

☆ School Info



School Name	Broadview ES (0811)	School Grade (2018 - 2019)
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)
School of Excellence	<input type="checkbox"/> ---	ESSA School
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0811_10032019_Broadview_Executive_Summary-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	116	29	1	0	---	0	1	2	0	N/A
01	110	25	0	0	---	0	4	6	0	N/A
02	127	25	2	0	---	0	5	11	1	N/A
03	151	15	3	0	42	---	9	23	6	140
04	148	23	3	0	53	---	2	3	4	140
05	162	26	6	0	61	---	3	1	2	154

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	143	26	0	0	---	0	0	0	0	N/A
01	110	18	3	0	---	0	2	3	0	N/A
02	113	17	0	0	---	0	1	13	0	N/A
03	121	13	5	0	36	---	26	22	2	118
04	128	20	4	0	44	---	17	0	4	124
05	151	21	4	0	42	---	14	1	2	141

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

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0811&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
For the 2019-2020 school year, the math lowest quartile will increase from 50% to 55%.	The lowest quartile students will attend Flipper Academy which a specially developed program for the math lowest quartile students in which they get individualized tutoring as they work on their I-Ready learning path or assigned lessons in math. The Math lowest quartile will also receive push-in and pull-out support by the Math coach on bi-weekly basis. This population of students will also attend Saturday School once it begins in February.	Administration, Math Coach, and Teachers	6/3/2020	Teachers will attend district math training and in-house professional development on Problem Solving Strategies, Rigor, and Fluency.	\$0.00	Bi-weekly Standards Mastery math assessments to progress monitor student performance. Students scoring below 60% will be provide re-teaching of standards and retake the standards mastery using Form B, During weekly PLC teachers will conduct data chats using the Curriculum, Assessment, Remediation, and Enrichment Process (C.A.R.E) to identify struggling learning monitor their progress using I-Ready reports.	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
For the 2019-2020 school year, ELA will continue to be the focus for improving student achievement. ELA student proficiency increased by 12 points from 42% to 54%. Therefore, the goal for the 2020 Florida Standards Assessment (FSA) is to increase overall ELA proficiency to 58% or higher, as well as, continue to improve on Learning gains.	High Quality Instruction through Balanced Literacy and the process of Authentic PLCs to analyze and apply data from multiple assessments to diagnose students learning needs, and drive the learning progress as well as plan and sequence instruction for students to achieve mastery	Administration, Literacy Coach, Teachers	6/3/2020		\$6,291.00	Bi-Weekly ELA Standards Mastery Assessment , Weekly data chat through the Curriculum, Assessment, Remediation, and Enrichment Process (C.A.R.E)	

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 is responsible to ensure classroom instruction is aligned to grade-level standards. The literacy coach created Broadview’s Curriculum to support teachers in ensuring classroom instruction is aligned to grade-level Florida Standards. Teachers are granted access to the Literacy Curriculum Framework, which identifies and describes the key elements of a strong integrated literacy program. The Literacy Framework describes the structure and strategies teachers should use in their English Language Arts Instruction, including an interactive read-aloud, foundational skills lessons, comprehension lessons focused on high-quality complex texts, differentiation, independent reading and conferencing, writing from sources, and structured interventions.

In addition, the literacy coach meets with grade-level teachers weekly to ensure the delivery of high impact instruction and increased student achievement using the Instructional Data Calendar. The literacy coach ensures student learning experiences match the rigor of the standards, increase systems to support students, and maximize staff and student engagement.

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?

Broadview uses ELA Standards Mastery monthly assessments to determine the effectiveness of standards-based instruction. The assessments are used to measure and monitor mastery of grade-level standards taught during each month. Based on the Standards Mastery data, additional supports are provided to help reteach and give additional scaffolding when students struggle with reading grade-level texts independently and proficiently. Performance on ELA assessments are analyzed to determine student need for increased support when writing over short and extended time frames to demonstrate learning. Data is collected every month. The literacy coach monitors monthly growth data by grade level. The Benchmark Assessment System and iReady Diagnostic data are used to determine reading growth and the rate at which students are progressing towards mastery of grade-level standards.

Broadview supports and prioritized school actions are reflective of the data available through students’ performance on state/district assessments (BSA) and walkthrough results utilizing the Instructional Practice Guide (IPG). The Instructional Practice Guide (IPG) measures alignment to grade-level Florida standards during classroom instruction. The IPG tool supports district staff in monitoring three core actions aligned to the instructional shifts: classroom lessons are focused on high-quality, complex texts; questions and tasks are text-specific and accurately address the analytical thinking required by the grade-level standards, and all students have the opportunity to engage in the work of the lesson.

