019_Oakridge-SAC-Composition-2019-2020.pdf)	September	Developed	10/18/2019
Oakridge-SAC-ByLaws-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0461_10132019_Oakridge-SAC-ByLaws-19-20.pdf)	September	SAC ByLaws	10/13/2019
SAC_SAF_21stCLC_September-Minutes.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0461_09262019_SAC_SAF_21stCLC_September-Minutes.docx)	September	Monitored	9/26/2019
SAC_SAF_September_SignIn.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0461_09162019_SAC_SAF_September_SignIn.pdf)	September	SAC ByLaws	9/16/2019
SAC_SAF_21stCLC_September-Agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0461_09162019_SAC_SAF_21stCLC_September-Agenda.docx)	September	SAC ByLaws	9/16/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
ParentSurvey-(Oakridge-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_10022019_ParentSurvey-(Oakridge-ES-2019).pdf)	Andrew Thornberry	10/2/2019
BilingualSurvey-(Oakridge-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_10022019_BilingualSurvey-(Oakridge-ES-2019).pdf)	Andrew Thornberry	10/2/2019
StaffSurveys-(Oakridge-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_10022019_StaffSurveys-(Oakridge-ES-2019).pdf)	Andrew Thornberry	10/2/2019
Student-Survey-(Oakridge-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_10022019_Student-Survey-(Oakridge-ES-2019).pdf)	Andrew Thornberry	10/2/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_09212019_Customer-Service.pdf)	Andrew Thornberry	9/21/2019
Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_09212019_Catchthem-Being-Great.pdf)	Andrew Thornberry	9/21/2019
Catch-Being-Good-Board-(1).jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_09262019_Catch-Being-Good-Board-(1).jpeg)	Andrew Thornberry	9/26/2019
FACE-Place-(4).jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_09262019_FACE-Place-(4).jpeg)	Andrew Thornberry	9/26/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_09292019_Cultural-Awareness.pdf)	Andrew Thornberry	9/29/2019
Programs-and-Services-Checklist-(Oakridge-ES-2020).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0461_10022019_Programs-and-Services-Checklist-(Oakridge-ES-2020).pdf)	Andrew Thornberry	10/2/2019

☆ School Info



School Name	Parkside ES (3631)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> No
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3631_10022019_3631_ExecutiveSummary_09262019.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	140	18	0	0	---	N/A	1	4	0	N/A
01	159	24	0	0	---	0	3	16	0	N/A
02	160	11	1	0	---	0	2	10	0	N/A
03	132	13	3	0	20	---	0	3	0	130
04	133	12	1	0	31	---	3	6	11	121
05	147	27	2	0	34	---	7	12	12	127

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	133	21	0	0	---	0	1	9	0	N/A
01	145	9	0	0	---	0	1	7	0	N/A
02	158	19	0	0	---	0	2	16	0	N/A
03	151	13	2	0	30	---	13	16	0	139
04	145	17	2	0	37	---	22	17	1	134
05	135	14	1	0	24	---	12	10	2	121

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

We utilize our Reading and Math Decision Tree charts to identify intervention programs to put in place for students identified for Tier 2 and Tier 3 interventions. The Multi-Tiered System of Supports (MTSS) team meets weekly to discuss intervention strategies for students in need of support based on data collected by the teacher. Intervention programs include but are not limited to Phonics for Reading, Rewards, Cool Tools, Literacy Learning Intervention (LLI), Soar to Success, I-Ready, and Road to the Code.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3631&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Provide targeted interventions for the lowest performing students.	All teachers will identify struggling students very early in the year and target interventions for them. The MTSS team will monitor their progress and assist in implementing those interventions. Teachers will document interventions using BASIS and consult with the Rtl team when providing Tier 2 or 3 interventions.	Laneia Hall, Lakay Wilkerson, Richelle Gordon	5/21/2020	Teachers are attending or have attended ongoing professional development in Balanced Literacy. Through grade level PLCs, teachers discuss best practices for each area of the literacy block. Reading coaches observe and provide feedback and/or modeling for teachers.	\$0.00	Regular progress monitoring using iReady, interventions targeted for individual students	
Our goal is to increase the percentage of students proficient in Math, from 65% proficient in 3rd, 4th, and 5th grades based on FSA results, to 68% proficient.	Identify the lowest achieving 30% of students and target interventions.	Laneia Hall, Lakay Wilkerson, Richelle Gordon, Sharon D'Arcy, Karen Cohen	5/21/2020	The teachers will participate in Professional Learning Communities related to our Math Problem of Practice.	\$0.00	Regular progress monitoring using iReady, interventions targeted for individual students	

K-12 Comprehensive Reading Plan

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

Teachers will provide daily instruction utilizing the Balanced Literacy Framework. Administration and Literacy Coaches are responsible for monitoring implementation, observing and developing teachers, and ensuring that teachers are utilizing evidence based practices and interventions for all students.

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 Benchmark Assessment System (BAS) is utilized at all grade levels to determine reading ability and deficiencies. This is administered three times per year or more when necessary. The Literacy Coaches review student results and support teacher with interventions for struggling readers.

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 K-5 teachers administer the BAS and enter the data into BASIS and when data indicates that students are reading two or more levels below grade level, the student referred to the Multi-Tiered System of Support Team (MTSS). The MTSS meets weekly to discuss interventions for students who are identified as struggling in reading.

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 through push in and/or pull out model taught by support teachers. ESE teachers utilize each student's Individual Education Plan (IEP) to target the specific needs of students with disabilities. Tier 2 and Tier 3 interventions are provided by support staff in collaboration with the classroom teacher. These interventions are research-based and aligned to the specific deficit that has been identified for each student.

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)?

Teacher training focuses on Balanced Literacy instruction in grades K-5. All teachers participate in professional learning communities that focus on data analysis, collaborative planning based on student data, lesson studies, and discussing effective strategies. We reference the Literacy Continuum manual to guide instruction and assist in designing effective reading lessons that are differentiated to address individual student needs.

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

Teachers obtain an endorsement on their teaching certificate based on coursework in the instruction of English Language Learners (ELLs). The classroom teachers utilize instructional strategies that are outlined in our ESOL Strategies Matrix. Teachers have Ellevation, which allows them to track progress of ELLs and plan effectively based on their specific targets. Students who have limited English proficiency can utilize Imagine Learning, which is an online instructional platform designed for ELLs.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
5th Grade Team PLC	Tuesday	2nd, 4th	8/27/2019 - 5/12/2020	2:00 PM - 3:00 PM	5
4th Grade Team PLC	Tuesday	2nd, 4th	8/27/2019 - 5/12/2020	2:00 PM - 3:00 PM	4
3rd Grade Team PLC	Tuesday	2nd, 4th	8/27/2019 - 5/12/2020	2:00 PM - 3:00 PM	3
2nd Grade Team PLC	Tuesday	2nd, 4th	8/27/2019 - 5/12/2020	2:00 PM - 3:00 PM	2
1st Grade Team PLC	Tuesday	2nd, 4th	8/27/2019 - 5/12/2020	2:00 PM - 3:00 PM	1
Autism Special Programs PLC	Wednesday	2nd, 4th	8/28/2019 - 5/13/2020	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5
Kindergarten Team PLC	Tuesday	2nd, 4th	8/27/2019 - 5/12/2020	2:00 PM - 3:00 PM	K

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Broward-SAM--Parkside-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_09122019_Broward-SAM--Parkside-Elementary-School.pdf)	Georeane Nigro	9/12/2019
3631_-Parkside_MTSS_Rtl_Action_Plan_20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_10022019_3631_-Parkside_MTSS_Rtl_Action_Plan_20192020.pdf)	Mark Andriesse	10/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/21/2019 - 4/29/2020	7:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Parkside-SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_10022019_Parkside-SEL-Action-Plan-2019.pdf)	Mark Andriesse	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Parkside-Behavior-Plan_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_05202019_Parkside-Behavior-Plan_2019-2020.pdf)	Desiree Montalvo	5/20/2019
SPBP-Feedback-Parkside-ES-3631.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_09122019_SPBP-Feedback-Parkside-ES-3631.pdf)	Amber Boles	9/12/2019

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	872	491	56.31	262	30.05	102	11.70	17	1.95
2017 - 2018	896	536	59.82	244	27.23	102	11.38	14	1.56
2018 - 2019	867	515	59.40	246	28.37	89	10.27	17	1.96