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

Data is analyzed, bi-weekly, to determine the proficiency of at-risk students. This information is then used to determine optimal ways to build out systems of student supports (Tier 2 and Tier 3). In addition, the district data analysis, via the student assessment dashboard and Data Warehouse (DWH), allows us to monitor the performance of the lowest-performing groups (lowest 30%) in order to guarantee progress for struggling students. The literacy coach meets with the leadership team on a weekly basis to analyze on-target, growth and conferencing data to help plan for additional professional development and school supports.

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

SWD in Tier three via ESE services receive the following interventions by the Support Facilitator Wilson reading program, Phonics for Reading, TouchMath, Number Sense intervention, Just Words reading program, Moving with Math. The frequency and duration vary per Individualized Plans (IEP).

SWD currently in the Response to Intervention process at Tier 2 is receiving Leveled Literacy Intervention, Foundations, and Phonics for Reading done by classroom teachers three times a week for a total of 90 minutes a week. SWD currently in the Response to Intervention process at Tier 3 is receiving Leveled Literacy Intervention, Foundations, and Phonics for Reading done by classroom teachers five times a week for a total of 150 minutes 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)?

Professional Development is carefully designed to build the knowledge necessary in all teachers to engage in planning, delivering, and reflecting on instruction focused on the Florida Standards. The professional learning opportunities build the capacity of teachers to advance practices of shared decision-making and collective commitments around the unifying vision of instructional excellence in literacy. Professional development for PLC facilitators supports teacher leaders in unpacking a unit of instruction through the Curriculum Assessment Remediation Enrichment (CARE) system. Professional development supports facilitators in understanding the connection between curriculum materials, planning for rigorous instruction, and student achievement. Furthermore, Facilitators take the learning from the workshop back to Broadview and build capacity with teachers in all grade-level team meetings (PLCs).

Universal Design for Learning (UDL) practices are embedded within ELA curriculum maps and scope and sequence documents to ensure the instructional design provides for multiple means of representation, action and expression, and engagement for all students. The Universal Design for Learning document is accessible to teachers through the district Learning Management System (Canvas) and is represented in resources for teachers that illustrate the UDL connections to our core resources.

Broadview's walkthroughs collect evidence using the Instructional Practice Guide, core actions 2 and 3 aligned to the principles of UDL, which helps to determine if all students are being instructed with multiple means of engagement, representation, and expression. Teachers attending district ELA professional development will bring student products and reflect on how they designed learning experiences 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.

In order to increase the percentage of ELLs becoming proficient on the ACCESS test, support is provided in a number of ways. The students falling into the language classifications of A1, A2, Level 1, and Level 2 are placed in ESOL support groups and receives services from our ELL paraprofessionals. The ELL paraprofessionals also provide push-in support for these students on a weekly basis. Another activity we implement is Imagine Learning, which focuses on ELA support for A1 and Level 1 students. Within the classroom, teachers use ESOL strategies and plan activities from Ellevation. With the implementation of these activities, teachers are able to provide additional support to ELLs daily.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC 19-20 0811 ELA Specials	Tuesday Wednesday	1st, 2nd, 3rd, 4th	8/7/2019 - 5/15/2020	2:10 PM - 3:00 PM	K, 1, 2, 3, 4, 5
PLC 19-20 0811 ELA Pre-K	Tuesday Wednesday	1st, 2nd, 3rd, 4th	8/7/2019 - 5/15/2020	2:10 PM - 3:00 PM	Pre K
PLC 19-20 0811 ELA K	Tuesday	1st, 2nd, 3rd, 4th	8/7/2019 - 5/15/2020	2:10 PM - 3:00 PM	K
PLC 19-20 0811 ELA 1	Tuesday Wednesday	1st, 2nd, 3rd, 4th	8/7/2019 - 5/15/2020	2:10 PM - 3:00 PM	1
PLC 19-20 0811 ELA 2	Tuesday Wednesday	1st, 2nd, 3rd, 4th	8/7/2019 - 5/15/2020	2:10 PM - 3:00 PM	2
PLC 19-20 0811 ELA 3	Tuesday Wednesday	1st, 2nd, 3rd, 4th	8/7/2019 - 5/15/2020	2:10 PM - 3:00 PM	3
PLC 19-20 0811 ELA 4	Tuesday	1st, 2nd, 3rd, 4th	8/7/2019 - 5/15/2020	2:10 PM - 3:00 PM	4
PLC 19-20 0811 ELA 5	Tuesday Wednesday	1st, 2nd, 3rd, 4th	8/7/2019 - 5/15/2019	2:10 PM - 3:00 PM	5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Broadview-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_09042019_Broward-SAM--Broadview-Elementary-School.pdf)	Cortney Roberts	9/4/2019
MTSS-Rtl-Action-Plan-Template-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_10032019_MTSS-Rtl-Action-Plan-Template-2019.docx)	Marianna Hainlin	10/3/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Social-Emotional-Learning-Plan--2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_09262019_Social-Emotional-Learning-Plan--2019-2020.pdf)	Kaisha Knight	9/26/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Broadview-SPBP-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_05172019_Broadview-SPBP-2019_2020.pdf)	Desiree Montalvo	5/17/2019
Broadview_ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_05242019_Broadview_ES-Feedback-Form-2019-20.pdf)	Carmello Mousignac	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	868	486	55.99	250	28.80	93	10.71	39	4.49
2017 - 2018	867	496	57.21	211	24.34	114	13.15	46	5.31
2018 - 2019	765	428	55.95	210	27.45	106	13.86	21	2.75

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	143	66	46.15	47	32.87	25	17.48	5	3.50
2018 - 2019	01	110	59	53.64	30	27.27	19	17.27	2	1.82
2018 - 2019	02	113	59	52.21	36	31.86	15	13.27	3	2.65
2018 - 2019	03	121	80	66.12	27	22.31	10	8.26	4	3.31
2018 - 2019	04	127	76	59.84	29	22.83	20	15.75	2	1.57
2018 - 2019	05	151	88	58.28	41	27.15	17	11.26	5	3.31

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 55.9% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 16.6% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.7% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Broadview-SIP-Attendance-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_10152019_Broadview-SIP-Attendance-Plan-2019-2020.pdf)	Kaisha Knight	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP_Broadview-Elementary-19.20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_09172019_ASCP_Broadview-Elementary-19.20.pdf)	Kaisha Knight	9/17/2019

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/2020/0811_09262019_Equity-Diversity-Action-Plan-2019_2020.pdf)	Kaisha Knight	9/26/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_09262019_BPIE-Plan-2019-2020.pdf)	Kaisha Knight	9/26/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Updated_SAC-Composition-Report-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0811_11042019_Updated_SAC-Composition-Report-2019.pdf)	October	Monitored	11/4/2019
Braodview-SAC-Composition-Report-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0811_10302019_Braodview-SAC-Composition-Report-2019.pdf)	October	Monitored	10/30/2019
Broadview-Elem.-October-2019-SAC-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0811_10142019_Broadview-Elem.-October-2019-SAC-Meeting.pdf)	October	Monitored	10/14/2019
0811_2019_SAC_Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0811_10142019_0811_2019_SAC_Bylaws.pdf)	October	SAC ByLaws	10/14/2019
SAC-Meetings-2019-2020-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0811_10012019_SAC-Meetings-2019-2020-Dates.pdf)	October	Monitored	10/1/2019
September-SAC-Meeting-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0811_09262019_September-SAC-Meeting-2019.pdf)	September	Developed	9/26/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
Staff_Survey_Report_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_10012019_Staff_Survey_Report_2019.pdf)	Kaisha Knight	10/1/2019
Student_Survey_Report_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_10012019_Student_Survey_Report_2019.pdf)	Kaisha Knight	10/1/2019
Bilingual_Parent_Survey_Report_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_10012019_Bilingual_Parent_Survey_Report_2019.pdf)	Kaisha Knight	10/1/2019
Parent_Survey_Report_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_10012019_Parent_Survey_Report_2019.pdf)	Kaisha Knight	10/1/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Cultural-Awareness_2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_09262019_Cultural-Awareness_2019_2020.pdf)	Kaisha Knight	9/26/2019
Customer-Service_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0811_09262019_Customer-Service_2019-2020.pdf)	Kaisha Knight	9/26/2019

☆ School Info



School Name	Castle Hill ES (1461)	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/1461_09132019_2019-2020ExecutiveSummary.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	98	27	2	0	---	N/A	0	1	0	N/A
01	114	31	3	0	---	0	2	7	0	N/A
02	97	22	2	0	---	0	5	17	0	N/A
03	108	17	0	0	52	---	11	30	11	101
04	87	13	3	0	49	---	4	4	9	78
05	87	11	2	0	36	---	3	2	4	81

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	109	25	3	0	---	0	1	0	0	N/A
01	87	16	3	0	---	0	2	7	0	N/A
02	109	18	2	0	---	0	5	13	0	N/A
03	95	16	3	0	38	---	25	25	1	91
04	90	15	3	0	39	---	40	37	9	83
05	72	12	3	0	34	---	33	32	5	66

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

There were three early warning indicators identified at our school. Attendance, suspensions, and low assessment scores were targeted. For attendance, the school social worker monitors student attendance on a bi-weekly basis, contacts parents to determine issues related to absences, and informs parents about the school attendance policy. She also gives parents letters regarding tardies and absences. If a student has 5-10 unexcused absences, a 5-day BTIP letter is sent out to parents and the school social worker contacts the parent(s) to further explore service needs and ways to problem solve to ensure improvement in attendance. If a 10-day BTIP letter is sent, then the school social worker contacts the parents and provides them with available resources not yet provided, and she completes the BTIP assessment. The school social worker and/or administration prepares for the 10-day BTIP meeting if applicable. In addition, the school social workers contact parents by phones and makes home visits and she continues to send letters out to parents regarding tardies and absences when deemed necessary.