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	133	70	52.63	37	27.82	22	16.54	4	3.01

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	01	145	78	53.79	52	35.86	14	9.66	1	0.69
2018 - 2019	02	158	95	60.13	44	27.85	15	9.49	4	2.53
2018 - 2019	03	151	94	62.25	42	27.81	15	9.93	0	0.00
2018 - 2019	04	145	92	63.45	36	24.83	11	7.59	6	4.14
2018 - 2019	05	135	86	63.70	35	25.93	12	8.89	2	1.48

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 59.4% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 12.2% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.0% 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
Parkside_Attendance_Plan_20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_10152019_Parkside_Attendance_Plan_20192020.pdf)	Mark Andriesse	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
3631_ParksideGuidancePlan_20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_09242019_3631_ParksideGuidancePlan_20192020.pdf)	Mark Andriesse	9/24/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Parkside-Equity-Diversity-Action-Plan-20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_10022019_Parkside-Equity-Diversity-Action-Plan-20192020.pdf)	Mark Andriesse	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
3631_10172018_BPIE_2018-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_09122019_3631_10172018_BPIE_2018-(1).pdf)	Mark Andriesse	9/12/2019
ParksideBPIEPlan20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_09122019_ParksideBPIEPlan20192020.pdf)	Mark Andriesse	9/12/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
ParksideSACMinutes09192019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3631_11052019_ParksideSACMinutes09192019.pdf)	September	Developed	11/5/2019
ParksideSACSAFAgenda10102019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3631_11052019_ParksideSACSAFAgenda10102019.pdf)	October	Monitored	11/5/2019
ParksideSACSAFSignIn10102019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3631_11052019_ParksideSACSAFSignIn10102019.pdf)	October	Monitored	11/5/2019
Parkside_SACSAFSignIn_09192019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3631_10082019_Parkside_SACSAFSignIn_09192019.pdf)	September	Developed	10/8/2019
Parkside_SAFBylaws_20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3631_10032019_Parkside_SAFBylaws_20192020.pdf)	September	SAF ByLaws	10/3/2019
Parkside_SACBylaws_20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3631_10032019_Parkside_SACBylaws_20192020.pdf)	September	SAC ByLaws	10/3/2019
Parkside_SACMembership_20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3631_10032019_Parkside_SACMembership_20192020.pdf)	September	None	10/3/2019
3631_SACSAFAgenda_09192019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3631_10012019_3631_SACSAFAgenda_09192019.pdf)	September	Developed	10/1/2019
3631_SACSAFSignIn_08222019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3631_10012019_3631_SACSAFSignIn_08222019.pdf)	August	Developed	10/1/2019
3631_SACSAFAgenda_08222019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3631_10012019_3631_SACSAFAgenda_08222019.pdf)	August	Developed	10/1/2019
3631_SACMinutes_08222019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3631_09262019_3631_SACMinutes_08222019.pdf)	August	Developed	9/26/2019
3631_SACMinutes_05162019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3631_09262019_3631_SACMinutes_05162019.pdf)	May	Monitored	9/26/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Parkside-20192020-Parent-Survey-Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_10022019_Parkside-20192020-Parent-Survey-Bilingual.pdf)	Mark Andriesse	10/2/2019

File Name	File Uploaded By	Upload Date
Parkside-20192020-Parent-Survey-English.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_10022019_Parkside-20192020-Parent-Survey-English.pdf)	Mark Andriesse	10/2/2019
Parkside-20192020-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_10022019_Parkside-20192020-Staff-Survey.pdf)	Mark Andriesse	10/2/2019
Parkside-20192020-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_10022019_Parkside-20192020-Student-Survey.pdf)	Mark Andriesse	10/2/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Parkside_FACEPlan_20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_10032019_Parkside_FACEPlan_20192020.pdf)	Mark Andriesse	10/3/2019
Parkside_FACEProgramsAndServices_20192020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_10032019_Parkside_FACEProgramsAndServices_20192020.docx)	Mark Andriesse	10/3/2019
Parkside_FACECustomerService_20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3631_10032019_Parkside_FACECustomerService_20192020.pdf)	Mark Andriesse	10/3/2019

☆ School Info



School Name	Pinewood ES (2811)	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/2811_09122019_SIP_Mission_19_20.docx) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	74	15	1	0	---	N/A	0	0	0	N/A
01	77	10	1	0	---	0	0	0	0	N/A
02	87	14	2	0	---	0	1	1	0	N/A
03	100	11	4	0	21	---	5	13	5	89
04	100	22	4	0	15	---	7	7	7	91
05	96	12	1	0	17	---	7	3	12	91

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	91	25	1	0	---	1	1	0	0	1
01	81	19	6	0	---	0	1	0	0	N/A
02	76	8	6	0	---	0	0	0	0	N/A
03	103	12	4	0	30	---	28	28	2	96
04	101	8	5	0	11	---	12	11	4	94
05	93	15	2	0	8	---	9	8	1	83

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

We utilize our Reading and Math Decision Tree charts to identify intervention programs to put in place for students identified for Tier 2 and Tier 3 interventions. The Multi-Tiered System of Supports (MTSS) team meets weekly to discuss intervention strategies for students in need of support based on data collected by the teacher. Intervention programs include but are not limited to Phonics for Reading, Rewards, Cool Tools, Literacy Learning Intervention (LLI), Soar to Success, I-Ready, and Road to the Code.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2811&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Our School Improvement Lowest Subgroup Goal for ELL Students in 65% in ELA	Imagine Learning and Ellevation Learning Program, Sentence Starters and Language Goals	Administration and instructional coaches/support staff	6/2/2020	Imagine Learning, ELL morning camp and pullout	\$1,000.00	ACCESS Test, WIDA English Language Proficiency Assessment, School City, iReady	
Our School Improvement Goal for Science is for 61% of our 3rd, 4th and 5th grade students score a level 3 or higher on the 2020 Science Standard Assessment	STEMscope (CORE), Newsela (Supplemental), Readworks (Supplemental), Science Speed Bag (Supplemental), Science Acaletics (Supplemental), Science Fusion (Additional Resource), Study Jams Science/Math (Additional Resource), Science FCAT Dailies (Additional Resource), Weekly Science Experiments (K-5), Science Performance Coach (ELO Camp)	Administration and Instructional Coaches/Support Staff	6/2/2020	Science Boot Camp	School City \$2,940.00, Acaletics \$23,260.71	School City, Science Acaletics	
Our School Improvement Goal for Math is to have 81% of our 3rd, 4th and 5th grade students score a level three or higher on the 2020 FSA Math Assessment	Go Math/Go Math Digital Resources (CORE), Ready MAFS (CORE), Acaletics (CORE), Personal Math Trainer (Supplemental), Wylies (Supplemental), iReady Math (Supplemental), McCarthy (Supplemental), Kahoot It (Supplemental), Study Jams Math (Additional Resource), Performance Coach (ELO Camp), Rally Rehearsal Math (Crunch Time)	Administration and instructional coaches/support staff	6/2/2020	Acaletics	Acaletics \$23,260.71, School City \$2940.00, iReady \$28,260.71	Acaletics, School City, iReady	
Our School Improvement Plan Goal for ELA is to have 68% of our 3rd, 4th and 5th grade students score a level three or higher on the 2020 FSA.	Journeys (CORE), iReady K-5 (Supplemental), Newsela (Supplemental), Readworks (Supplemental), Reaching for the Reading Standard (Remediation- Small Group), Rally/Rehearsals (Push in Support), UFLI (Intervention/Pull out/Push in Support), Performance Coach (ELO Camp), Core Connections Writing (Gr. 4 and 5/ELO), Foundations K-2 Phonics), STEMscope (Additional Resources), Social Studies Leveled Readers (Additional Resources),	Administration and instructional coaches/support staff	6/2/2020	Foundations Training, James Patterson Literacy Academy, Fountas and Pinnell Benchmark Assessment Training, Thinking Maps	School City \$2,940.00, iReady \$28,575.15	School City, iReady, BAS	

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 Instructional Leadership Team (ILT) conducts informal classroom observations to ensure instruction is fully aligned to the Florida Standards. A High Yield Strategy "Look For" document is used 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. Furthermore, Instructional Pacing Guides are used to ensure grade level standards are taught at the appropriate levels.

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 I-Ready diagnostic assessment is administered to all students to identify literacy skills needed for proficiency in Reading. The computer adaptive I-Ready assessment is also used to track and monitor students' progress toward reading proficiency. Kindergarten students are also administered Letter Names and Sounds and Concepts of Print for additional progress monitoring. In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor student's progress towards meeting grade level reading proficiency in grades K-3, and for struggling readers who scored a Level 1 or 2 on the FSA for ELA.

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 provided interventions through the Response to Intervention process. The CPST team meets bi-weekly to discuss individual progress towards goals/ benchmarks established by the team. Graphic representations of student's progress is used as evidence to compare individual student's progress with their intervention peers in addition to core instruction. Students scoring 2 levels below on BAS during the AP3 assessment period of the 18-19 school year were added to the BASIS queue, requiring documented evidence of appropriate supports. The Reading Decision Tree is used to desing the appropriate support for those students.

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

The following resources are used to proved targeted supplemental interventions and/or intensive supports to those students demonstrating deficiencies in their targeted areas.

Benchmark Assessment Systems (K-5) Running Records, Leveled Literacy Intervention (LLI), Foundations for (K-2), Phonics for Reading, Journey's Write-In Reader, UFLI for phonics.

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 instructional staff participates in professional development consistently for both content area, as well as, social emotional learning. As a result, our staff strives to reduce barriers and make learning accessible to all students. Instructional staff varies the way students represent and express their understanding by providing a platform for students to demonstrate current level of understanding as well as misconceptions. Students complete hands-on performance learning tasks which provide them with opportunities to collaborate with their peers. During grade level PLC's, our instructional staff uses the backward design to plan grade level specific lessons to meet the needs of all students.

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

Instructional staff participates in effective use of ESOL instructional practices during pre-planning each year. This includes both content and language objectives. Teacher's lesson plans provide evidence that classroom instruction is aligned to both grade level Florida Standards and WIDA (World Class Instructional Design and Assessment). English Language proficiency standards are reviewed and monitored regularly to ensure fidelity of implementation.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC 19-20 2811 ELA VPK/PK, ELA K, ELA 1st, ELA 2nd, ELA 3rd, ELA 4th, MATH 5th	Thursday	1st, 2nd, 3rd, 4th	8/7/2019 - 5/15/2020	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Pinewood-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_09252019_Broward-SAM--Pinewood-Elementary-School.pdf)	Georeane Nigro	9/25/2019
MTSS-Rtl-Action-Plan-Template-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10012019_MTSS-Rtl-Action-Plan-Template-(1).docx)	Sabrina Butler	10/1/2019
MTSS-Rtl-Action-Plan-Template-(2)Behavior.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10012019_MTSS-Rtl-Action-Plan-Template-(2)Behavior.docx)	Sabrina Butler	10/1/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/26/2019 - 5/21/2020	12:00 PM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-FINAL_2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10012019_SEL-Action-Plan-FINAL_2019-20.pdf)	Darlene Milner	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-PINEWOOD-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_05202019_SPBP-PINEWOOD-(1).docx)	Desiree Montalvo	5/20/2019
Pinewood-Middle-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_05312019_Pinewood-Middle-Feedback-Form.pdf)	Kerry-Ann Tracey	5/31/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	566	335	59.19	137	24.20	72	12.72	22	3.89
2017 - 2018	576	345	59.90	136	23.61	65	11.28	30	5.21
2018 - 2019	543	291	53.59	161	29.65	74	13.63	17	3.13

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	91	35	38.46	30	32.97	24	26.37	2	2.20
2018 - 2019	01	81	41	50.62	20	24.69	15	18.52	5	6.17
2018 - 2019	02	76	52	68.42	15	19.74	7	9.21	2	2.63
2018 - 2019	03	103	57	55.34	34	33.01	8	7.77	4	3.88
2018 - 2019	04	100	61	61.00	30	30.00	8	8.00	1	1.00
2018 - 2019	05	92	45	48.91	32	34.78	12	13.04	3	3.26

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 53.6% 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 16.8% 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 3.1% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
2811__Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10232019_2811__Attendance-Plan.pdf)	Darlene Milner	10/23/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP2019-20-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10012019_ASCP2019-20-(1).pdf)	Darlene Milner	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10022019_Equity-Plan-19-20.pdf)	Darlene Milner	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-2016-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10012019_BPIE-2016-2019.pdf)	Darlene Milner	10/1/2019
BPIE-(1)-SIP-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10022019_BPIE-(1)-SIP-19-20.docx)	Darlene Milner	10/2/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
minutes_Sept2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2811_10252019_minutes_Sept2019.pdf)	October	None	10/25/2019
BYLAWS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2811_10022019_BYLAWS.pdf)	October	SAC ByLaws	10/2/2019
Agendaandsignin9.26.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2811_10022019_Agendaandsignin9.26.19.pdf)	October	SAC ByLaws	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Parent-Survey-(Pinewood-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10022019_Parent-Survey-(Pinewood-ES-2019).pdf)	Darlene Milner	10/2/2019
Staff-Survey-(Pinewood-ES-2019)-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10022019_Staff-Survey-(Pinewood-ES-2019)-(2).pdf)	Darlene Milner	10/2/2019
Student-Survey-Pinewood-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10022019_Student-Survey-Pinewood-ES-2019).pdf)	Darlene Milner	10/2/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Parent-and-Family-Plan-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10022019_Parent-and-Family-Plan-(1).pdf)	Darlene Milner	10/2/2019
Programs-and-Services-Checklist-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10022019_Programs-and-Services-Checklist-(1).pdf)	Darlene Milner	10/2/2019
Cultural-Awareness-(1)-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10032019_Cultural-Awareness-(1)-(1).docx)	Darlene Milner	10/3/2019
Catchthem-Being-Great-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10032019_Catchthem-Being-Great-(1).docx)	Darlene Milner	10/3/2019
Customer-Service-(1)-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2811_10032019_Customer-Service-(1)-(1).docx)	Darlene Milner	10/3/2019

☆ School Info



School Name	Quiet Waters ES (3121)	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/3121_09182019_Quiet-Waters-Elementary-School_		

☆ 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	205	34	0	0	---	N/A	0	0	0	N/A
01	204	39	0	0	---	0	1	2	0	N/A
02	200	37	0	0	---	0	0	1	0	N/A
03	230	37	0	0	62	---	7	28	2	211
04	199	24	2	0	67	---	0	0	1	188
05	240	29	0	0	57	---	0	1	0	234

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	213	36	0	0	---	0	0	0	0	N/A
01	202	21	1	0	---	0	3	5	0	N/A
02	195	25	0	0	---	0	1	5	0	N/A
03	195	27	4	0	60	---	26	20	0	181
04	197	32	1	0	47	---	13	4	1	186
05	207	37	7	0	58	---	27	9	1	199

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

Quiet Waters Elementary School has a comprehensive Response to Intervention (RtI) program. The RtI team is comprised of the classroom teacher, school administrators, the RtI coordinator, the school psychologist, the guidance counselor, the literacy coach, the math coach, the ELL coordinator, parent(s) and several other support personnel. This team meets on a weekly basis to address the needs of struggling students.

Intervention strategies employed to increase the academic performance of students include:

- Academic pull out groups focusing on the specific needs of students
- Implementation & utilization of Leveled Literacy Intervention (LLI) in primary classrooms
- Implementation & utilization of Dr. Heggerty's Phonemic Awareness program in primary classrooms
- Individual behavior plans that monitor and correct specific student behaviors
- Technology programs that compliment curriculum and provide individual learning paths for students
- Classroom teachers, school administrators, and support staff regularly monitor the attendance patterns of students; providing support/resources to families that struggle with consistent school attendance
- School personnel communicate with parents on a regular basis sharing current strengths and weaknesses of students
- ELL and ESE programs are well-developed and monitored to ensure use of accommodations and modifications to meet student needs

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3121&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 leadership is responsible for ensuring that classroom instruction is aligned to grade-level standards. They collect the following evidence to demonstrate that classroom instruction is aligned to grade-level standards: grade-level instructional focus calendars, individual teacher lesson plans, and i-Observation 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?