For suspensions, teachers use CHAMPS as the school-wide behavior management system. The school guidance counselor and social worker provide proactive intervention to our students exhibiting questionable behaviors in the areas of conflict mediation, decision making skills, and soft skills. The problem-solving team collaborates with teachers to identify those students exhibiting extreme behaviors. Administration and Mental Health Professionals at the school continue to provide assistance to faculty and staff in areas surrounding interpersonal skills, communication skills, and Social Emotional Learning.

For the lowest 25%, students are receiving whole group and small group instruction, and interventions in the areas of English-Language Arts and Math. Besides interventions, students are receiving extra support through IReady and Reflex Math. Some of the curriculum being used to drive instruction are Fountas & Pinnell Leveled Literacy Intervention, Saxon & Phonics, Reflex Math, Add Math, Math for Today, and J& J Science Bootcamp. Some of the students are also receiving additional academic enrichment through our after school program, 21st Century Community Learning Center.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1461&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 certified teacher is responsible for making sure that his/her classroom instruction is aligned to grade-level standards. The coaches and admin assist with supporting the teachers. Evidence is collected via lesson plans, especially using the tools prescribed by the coaches.

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?

Our school uses various sources of progress monitoring data including the Benchmark Assessment System (BAS), iReady Diagnostics for Math and Reading, SchoolCity Assessments, observations, chapter assessments, etc.

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 discuss student progress during Response to Intervention meetings and help teachers make different decisions based upon Reading Decision Chart. We also discuss student program and action plans during Data Chats and PLC meetings.

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

First and foremost, our school is working hard to make sure that our teachers deliver sound Tier 1 instruction. When it is discovered that these practices are not allowing students to show adequate growth we move to Tier 2 and 3 instruction using Saxon Phonics, LLI, and Foundations. This occurs after progress monitoring was unsuccessful. The ESE Teacher and General Education teacher provide interventions and accommodations to SWDs.

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)?

Based upon the limited amount of professional development trainings that our teachers attend, it appears that they have had limited exposure to the Universal Designs of Learning (UDL). However, they have had training from the literacy coach on effective team planning, which aids in effective Tier 1 teaching.

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

Our classrooms are labeled and students who do not have the skill because of the language are placed in intervention groups that will help build the language. The A1 and L1 students also receive Imagine Learning instruction in lieu of iReady to help with language acquisition. Teachers are also expected to teach using ELL strategies for their 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
1461ELA	Tuesday Thursday		8/14/2019 - 5/29/2019	3:00 PM - 3:45 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Castle-Hill-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_09042019_Broward-SAM--Castle-Hill-Elementary-School.pdf)	Cortney Roberts	9/4/2019
2019MTSSRtlActionPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_09242019_2019MTSSRtlActionPlan.pdf)	Melanie Fields	9/24/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Wednesday		9/16/2019 - 6/3/2019	9:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
School-Wide-Social-and-Emotional-Learning-2019_20-Action-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_09192019_School-Wide-Social-and-Emotional-Learning-2019_20-Action-Plan.docx)	Melanie Fields	9/19/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
CHE-2019_20-(1)-04-22-19-(2)-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_05172019_CHE-2019_20-(1)-04-22-19-(2)-(1).docx)	Desiree Montalvo	5/17/2019
Castle-Hill_ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_05242019_Castle-Hill_ES-Feedback-Form-2019-20.pdf)	Carmello Mousignac	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	627	347	55.34	152	24.24	103	16.43	25	3.99
2017 - 2018	637	346	54.32	154	24.18	98	15.38	39	6.12
2018 - 2019	562	273	48.58	174	30.96	98	17.44	17	3.02

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	109	43	39.45	36	33.03	25	22.94	5	4.59
2018 - 2019	01	87	40	45.98	30	34.48	15	17.24	2	2.30
2018 - 2019	02	109	56	51.38	33	30.28	16	14.68	4	3.67
2018 - 2019	03	95	51	53.68	28	29.47	14	14.74	2	2.11
2018 - 2019	04	90	53	58.89	21	23.33	14	15.56	2	2.22
2018 - 2019	05	72	30	41.67	26	36.11	14	19.44	2	2.78

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 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 20.5% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.