- i-Ready diagnostic (ELA & Math) (3 times per year) and instructional reports (monthly) monitored by Literacy Coach & School Leadership
- Benchmark Assessment System (BAS) - 3 assessment periods monitored by Literacy Coach & School Leadership
- STAR Early Literacy (KG) - first 30 days of school - monitored by Literacy Coach & School Leadership
- Letters/Sounds/Concepts of Print - 4 quarters - monitored by Literacy Coach & School Leadership
- Write Score- 2 times per year (grades 3-5) - monitored by Literacy Coach & School Leadership
- ELA Independent Practice Assessments - weekly - monitored by School Leadership
- ELA/Math Interim Assessments - School City - monitored by School Leadership
- Math Chapter Tests - weekly - monitored by Math Coach & School Leadership
- Science- STEMscopes assessments - weekly - monitored by School Leadership
- IPT/Access Testing - ongoing- monitored by ELL Contact & School Leadership

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?

This school ensures that all students are progressing towards school and district goals by analyzing progress monitoring data and providing specific Tier 2 and Tier 3 interventions for struggling students. Students with Tier 2 and Tier 3 interventions are regularly monitored by the RtI team. Teachers administer assessments as guided by the district reading decision charts to guide Tier 2 and 3 reading interventions.

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

During the 2019-2020 school year, inclusive scheduling is being implemented. This implementation began with a data review of SWD students that led to the identification of students that would be placed in an inclusion classroom and would receive services from the ESE resource teacher pushing into the classroom.

The following Tier 2/Tier 3 interventions are provided to selected students:

- Wilson Foundations
- Leveled Literacy Intervention (LLI)
- Six Minute Solution
- Journeys Write In Reader
- Journeys Tool Kit
- Go Math Supplements

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 goal of Universal Designs for Learning (UDL) is to use a variety of teaching methods to remove barriers to learning. This method provides students equal opportunities to learn. At Quiet Waters Elementary School, classroom instruction is differentiated to meet the needs of diverse learners. Teachers present information to students using a variety of ways such as audio, print, and hands-on experiences. Teachers also use a variety of methods to assess students including performance tasks, written assessments, and project-based tasks. Teachers have attended both district and school-based professional learning. Teachers meet during team planning & quarterly collaborative learning sessions to receive additional PD and support from school leaders, the literacy coach, and the math coach.

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

At the beginning of each year, ACCESS scores are analyzed to determine specific learning goals for ELL students. The WIDA Can-do descriptors and model performance indicators guide classroom instruction for ELLs. Teachers are trained and regularly use ELLevation to review student data and plan activities to meet their individual needs. Imagine Learning is used by level 1 students to build their academic vocabulary. Students are selected based on academic data to participate in a language enrichment camp. This multi-week camp focuses on ELA standards and strengthening students command of academic vocabulary. A variety of materials to support ELL learners are provided in classrooms such as bilingual children's literature and content-based vocabulary cards.

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
Guided Reading	Tuesday Wednesday Thursday	1st, 3rd	9/24/2019 - 3/26/2020	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
MTSS-Rtl-Action-Plan-Template-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09172019_MTSS-Rtl-Action-Plan-Template-(1).docx)	Kristen Blankenship	9/17/2019
reading-intervention-document.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09172019_reading-intervention-document.docx)	Kristen Blankenship	9/17/2019
Broward-SAM--Quiet-Waters-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09252019_Broward-SAM--Quiet-Waters-Elementary-School.pdf)	Georeane Nigro	9/25/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/26/2019 - 5/27/2020	8:15 AM - 1:45 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SELSIP2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09202019_SELSIP2019.pdf)	Susan Donahue	9/20/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Quiet-Waters-Elementary_SPBP_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_04232019_Quiet-Waters-Elementary_SPBP_2019-2020.pdf)	Nina Cohen	4/23/2019
Quiet-Waters-Elem-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_05242019_Quiet-Waters-Elem-Feedback-Form.pdf)	Miriam Gayle	5/24/2019

Attendance Plan

Total School AVG

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

School Year	Population	Regular Attenders (0%-4.9% Absent)	At Risk (5%-9.9% Absent)	Chronic (10%-19.9% Absent)	Severe Chronic (20% or more Absent)
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School Year	Population	Number	%	Number	%	Number	%	Number	%
2016 - 2017	1337	710	53.10	396	29.62	201	15.03	30	2.24
2017 - 2018	1302	686	52.69	414	31.80	161	12.37	41	3.15
2018 - 2019	1207	629	52.11	385	31.90	162	13.42	31	2.57

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	213	94	44.13	82	38.50	29	13.62	8	3.76
2018 - 2019	01	201	119	59.20	56	27.86	22	10.95	4	1.99
2018 - 2019	02	195	100	51.28	69	35.38	24	12.31	2	1.03
2018 - 2019	03	194	114	58.76	52	26.80	25	12.89	3	1.55
2018 - 2019	04	197	105	53.30	56	28.43	31	15.74	5	2.54
2018 - 2019	05	207	97	46.86	70	33.82	31	14.98	9	4.35

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 52.1% 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 16.0% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.6% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09202019_Attendance2019.pdf)	Susan Donahue	9/20/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ascpsip.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09202019_ascpsip.pdf)	Susan Donahue	9/20/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Quiet-Waters-Elementary-School-Equity-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09192019_Quiet-Waters-Elementary-School-Equity-Plan-2019-2020.pdf)	Nina Cohen	9/19/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Quiet-Waters-BPIE-Plan-2019-20-NEW.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09222019_Quiet-Waters-BPIE-Plan-2019-20-NEW.pdf)	Denise Lizano	9/22/2019
BPIE_2019-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09222019_BPIE_2019-(2).pdf)	Denise Lizano	9/22/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3121_10282019_MeetingDocuments.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3121_10292019_3121_10282019_MeetingDocuments.pdf)	October	Monitored	10/29/2019
3121_SACComposition_2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3121_10242019_3121_SACComposition_2019_2020.pdf)	October	None	10/24/2019
3121_0923019_MeetingDocuments.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3121_09242019_3121_0923019_MeetingDocuments.pdf)	September	Developed	9/24/2019
3121_SACByLaws-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3121_09242019_3121_SACByLaws-19-20.pdf)	September	SAC ByLaws	9/24/2019
3121_SAFByLaws_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3121_09242019_3121_SAFByLaws_19-20.pdf)	September	SAF ByLaws	9/24/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Quiet-Waters_ParentSurveyResults_Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09232019_Quiet-Waters_ParentSurveyResults_Bilingual.pdf)	Nina Cohen	9/23/2019
QuietWater_StaffSurveyResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09232019_QuietWater_StaffSurveyResults.pdf)	Nina Cohen	9/23/2019
QuietWaters_ParentSurveyResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09232019_QuietWaters_ParentSurveyResults.pdf)	Nina Cohen	9/23/2019
QuietWaters_StudentSurveyResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09232019_QuietWaters_StudentSurveyResults.pdf)	Nina Cohen	9/23/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-QWE.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09182019_Face-Plan-QWE.docx)	Ramona Reliford	9/18/2019
FACE-PLAN---Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09182019_FACE-PLAN---Customer-Service.pdf)	Ramona Reliford	9/18/2019
FACE-PLAN---Customer-Service-2.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09182019_FACE-PLAN---Customer-Service-2.docx)	Ramona Reliford	9/18/2019
Quiet-Waters_FamilyResourceCenter.png (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09182019_Quiet-Waters_FamilyResourceCenter.png)	Ramona Reliford	9/18/2019
Cultural-Awareness-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09182019_Cultural-Awareness-2019.docx)	Ramona Reliford	9/18/2019
Family-and-Community-Engagement-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09182019_Family-and-Community-Engagement-2019.docx)	Ramona Reliford	9/18/2019
Caught-being-Great-Poster.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09182019_Caught-being-Great-Poster.pdf)	Ramona Reliford	9/18/2019
Caught-being-great-coupons.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09182019_Caught-being-great-coupons.pdf)	Ramona Reliford	9/18/2019
Share-Social---Emotional-Learning.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09182019_Share-Social---Emotional-Learning.pdf)	Ramona Reliford	9/18/2019
Share-Social---Emotional-Learning-2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09182019_Share-Social---Emotional-Learning-2.pdf)	Ramona Reliford	9/18/2019
Customer-Service-(1)-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09182019_Customer-Service-(1)-2019.pdf)	Ramona Reliford	9/18/2019
Catchthem-Being-Great-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3121_09182019_Catchthem-Being-Great-2019.pdf)	Ramona Reliford	9/18/2019

☆ School Info



School Name	Tradewinds ES (3481)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> No
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3481_08172019_TWE-Executive-Summary-2019_2)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	203	38	1	0	---	N/A	1	0	0	N/A
01	198	34	0	0	---	0	2	8	0	N/A
02	212	20	0	0	---	0	0	4	0	1
03	227	28	1	0	55	---	1	11	0	216
04	247	28	2	0	60	---	1	2	0	238
05	246	26	1	0	53	---	0	0	0	231

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	180	25	2	0	---	0	0	0	0	N/A
01	220	30	4	0	---	0	1	2	0	N/A
02	191	26	1	0	---	0	1	1	0	N/A
03	214	26	2	0	53	---	19	15	0	205
04	229	21	4	0	54	---	14	7	3	217
05	259	19	3	0	64	---	14	5	0	243

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

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. Students identified with reading deficiencies will receive targeted reading instruction specific to each of the nine areas of learning (Early Literacy Concepts, Phonological Awareness, Letter Knowledge, letter-Sound Relationships, Spelling Patterns, High-Frequency Words, Word Meaning and Vocabulary, Word Structure, and Word-Solving Actions).

In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA-ELA) in grades 4-5. Students with a substantial reading deficiency, who scored two or more levels below grade level expectations will have specific sub-skill targeted to meet their specific needs.

English Language Learners (ELL) participate in the same progress monitoring assessments in grades K-12. Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language proficiency.

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

Immediate intensive intervention (iii) instruction will be provided daily according to students with a substantial reading deficiency need, as an extension of or beyond the daily 90-minute block in a small group setting and through one-on-one conferring. Teachers will consult *The Literacy Continuum* (by Fountas & Pinnell) for targeted reading instructional goals in the guided reading and phonics, spelling, and word study sections.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3481&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, 57% of students in the lowest quartile in Grades 3 through 5 will demonstrate a learning gain as measured by the Florida Standards ELA Assessment.	Instructional coaching, RTI intervention daily, routine data chats, regular progress monitoring (including iReady), PLCs, professional development	Michael Breslaw, Ingrid Osgood, Peter Policastro, Kristen Dorman	6/4/2020	Balanced Literacy PLC, Grade Level PLCs, LLI training (ongoing)		Teacher observations, i-Ready Diagnostics and Standards Mastery, BSA, BAS, FSA	Will be reviewed at the end of the 2019-2020 school year.
By June 2020, there will be a 10% increase in the percent of Students with Disabilities (SWD) in the lowest quartile who will score at or above the proficiency level on the 2019/2020 FSA Mathematics.	Teachers will deliver small group and one-on-one differentiated instruction to targeted students based on their individual academic needs using high quality instructional practices and resources aligned to the Florida Standards. Instruction will transition from concrete (manipulatives) to abstract (real-world application). Assignments and assessments will be aligned to the rigor of the grade level Florida Standards and data will be collected to progress monitor each student's academic performance, in relation to IEP goals and the assessed Florida Standards in Mathematics.	Classroom teachers, Math Resource Teacher, ESE Teacher	6/30/2020	Math small group PLCs, Grade Level PLCs		Teacher observations, i-Ready Diagnostic and Standards Mastery Assessments, BSA, BAS, FSA	SWD students will demonstrate academic gains as evidenced on the 2019-20 FSA Mathematics as a result of teachers' deliberate planning, high quality instruction and targeted interventions provided to each student on a daily basis.

K-12 Comprehensive Reading Plan

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

The school's administrative team is responsible for ensuring classroom instruction is aligned to grade-level standards. The school's administrators are Mr. Michael Breslaw, Principal; Mr. Peter Policastro, Assistant Principal; and Dr. Ingrid Osgood, Intern Principal.

Mr. Breslaw, Mr. Policastro, and Dr. Osgood conduct daily classroom observations to ensure instruction and grade level materials are fully aligned to the Florida State Standards. Data is collected throughout the year and entered using iObservation, a comprehensive web-based data collection and management system that reports real-time data from classroom walkthroughs, teacher observations, self-assessments, instructional rounds, and evaluations. iObservation is also used to provide direct, on-time and actionable feedback to instructional staff as it relates to providing high quality and differentiated instruction to all students.

The qualitative reports generated from iObservation are used to identify the professional development needs of individual educators with the goal of increasing evidences of effective teaching and learning practices in every classroom. iObservation also allows the school's administrators to document evidences of the use of standards-based instructional practices and resources to meet the academic needs of students who are in the lowest quartile, English Language Learners (ELL), and Students with Disabilities (SWD). Keystone assignments (performance tasks) that are completed by students are monitored to ensure they are aligned to state 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 Benchmark Assessment System (BAS) and i-Ready Diagnostic Assessments are used to monitor student progress in reading. The assessments are given at least three times a year and student data is captured in our district database. At the conclusion of each assessment period, the data is collected and reviewed by the administrators and literacy coach. This data is reported and analyzed student-by-student, by subgroups, and by class to notice trends that can be used to guide instruction.

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

The support staff team engages in weekly discussions surrounding students who are receiving Multi-Tiered Systems of Support (MTSS). Students who are receiving intervention (Tier II or Tier III) through the Response to Intervention (RtI) process are receiving consistent and appropriate interventions as outlined by the K-5 Decision Charts. These students are being monitored every 6-8 weeks and are engaging in data chats with the Child Problem Solving Team (CPST) bi-monthly to review current data and to discuss next steps for students.

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

As a school, we are utilizing Fountas & Pinnell Leveled Literacy Intervention (LLI) to support students in both Tier 2 and Tier 3 interventions. At Tradewinds we have a daily 30-minute intervention block built in to our master schedule. This allows for students to be placed in appropriate intervention groups based on the most recent assessment data from the Benchmark Assessment System. The groups are fluid and are always changing to meet the current needs of the students. The classroom teachers provide the interventions to the students daily. We also have a reading resource teacher who is providing interventions throughout the day to a targeted population of students using LLI. At the kindergarten and first grade levels, students who are demonstrating a weakness in mastering their letter names and sounds are receiving intervention with Wilson Foundations.

Students that have met eligibility criteria for an Individual Education Plan (IEP) have goals aligned to their deficiencies in reading and are receiving support from an ESE service provider in that area either in the form of direct services, collaboration, or consultation with the general education teacher.

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

The teachers at our school have had the opportunity to attend some of the Balanced Literacy professional learning that has been facilitated by the district's Elementary Learning department. Additionally, we have provided professional learning to our teachers in the area of guided reading and supported that initiative by purchasing new and updated leveled readers to support teachers in the implementation of effective guided reading instruction. The literacy coach goes into classrooms to model and support teachers in meeting the needs of all students at various levels by modeling guided reading groups and reviewing student data to plan for next steps in instruction.

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

ELL students have access to Imagine Learning and are going to be utilizing this computer-based program to increase English proficiency. In addition, students who are English Language Learners are being instructed with research-based ESOL strategies throughout the school day to increase English proficiency and allow equal access to the grade-level curriculum. At Tradewinds we have an ESOL Coach through Title 3 that supports students in acquiring the English language and teachers in instructing students who are English Language Learners. In the spring time, we also offer ELL camps to students who are English Language Learners to provide students with additional small-group instruction in the area of reading.