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 3.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Castle-Hill-Elementary-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_10182019_Attendance-Plan-Elementary-Castle-Hill-Elementary-.pdf)	Christopher Gentles	10/18/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2019SchoolCounselingPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_09262019_2019SchoolCounselingPlan.pdf)	Melanie Fields	9/26/2019

Equity Plan

File Name	File Uploaded By	Upload Date
2019CastleHillElementaryEquityPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_09242019_2019CastleHillElementaryEquityPlan.pdf)	Melanie Fields	9/24/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Castle-Hill-ES-BPIE_2018-(19).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_09112019_Castle-Hill-ES-BPIE_2018-(19).pdf)	Melanie Fields	9/11/2019
BPIE-Plan-Castle-Hill-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_09122019_BPIE-Plan-Castle-Hill-Elementary.pdf)	Christopher Gentles	9/12/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2019CastleHillElementarySACCompositionReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1461_10252019_2019CastleHillElementarySACCompositionReport.pdf)	October	A+ Funds	10/25/2019
Sept2019CastleHillElementarySACMeeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1461_09232019_Sept2019CastleHillElementarySACMeeting.pdf)	September	A+ Funds	9/23/2019
2019CastleHillElementarySACByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1461_09232019_2019CastleHillElementarySACByLaws.pdf)	September	SAC ByLaws	9/23/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
CastleHillElementaryEProveResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_10032019_CastleHillElementaryEProveResults.pdf)	Melanie Fields	10/3/2019
CastleHill2018-2019ParentBilingualSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_10032019_CastleHill2018-2019ParentBilingualSurvey.pdf)	Melanie Fields	10/3/2019
CastleHill2018-2019ParentSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_10032019_CastleHill2018-2019ParentSurvey.pdf)	Melanie Fields	10/3/2019
CastleHill2018-2019StaffSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_10032019_CastleHill2018-2019StaffSurvey.pdf)	Melanie Fields	10/3/2019
CastleHill2018-2019StudentSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_10032019_CastleHill2018-2019StudentSurvey.pdf)	Melanie Fields	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
2019CastleHillElementarySELCompetenciesSign-inSheets.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_09232019_2019CastleHillElementarySELCompetenciesSign-inSheets.pdf)	Melanie Fields	9/23/2019
CastleHillElementary2019CatchthemBeingGreat.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_10032019_CastleHillElementary2019CatchthemBeingGreat.pdf)	Melanie Fields	10/3/2019
IMG_4293.JPG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_10032019_IMG_4293.JPG)	Melanie Fields	10/3/2019
CastleHillElementaryFACEProgramsandChecklists.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_10032019_CastleHillElementaryFACEProgramsandChecklists.pdf)	Melanie Fields	10/3/2019
CastleHillElementaryFACEtemplate.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_10032019_CastleHillElementaryFACEtemplate.pdf)	Melanie Fields	10/3/2019
CastleHillElementaryCulturalAwareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_10032019_CastleHillElementaryCulturalAwareness.pdf)	Melanie Fields	10/3/2019
CastleHillElementaryCustomerservice.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_10032019_CastleHillElementaryCustomerservice.pdf)	Melanie Fields	10/3/2019
Catchthembeinggreatnominations.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1461_10312019_Catchthembeinggreatnominations.pdf)	Melanie Fields	10/31/2019

☆ School Info



School Name	Coconut Palm ES (3741)	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/3741_10042019_3741_executivesummary2019-20)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	128	16	1	0	---	N/A	1	4	0	N/A
01	128	18	1	0	---	0	2	7	0	N/A
02	144	15	0	0	---	0	1	4	0	N/A
03	141	20	2	0	31	---	4	12	1	130
04	162	12	2	0	40	---	1	8	1	155
05	137	26	0	0	44	---	3	5	2	129

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	102	16	0	0	---	0	0	0	0	N/A
01	124	16	1	0	---	0	1	4	0	N/A
02	124	17	0	0	---	0	0	3	0	N/A
03	155	15	1	0	49	---	33	35	0	146
04	131	18	1	0	26	---	20	22	1	123
05	159	7	2	0	39	---	34	35	0	153

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

We will address our percentage of students whom scored a level 1 in ELA and Math for grades 3-5.

To address the area of ELA, teachers will be following a Balanced Literacy Reading Block. Within this block, they will complete an Interactive Reading, Shared reading (using I-Ready LAFS lessons), and Small Group Instruction. Within small group instruction, teachers will use leveled books reinforcing and practicing standards and Reaching for the Standards. The retained students in third grade will receive an intensive reading group while Leveled Literacy Instruction (LLI) will be used. These groups are a pull out group by a support staff member. Students will use I-Ready computer program at their level to monitor their structure.