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
Tradewinds	Wednesday	2nd	9/11/2019 - 5/13/2020	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
Tradewinds-Elementary-SAM-Report-Broward-2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_08282019_Tradewinds-Elementary-SAM-Report-Broward-2018.pdf)	Ingrid Osgood	8/28/2019
MTSS_RTI-Powerpoint.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_08282019_MTSS_RTI-Powerpoint.pdf)	Ingrid Osgood	8/28/2019
MTSS-Rtl-Action-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_08282019_MTSS-Rtl-Action-Plan-.pdf)	Ingrid Osgood	8/28/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/21/2019 - 5/27/2020	8:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Schoolwide-SEL-Action-Plan-2019_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_08262019_Schoolwide-SEL-Action-Plan-2019_20.pdf)	Ingrid Osgood	8/26/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
TWE_SPBP_2019-20-Final.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_04262019_TWE_SPBP_2019-20-Final.docx)	Kristen Dorman	4/26/2019
Tradewinds-Elementary-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_05302019_Tradewinds-Elementary-Feedback-Form-2019-20.pdf)	Rowena Thomas	5/30/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1378	777	56.39	430	31.20	161	11.68	10	0.73
2017 - 2018	1348	779	57.79	391	29.01	152	11.28	26	1.93
2018 - 2019	1292	740	57.28	382	29.57	159	12.31	11	0.85

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	180	74	41.11	74	41.11	30	16.67	2	1.11
2018 - 2019	01	220	126	57.27	60	27.27	29	13.18	5	2.27
2018 - 2019	02	191	107	56.02	56	29.32	28	14.66	0	0.00
2018 - 2019	03	213	132	61.97	54	25.35	26	12.21	1	0.47
2018 - 2019	04	229	143	62.45	63	27.51	22	9.61	1	0.44
2018 - 2019	05	259	158	61.00	75	28.96	24	9.27	2	0.77

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 57.3% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 13.2% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 0.9% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
TWE-Attendance-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_10182019_TWE-Attendance-Plan-2019-2020.pdf)	Ingrid Osgood	10/18/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
TWE-Annual-School-Counseling-Plan-2019_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_09102019_TWE-Annual-School-Counseling-Plan-2019_20.pdf)	Ingrid Osgood	9/10/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-2019_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_08272019_Equity-Plan-2019_20.pdf)	Ingrid Osgood	8/27/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE18-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_08262019_BPIE18-19.pdf)	Ingrid Osgood	8/26/2019
TWE-BPIE-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_09112019_TWE-BPIE-Plan-.pdf)	Ingrid Osgood	9/11/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Compsition-Report-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3481_11072019_SAC-Compsition-Report-19-20.pdf)	November	None	11/7/2019
19-20-SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3481_10252019_19-20-SAC-ByLaws.pdf)	October	SAC ByLaws	10/25/2019
19-20-SAC-Sign-In-October.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3481_10182019_19-20-SAC-Sign-In-October.pdf)	October	Monitored	10/18/2019
19-20-SAC-Agenda-October.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3481_10182019_19-20-SAC-Agenda-October.pdf)	October	Monitored	10/18/2019
19-20-SAC-Minutes-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3481_10182019_19-20-SAC-Minutes-September.pdf)	October	SAC ByLaws	10/18/2019
19-20-SAC-Agenda-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3481_10182019_19-20-SAC-Agenda-September.pdf)	October	SAC ByLaws	10/18/2019
19-20-SAC-Sign-In-Sept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3481_10182019_19-20-SAC-Sign-In-Sept.pdf)	October	SAC ByLaws	10/18/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
eProve-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_09112019_eProve-Parent-Survey.pdf)	Ingrid Osgood	9/11/2019
eProve-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_09112019_eProve-Staff-Survey.pdf)	Ingrid Osgood	9/11/2019
eProve-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_09112019_eProve-Student-Survey.pdf)	Ingrid Osgood	9/11/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Service-Article---FACE-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_08232019_Customer-Service-Article---FACE-Plan.pdf)	Ingrid Osgood	8/23/2019
Feedback-on-Customer-Service-Article.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_08232019_Feedback-on-Customer-Service-Article.pdf)	Ingrid Osgood	8/23/2019
Customer-Service-Article-Feedback2.PNG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_08232019_Customer-Service-Article-Feedback2.PNG)	Ingrid Osgood	8/23/2019
FACE-Plan-2019_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_08232019_FACE-Plan-2019_20.pdf)	Ingrid Osgood	8/23/2019
Customer-Service-Sign-In-Sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3481_10022019_Customer-Service-Sign-In-Sheet.pdf)	Kristen Dorman	10/2/2019

☆ School Info



School Name	Westchester ES (2681)	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"/> Yes
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2681_10252019_2019-2020-Executive-Summary.pdf)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	186	29	0	0	---	N/A	0	0	0	N/A
01	195	24	0	0	---	0	0	6	1	N/A
02	191	25	0	0	---	0	4	8	0	N/A
03	225	24	5	0	43	---	3	9	1	218
04	207	23	0	0	32	---	1	3	0	198
05	249	18	1	0	37	---	1	0	2	239

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	178	30	0	0	---	0	1	2	0	N/A
01	187	31	0	0	---	0	0	2	0	N/A
02	190	23	0	0	---	0	2	2	0	N/A
03	201	27	1	0	33	---	11	5	1	194
04	222	31	2	0	39	---	36	36	1	210
05	201	24	2	0	40	---	38	38	2	197

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

The Intervention strategies we implement at Westchester are the following:

Tier 1 Differentiated Instructional Strategies
 Small group guided instruction based on student data and/or teaching targets
 Leveled Literacy Intervention (LLI) in grades K - 2 and ESE
 Benchmark Assessment System (BAS) to monitor progress.
 Reading Tool Kit
 Literacy Tool Kit
 Foundations
 Moving with Math
 Touch Math
 Strategic and Intensive Go Math Instruction
 Personal Math Trainer from Go Math

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2681&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 are responsible for teaching the grade-level standards to their students. School City assessment data is collected to demonstrate student mastery. Administration, as well as the literacy coaches, complete walk-throughs and observations to ensure 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?

School City, Running Records (BAS), and Rti are tools used to progress monitor all students including students by subgroups. Using these tools ensure subgroups are progressing 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?

Teachers closely monitor their students and adjust their instruction based upon student needs and referring to the Reading Decision Chart. Teachers keep data and create charts and graphs to quantify results. Teachers meet with the Rti team every four to six weeks to monitor and decide the next steps to assist the students.

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

Instructional practices are used in both Tier 2 and Tier 3 such as: Moving with Math, Phonics for Reading, Foundations, Reading A- Z, Soar to Success, Vocabulary Connections, word-family activities, Read Works, and literature (usually something seasonal or with a moral),

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

Teachers have attended and continue to attend the following professional development courses: Reading Endorsement classes, Responsive literacy instruction, Balanced literacy workshop, small - group guided reading workshop, BAS training.

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

Westchester Elementary employs the following activities to assist ELL students: ELL camp, academic glossaries in the classrooms, Khan Academy in Spanish, as well as textbooks availability in Spanish for scaffolding and transitioning to English. Of course, all teachers are ESOL endorsed and use the ESOL Instructional Strategies Matrix. Using the matrix furthers students' transition to understanding and progressing toward mastering English.

Resources

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

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Reading, Math, Science	Tuesday	3rd	9/17/2019 - 4/1/2020	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
Broward-SAM--Westchester-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10022019_Broward-SAM--Westchester-Elementary-School.pdf)	Georeane Nigro	10/2/2019
MTSS-Rtl-Action-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10032019_MTSS-Rtl-Action-Plan-Template.pdf)	Avis Goodman	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, 5th	9/4/2019 - 5/27/2020	8:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2681_20191002_SEL_Action_Plan_Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10022019_2681_20191002_SEL_Action_Plan_Template.pdf)	Miriam Miniet	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2681-behaviorplan2019-20-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_04242019_2681-behaviorplan2019-20-.pdf)	Avis Goodman	4/24/2019

File Name	File Uploaded By	Upload Date
Westchester-ES_feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_05302019_Westchester-ES_feedback-form-2019-20.pdf)	Nichole Johnson	5/30/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1266	704	55.61	389	30.73	156	12.32	17	1.34
2017 - 2018	1273	750	58.92	369	28.99	125	9.82	29	2.28
2018 - 2019	1179	656	55.64	340	28.84	159	13.49	24	2.04

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	178	96	53.93	49	27.53	26	14.61	7	3.93
2018 - 2019	01	187	99	52.94	55	29.41	25	13.37	8	4.28
2018 - 2019	02	190	100	52.63	66	34.74	21	11.05	3	1.58
2018 - 2019	03	201	117	58.21	53	26.37	29	14.43	2	1.00
2018 - 2019	04	222	131	59.01	58	26.13	29	13.06	4	1.80
2018 - 2019	05	201	113	56.22	59	29.35	29	14.43	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 55.6% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 15.5% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10032019_Attendance-Plan-Elementary.pdf)	Avis Goodman	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
guidance-plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10012019_guidance-plan.pdf)	Avis Goodman	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_11012019_Equity-Diversity-Action-Plan-2019-20.pdf)	Avis Goodman	11/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Westchester_BPIE_Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10022019_Westchester_BPIE_Plan.pdf)	Miriam Miniet	10/2/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2681_A+Documentation_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2681_10252019_2681_A+Documentation_2019-2020.pdf)	September	A+ Funds	10/25/2019
2681_Agenda_Minutes_Sign-in_092419.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2681_10252019_2681_Agenda_Minutes_Sign-in_092419.pdf)	September	Monitored	10/25/2019
2681_Agenda_Minutes_Sign-in_082719.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2681_10252019_2681_Agenda_Minutes_Sign-in_082719.pdf)	August	Monitored	10/25/2019
2681_SAC_Composition_2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2681_10142019_2681_SAC_Composition_2019-2020.docx)	August	None	10/14/2019
2681_SAF_Bylaws_2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2681_10142019_2681_SAF_Bylaws_2019-2020.docx)	September	SAF ByLaws	10/14/2019
2681_SAC_Bylaws_2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2681_10142019_2681_SAC_Bylaws_2019-2020.docx)	September	SAC ByLaws	10/14/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Parent-Survey-(Westchester-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10032019_Parent-Survey-(Westchester-ES-2019).pdf)	Avis Goodman	10/3/2019
Parent-Surveybilingual-(Westchester-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10032019_Parent-Surveybilingual-(Westchester-ES-2019).pdf)	Avis Goodman	10/3/2019
Staff-Survey-(Westchester-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10032019_Staff-Survey-(Westchester-ES-2019).pdf)	Avis Goodman	10/3/2019
Student-Survey-(Westchester-ES-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10032019_Student-Survey-(Westchester-ES-2019).pdf)	Avis Goodman	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Programs-and-Services-Checklist-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10032019_Programs-and-Services-Checklist-(1).pdf)	Avis Goodman	10/3/2019
Face-Plan-Template-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10032019_Face-Plan-Template-(1).pdf)	Avis Goodman	10/3/2019
2681_Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10042019_2681_Catchthem-Being-Great.pdf)	Miriam Miniet	10/4/2019
2681_Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10042019_2681_Cultural-Awareness.pdf)	Miriam Miniet	10/4/2019
2681_Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2681_10042019_2681_Customer-Service.pdf)	Miriam Miniet	10/4/2019

☆ School Info



School Name	Winston Park ES (3091)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3091_10012019_Executive-Summary_WPE-2019-2)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	181	19	0	0	---	N/A	0	2	0	N/A
01	194	25	0	0	---	0	2	9	0	N/A
02	217	25	0	0	---	0	1	9	0	N/A
03	210	14	0	0	42	---	5	36	3	205
04	213	20	0	0	36	---	2	2	1	201
05	212	15	0	0	46	---	0	1	0	207

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	196	29	0	0	---	0	2	6	0	N/A
01	209	19	0	0	---	0	1	12	0	N/A
02	200	19	1	0	---	0	6	41	0	N/A
03	214	17	1	0	47	---	13	9	0	204
04	206	16	1	0	31	---	31	32	3	202
05	206	13	0	0	39	---	39	39	1	203

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

The school utilizes MTSS/RtI to support the academic improvement of students identified by the early warning system. The Collaborative Problem Solving Team meets every Tuesday to discuss students experiencing academic difficulties. Students identified by the early warning system and the classroom teacher are referred to Response to Intervention. A team consisting of administration, guidance, ESE, coaches, the classroom teacher, and parents meet to discuss the student. If necessary, the team will create Tier 2 interventions and set goals to monitor student progress. The team will reconvene in 6-8 weeks to look at student progress. If the goals have been met, the team will continue with interventions and create new goals. If the goal has not been met, Tier 3 interventions will be created and monitored. During these meetings, the team also looks at other indicators that may be hindering student progress and collaborate with the school social worker to provide support. This process is continuous and allows the team to monitor the academic performance of students across many different grade and ability levels.

1. What specific school – level progress monitoring data is collected and how often at school level to determine that students are progressing toward the school and district goals? The school uses several progress monitoring tool to determine student levels and how they are progressing toward mastery of school and district goals.
 - Benchmark Assessment System- All students K-3 and Level 1 and 2 students in 4-5. This is collected and analyzed three times per year.
 - Letter Names, Sounds and Concepts of Print- All K students are provided this four times per year.
 - i-Ready Diagnostic- Given to all students K-5 for reading and math. This data is collected and analyzed three times per year.
 - Standards Mastery Assessments- Provided to students in 2-5. The is given after every instructional cycle according to the grade level curriculum map.
 - Keystones- All third grade students are given this eight times per year.
2. What instructional materials including core, supplemental, and intervention programs are used to inform instruction based on students' needs? The school utilizes a variety of programs to meet student needs
 - Journeys
 - Go Math
 - Engage NY
 - Leveled Readers
 - Content Area Readers
 - Leveled Literacy Intervention
 - Super QAR
 - Foundations
 - Phonics for Reading
 - Quick Reads
 - DBQ
 - Journeys Write-In Reader and Toolkit
 - Go Math Intervention
 - Number Worlds
3. How does the school ensure the fidelity of students not progressing towards school and district goals receiving appropriate interventions? See Above Response
4. How does the school ensure that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles? The school utilizes the UDL Framework and looks at providing multiple means of engagement, multiple means of representation, and multiple means of action and expression. The school uses the UDL Planning Template to ensure that considerations relevant to student learning preferences, possible barriers, and support needs are addressed.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3091&district=06>)

K-12 Comprehensive Reading Plan

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

The Leadership Team, which includes the principal and assistant principal, will be responsible for ensuring classroom instruction is aligned to grade-level standards by conducting classroom walkthroughs and observations. The administration will use the District's Walkthrough Guidelines aligned by subject matter as a resource to support monitoring the core actions aligned to the instructional shifts of the classroom: classroom lessons are focused on high-quality, complex text; questions and tasks are text-specific and accurately address analytical thinking required by the grade-level standards, and all students have the opportunity to engage in the work of the lesson. Moreover, the District has created robust curriculum resources aligned to grade-level standards to assist teachers with planning and delivering high-quality instruction. Teachers are also provided with multiple professional learning opportunities for utilizing core and district-created supplemental materials. Evidence that can be collected to demonstrate that classroom instruction is aligned to grade-level standards describes the structure and strategies teachers should be using in their English Language Arts (ELA) lesson instruction which focuses on interactive read-aloud, foundational skill lessons, shared reading, guided reading, comprehension, differentiation, independent reading, and writing from multiple sources.

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?

Winston Park Elementary will use i-Ready/ School City ELA assessments to determine the effectiveness of standards-based instruction. The assessments will be used to measure and monitor mastery of grade-level standards taught each quarter by identifying students by subgroup data. Based on these data sources, additional supports are provided to help reteach and give extra scaffolding when students struggle with reading grade-level texts independently at proficiency based on each students' identified subgroup. Performance on ELA assessments is analyzed to determine students' need for increased support writing over short and extended time frames to demonstrate learning. The Reading Coach will be responsible for collecting and reviewing student progress monitoring data quarterly for grades K-5. Additionally, Winston Park Elementary will use the STAR Early Literacy Assessment for all kindergarten students to identify early literacy skills. Kindergarten students are also assessed with a tool that measures letter names, letter sounds, and concepts of print. The Benchmark Assessment System (BAS) is administered during three assessment periods to determine if students have reached their grade level goals in grades K-3 and for struggling readers in grade 4-5 based on their current Florida Standards Assessment achievement levels of 1 and 2.

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?

Winston Park Elementary has implemented Broward County Public Schools Multi-Tiered System of Supports (MTSS) Problem Solving Process for Tier 1, Tier 2, and Tier 3 students to ensure that students who are not progressing toward individual and grade-level goals are being monitored and provided with appropriate interventions using the K-5 Reading Decision Charts during the first 30 instructional days of school. Winston Park's CPST (team) uses the four steps of the problem-solving process during the first 30 instructional days, beginning with identifying the desired reading performance, analyzing why the desired reading performance is not being attained, develop and implement an instructional plan, and evaluate to determine the response to the intervention. This process begins by first identifying students who are one BAS instructional grade level below expectations, by analyzing the word accuracy and comprehension scores from the highest instructional level on the BAS Recording forms. These students most likely will be identified to receive targeted Tier 2 interventions and supports given by that classroom teacher. If a student scores two or more BAS instructional levels below grade grade-level expectations at any point in time, the classroom teacher will immediately analyze the accuracy and comprehension scores from the BAS instructional level recording form and execute reading interventions based on the students' learning needs. These students identified will be in need of targeted Tier 2 and/or Tier 3 intensive reading interventions given by the classroom teacher.