To address the area of Math, teachers will instruct the students with a whole and small group instruction. During the beginning of math lessons, math spiraling review questions will be used and taught. The small group instruction will be reinforcing or enriching students as needed. Teachers will use Go Math (lessons, reteach, and enrich), I-Ready MAFS curriculum, I-Ready computer lessons, and Reflex Math.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3741&district=06>)

K-12 Comprehensive Reading Plan

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

Administration (Principal and Assistant Principal), Literacy Coach, and Team Leader are responsible to ensure classroom instruction is aligned to grade-level standards. The evidence will be collected through Instructional Focus Calendars (IFC), walk throughs, Professional Learning Communities (PLC), 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?

Progress monitoring tools that will be used are: I-Ready standards mastery (form A & B), growth monitoring, and diagnostics. We will also use weekly report (time on task/pass rate) and report groups. Administration (Principal and Assistant Principal), Literacy Coach, and Support Team will be in 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?

We use the Response to Intervention (RtI) team; each support member is assigned a grade level to monitor RtI interventions and answer questions as needed. Ms. Sugarman is the RtI contact for overall documentation. Interims and report cards are a checking point used as well.

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 that are used: I-Ready Toolbox, Pathway, guided reading, balanced literacy block. Our support facilitator will mirror classroom standards with our Students With Disabilities (SWD). These groups will happen daily within small and whole group instruction. The people responsible are the classroom teachers, support facilitator, teacher aides, and pool subs.

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 Literacy Coach has provided information about UDL from last year's monthly literacy coach meetings.

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

Our ELL students, in K-5 that are classified as 1-LY or A1-LY, will use imagine Learning instead of I-Ready in ELA. Can Do descriptors will be accessible to all teachers. Training from the Elevation Department.

Resources

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

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC 19-20 3741 ELA 5	Tuesday	1st, 3rd	8/7/2019 - 5/15/2020	2:15 PM - 3:00 PM	5
PLC 19-20 3741 ELA 4	Tuesday	1st, 3rd	8/7/2019 - 5/15/2020	2:15 PM - 3:00 PM	4
PLC 19-20 3741 ELA 3	Thursday	1st, 3rd	8/7/2019 - 5/15/2020	2:15 PM - 3:00 PM	3
PLC 19-20 3741 ELA 2	Thursday	2nd, 4th	8/7/2019 - 5/15/2020	2:15 PM - 3:00 PM	2
PLC 19-20 3741 ELA 1	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	2:15 PM - 3:00 PM	1
PLC 19-20 3741 ELA K	Tuesday	2nd, 4th	8/7/2019 - 5/15/2020	2:15 PM - 3:00 PM	K

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Coconut-Palm-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_09042019_Broward-SAM--Coconut-Palm-Elementary-School.pdf)	Cortney Roberts	9/4/2019
MTSS-Rtl-Action-Plan-3741.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_09182019_MTSS-Rtl-Action-Plan-3741.pdf)	Stephanie Reyes	9/18/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	8/26/2019 - 5/18/2020	7:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-3741.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_09182019_SEL-Action-Plan-3741.pdf)	Stephanie Reyes	9/18/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
19_20-behavior-plan-CPE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_04302019_19_20-behavior-plan-CPE.pdf)	Jennifer Kinggard	4/30/2019
3741_CoconutPalmES_Review.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_05312019_3741_CoconutPalmES_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	943	582	61.72	258	27.36	93	9.86	10	1.06
2017 - 2018	860	522	60.70	219	25.47	104	12.09	15	1.74
2018 - 2019	795	420	52.83	270	33.96	97	12.20	8	1.01

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	102	54	52.94	29	28.43	17	16.67	2	1.96
2018 - 2019	01	124	68	54.84	36	29.03	19	15.32	1	0.81
2018 - 2019	02	124	53	42.74	52	41.94	16	12.90	3	2.42
2018 - 2019	03	155	82	52.90	56	36.13	16	10.32	1	0.65
2018 - 2019	04	131	65	49.62	46	35.11	19	14.50	1	0.76
2018 - 2019	05	159	98	61.64	51	32.08	10	6.29	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 52.8% 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 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 1.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
3741_AttendancePlan_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_11062019_3741_AttendancePlan_2019-2020.pdf)	Tamara Osborne	11/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
CoconutPalmASCP2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_09182019_CoconutPalmASCP2019.pdf)	Stephanie Reyes	9/18/2019