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

Evidence-based strategies should be considered, as well as, evidence-based interventions for which effectiveness in increasing student learning actually exists. Tier 2 and Tier 3 progress monitoring assessments will be given weekly. Reading programs implemented at Winston Park are aligned to the student needs while also meeting ESSA (Every Student Succeeds Act) requirements. Depending on the area of need based on the student's learning deficiency, the following resources are used at Winston Park, which also includes specially designed instruction for SWDs to provide supplemental and/or supported intensive targeted instruction: Wilson- Tier 3 (ESE Facilitator), Foundations- Tier 2 (Classroom teachers), Leveled Literacy Intervention (LLI)- Tier 2/3 (Classroom teacher), Literacy Toolkit-Tier 2 (Classroom teacher), Write-in Reader- Tier 2 (Classroom teacher), and Visualizing & Verbalizing (Speech Pathologist/ Classroom teacher).

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

Winston Park Elementary ensures that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) for effective instructional design (lesson planning) and delivery (instruction) by incorporating the Broward County's District Literacy Field Guide for educators with UDL to increase meaningful access and reduce barriers to learning for all students with a variety of learning needs or learning styles. To support the UDL Principle, Winston Park ensures that classroom teachers have access to online resources like Atomic Learning which incorporates UDL in lesson plans. Winston Park also ensures the core and supplemental resources meet UDL principles and includes three important components: multiple means of action and expression, presentation and usability, and engagement.

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

The Imagine Learning program was introduced to our A1/ Level 1 English Language Learners (ELL) as an instructional tool to bridge the oral language and literacy gap and develop the language skills to become proficient as measured by the ACCESS for ELL summative assessment for students in grades K-5. ELL students are explicitly taught oral language acquisition and foundational literacy skills, which includes the five elements of reading. Lessons and activities are adaptive and engage students with direct instruction using games, videos, student recordings, stories, online graphic organizers, and offline materials. This program develops English language skills with support for students in their first language. Imagine Learning offers language support in 15 languages through the translation of instruction, vocabulary, and feedback and fades away as they gain English proficiency.

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
Reading Standards for Informational Text	Tuesday	1st, 2nd, 3rd	8/27/2019 - 5/26/2020	2:00 PM - 3:00 PM	K
Reading Standards for Informational Text	Tuesday	1st, 2nd, 3rd	8/27/2019 - 5/26/2020	2:00 PM - 3:00 PM	1
Reading Standards for Informational Text	Tuesday	1st, 2nd, 3rd	8/27/2019 - 5/26/2020	2:00 PM - 3:00 PM	2
Reading Standards for Informational Text	Tuesday	1st, 2nd, 3rd	8/27/2019 - 5/26/2020	2:00 PM - 3:00 PM	3
Reading Standards for Informational Text	Tuesday	1st, 2nd, 3rd	8/27/2019 - 5/26/2020	2:00 PM - 3:00 PM	4
Reading Standards for Informational Text	Tuesday	1st, 2nd, 3rd	8/27/2019 - 5/26/2020	2:00 PM - 3:00 PM	5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Winston-Park-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_09252019_Broward-SAM--Winston-Park-Elementary-School.pdf)	Georeane Nigro	9/25/2019
MTSS-Rtl-Action-Plan-Template-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_10012019_MTSS-Rtl-Action-Plan-Template-2019-20.pdf)	Tenise McCray	10/1/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday		8/26/2018 - 5/28/2020	8:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-revised.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_10022019_SEL-Action-Plan-2019-revised.pdf)	Tenise McCray	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP-WPE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_04252019_2019-20-SPBP-WPE.pdf)	Kathy Familia	4/25/2019
Winston-Park-Elementary-SPBP-2019-Feedback.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_06042019_Winston-Park-Elementary-SPBP-2019-Feedback.pdf)	Adrienne Dixson-Paul	6/4/2019

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	1273	701	55.07	394	30.95	155	12.18	23	1.81
2017 - 2018	1252	771	61.58	357	28.51	109	8.71	15	1.20
2018 - 2019	1231	708	57.51	394	32.01	110	8.94	19	1.54

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	196	95	48.47	68	34.69	25	12.76	8	4.08
2018 - 2019	01	209	122	58.37	64	30.62	21	10.05	2	0.96
2018 - 2019	02	200	121	60.50	56	28.00	20	10.00	3	1.50
2018 - 2019	03	214	129	60.28	66	30.84	17	7.94	2	0.93
2018 - 2019	04	206	121	58.74	68	33.01	15	7.28	2	0.97
2018 - 2019	05	206	120	58.25	72	34.95	12	5.83	2	0.97

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 57.5% 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 10.5% 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 1.5% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Template-SIP-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_10012019_Attendance-Plan-Elementary-Template-SIP-2019-20.pdf)	Tenise McCray	10/1/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
WPE_ASCP_2019-2020_C_Walker.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_10022019_WPE_ASCP_2019-2020_C_Walker.pdf)	Tenise McCray	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_09252019_Equity-Diversity-Action-Plan-2019-20.pdf)	Tenise McCray	9/25/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
3091_03212019_BPIE-March-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_10012019_3091_03212019_BPIE-March-2019.pdf)	Tenise McCray	10/1/2019
BPIE-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_10012019_BPIE-Plan-Template.pdf)	Tenise McCray	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3091_10242019_Committee-Membership.pdf)	October	SAC ByLaws	10/24/2019
SAF-minutes--wpe-August-2019-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3091_10032019_SAF-minutes--wpe-August-2019-.pdf)	August	Developed	10/3/2019
SAF-agenda-wpe-August-2019-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3091_10032019_SAF-agenda-wpe-August-2019-(1).pdf)	August	Developed	10/3/2019
SAC-MINUTES-SEPTEMBER-10--2019-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3091_10032019_SAC-MINUTES-SEPTEMBER-10--2019-(1).pdf)	September	Developed	10/3/2019
SAC-minutes--wpe-August-2019-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3091_10032019_SAC-minutes--wpe-August-2019-.pdf)	August	Developed	10/3/2019
SAF-September--Meeting-Minutes-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3091_10032019_SAF-September--Meeting-Minutes-(1).pdf)	September	SAF ByLaws	10/3/2019
SAF-September-2019--Meeting-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3091_10032019_SAF-September-2019--Meeting-Agenda.pdf)	September	SAF ByLaws	10/3/2019
SAC-Agenda-September-2019-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3091_10032019_SAC-Agenda-September-2019-.pdf)	September	Developed	10/3/2019
SAC-Agenda-wpe-August-2019-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3091_10032019_SAC-Agenda-wpe-August-2019-.pdf)	August	Developed	10/3/2019
SAC-ByLaws-2019-2020.html (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3091_10012019_SAC-ByLaws-2019-2020.html)	September	SAC ByLaws	10/1/2019
Sign-In-Sheet-September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3091_10012019_Sign-In-Sheet-September-2019.pdf)	September	Developed	10/1/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Parent-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_09252019_Parent-Survey-2019.pdf)	Tenise McCray	9/25/2019
SurveysReport-Staff.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_09252019_SurveysReport-Staff.pdf)	Tenise McCray	9/25/2019
SurveysReport-Student.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_09252019_SurveysReport-Student.pdf)	Tenise McCray	9/25/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Service-Sheet-9_25_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_09252019_Customer-Service-Sheet-9_25_19.pdf)	Tenise McCray	9/25/2019
Catchthem-Being-Great-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_09252019_Catchthem-Being-Great-September.pdf)	Tenise McCray	9/25/2019

File Name	File Uploaded By	Upload Date
Cultural-Awareness_September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_09252019_Cultural-Awareness_September.pdf)	Tenise McCray	9/25/2019
Face-Plan-Template-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_10012019_Face-Plan-Template-2019-20.pdf)	Tenise McCray	10/1/2019
School-Resource-Locator.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3091_10012019_School-Resource-Locator.pdf)	Tenise McCray	10/1/2019