Equity Plan

File Name	File Uploaded By	Upload Date
3741_05302019_Equity-Diversity-Action-Plan-Template-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_10022019_3741_05302019_Equity-Diversity-Action-Plan-Template-2019-20.docx)	Tamara Osborne	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Template-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_09192019_BPIE-Plan-Template-(1).docx)	Tamara Osborne	9/19/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3741_SACComposition_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3741_10252019_3741_SACComposition_19-20.pdf)	October	Developed	10/25/2019
SAC-minutes-10-3-19-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3741_10252019_SAC-minutes-10-3-19-(1).docx)	October	Developed	10/25/2019
3741_ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3741_10042019_3741_ByLaws.pdf)	October	SAC ByLaws	10/4/2019
3741_minutes_9-5-19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3741_09162019_3741_minutes_9-5-19.docx)	September	SAC ByLaws	9/16/2019
3741_agenda_9-5-19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3741_09162019_3741_agenda_9-5-19.docx)	September	SAC ByLaws	9/16/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportPrint7883038301627430474.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_10032019_SurveysReportPrint7883038301627430474.pdf)	Malva Thomas	10/3/2019
SurveysReportPrint2592617366519424706.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_10032019_SurveysReportPrint2592617366519424706.pdf)	Malva Thomas	10/3/2019
SurveysReportPrint6648250586673791213.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_10032019_SurveysReportPrint6648250586673791213.pdf)	Malva Thomas	10/3/2019
SurveysReportPrint1351789165651917389.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_10032019_SurveysReportPrint1351789165651917389.pdf)	Malva Thomas	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
3741_Face-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_09302019_3741_Face-Plan.docx)	Tamara Osborne	9/30/2019
3741_Cultural-Awareness.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3741_09302019_3741_Cultural-Awareness.docx)	Tamara Osborne	9/30/2019

☆ School Info



School Name	Coral Cove ES (2011)	School Grade (2018 - 2019)	
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	
School of Excellence	<input type="checkbox"/> ---	ESSA School	
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2011_10012019_Executive-Summary-2019-Coral-C) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	90	11	0	0	---	N/A	0	0	0	N/A
01	89	13	0	0	---	0	0	0	0	N/A
02	118	10	1	0	---	0	0	1	0	N/A
03	133	15	0	0	19	---	0	6	0	125
04	149	9	1	0	24	---	1	4	3	142
05	141	7	5	0	24	---	1	2	9	135

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	103	9	0	0	---	0	0	0	0	N/A
01	90	11	2	0	---	0	1	0	0	N/A
02	91	9	1	0	---	0	0	1	0	N/A
03	119	7	0	0	25	---	17	19	0	112
04	136	9	2	0	30	---	30	30	0	128
05	145	12	0	0	25	---	26	25	2	135

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

We will address our percentage of students whom scored a level 1 in ELA and Math for grades 3-5.

To address the area of ELA, teachers will be following a Balanced Literacy Reading Block. Within this block, they will complete an Interactive Reading, Shared reading (using I-Ready LAFS lessons), and Small Group Instruction. Within small group instruction, teachers will use leveled books reinforcing and practicing standards and Reaching for the Standards. The retained students in third grade will receive an intensive reading group while Leveled Literacy Instruction (LLI) will be used. These groups are a pull out group by a support staff member. Students will use I-Ready computer program at their level to monitor their structure.

To address the area of Math, teachers will instruct the students with a whole and small group instruction. During the beginning of math lessons, math spiraling review questions will be used and taught. The small group instruction will be reinforcing or enriching students as needed. Teachers will use Go Math (lessons, reteach, and enrich), I-Ready MAFS curriculum, I-Ready computer lessons, and Reflex Math.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2011&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 Leadership Team will ensure that classroom instruction is aligned to grade-level standards. Through collaborative planning, data chats and ILT meetings we will ensure that classroom instruction is aligned to grade-level standards.

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

Data from IReady, SchoolCity, BAS and classroom performance will be used to determine that students by subgroups are progressing toward reading proficiency. The Principal and Literacy Coach will be responsible for collecting, monitoring and reviewing student progress.

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

Students identified 2 levels or more below grade level will be scheduled for Collaborative Problem Solving Meetings. the CPST team will determine interventions and goals as identified on the Identification/ Intervention Reading Decision Chart. Students that move to a TIER 3 intervention will receive LLI, Foundations or Literacy/Reading Tool Kit to provide support on area of need by a resource teacher. Progress will be monitored weekly.

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 identified as TIER 2 will receive Literacy/Reading Tool Kit Journeys interventions on area of needs. Progress will be monitored biweekly. CPST committee will meet every 6 weeks to determine if interventions are successful or to adjust if needed. Students that move to a TIER 3 intervention will receive LLI, Foundations or Literacy/Reading Tool Kit to provide support on area of need by a resource teacher. Progress will be monitored weekly.

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 will receive PD on how to use and effectively implement IReady. Further, teachers will attend District PDs on ELA to ensure delivery of curriculum and instruction is aligned with standards and provide rigor. Through collaborative planning, instructional personnel will share Best Practices and determine further PD needs to promote literacy and ensure progress.

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

ELL levels 1 and A1s will use Imagine Learning to develop their language. Further, all ELL students will receive IReady as an instructional academic tool. Teachers will use the WIDA Can do indicators to provide support, scaffold instruction and adjust curriculum as needed to ensure their academic and language needs are met.

Resources

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

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA Integration	Monday	1st, 3rd	8/7/2019 - 5/15/2020	1:30 PM - 2:45 PM	K, 1, 2, 3, 4, 5
ELA Integration	Thursday	2nd, 4th	8/7/2019 - 5/15/2020	1:30 PM - 2:45 PM	Pre K, K
ELA Integration	Tuesday	2nd, 4th	8/7/2019 - 5/15/2020	1:30 PM - 2:45 PM	2
ELA Integration	Monday	2nd, 4th	8/7/2019 - 5/15/2020	1:30 PM - 2:45 PM	4
ELA Integration	Thursday	1st, 3rd	8/7/2019 - 5/15/2020	1:30 PM - 2:45 PM	1
ELA Integration	Tuesday	1st, 3rd	8/7/2019 - 5/15/2020	1:30 PM - 2:45 PM	3
ELA Integration	Monday	1st, 3rd	8/7/2019 - 5/15/2020	1:30 PM - 2:45 PM	5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Coral-Cove-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_09042019_Broward-SAM--Coral-Cove-Elementary-School.pdf)	Cortney Roberts	9/4/2019
MTSS-Rtl-Action-Plan-CCE-2011-pdf.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_10022019_MTSS-Rtl-Action-Plan-CCE-2011-pdf.pdf)	Michele Arguelles	10/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd, 5th	8/7/2019 - 6/3/2020	8:00 AM - 1:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_09272019_SEL-Action-Plan-19-20.docx)	Michele Arguelles	9/27/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
CCE-2011-SPBP-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_05172019_CCE-2011-SPBP-2019-2020.docx)	Desiree Montalvo	5/17/2019
2011_CoralCoveES_Review.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_05312019_2011_CoralCoveES_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	876	564	64.38	224	25.57	72	8.22	16	1.83
2017 - 2018	731	474	64.84	189	25.85	49	6.70	19	2.60
2018 - 2019	684	459	67.11	165	24.12	51	7.46	9	1.32

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	103	58	56.31	36	34.95	6	5.83	3	2.91
2018 - 2019	01	90	55	61.11	24	26.67	9	10.00	2	2.22
2018 - 2019	02	91	62	68.13	19	20.88	9	9.89	1	1.10
2018 - 2019	03	119	88	73.95	24	20.17	7	5.88	0	0.00
2018 - 2019	04	136	97	71.32	29	21.32	9	6.62	1	0.74
2018 - 2019	05	145	99	68.28	33	22.76	11	7.59	2	1.38

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 67.1% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 8.8% 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 1.3% 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-CCE-2011-revised.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_11072019_Attendance-Plan-Elementary-CCE-2011-revised.pdf)	Michele Arguelles	11/7/2019
Attendance-Plan-Elementary-CCE-2011-revised.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_11072019_Attendance-Plan-Elementary-CCE-2011-revised.pdf)	Michele Arguelles	11/7/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP---19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_09262019_ASCP--19-20.pdf)	Mark Fulton	9/26/2019

Equity Plan

File Name	File Uploaded By	Upload Date
2019-20_Equity-Diversity-Action-Plan-CCE-2011-pdf.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_10022019_2019-20_Equity-Diversity-Action-Plan-CCE-2011-pdf.pdf)	Michele Arguelles	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018-CCE-2011.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_10022019_BPIE_2018-CCE-2011.pdf)	Michele Arguelles	10/2/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
CCE-2011-October-2019-SAC-&-SAF-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2011_10242019_CCE-2011-October-2019-SAC-&-SAF-Meeting.pdf)	October	Developed	10/24/2019
CCE-2011-September-SAC-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2011_10082019_CCE-2011-September-SAC-Meeting.pdf)	October	SAC ByLaws	10/8/2019
Committee-Membership-Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2011_09262019_Committee-Membership-Composition-Report.pdf)	September	SAC ByLaws	9/26/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
CCE-Student-Survey-Pt.-2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_10032019_CCe-Student-Survey-Pt.-2.pdf)	Stephanie Saban	10/3/2019
CCE-Student-Surveys.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_10032019_CCE-Student-Surveys.pdf)	Stephanie Saban	10/3/2019
CCE-Staff-Surveys.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_10032019_CCE-Staff-Surveys.pdf)	Stephanie Saban	10/3/2019
CCE-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_10032019_CCE-Parent-Survey.pdf)	Stephanie Saban	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Family-Engagement-Plan-CCE-2011.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_10022019_Family-Engagement-Plan-CCE-2011.pdf)	Michele Arguelles	10/2/2019
Face-Plan-CCE-2011-pdf.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2011_10022019_Face-Plan-CCE-2011-pdf.pdf)	Michele Arguelles	10/2/2019

☆ School Info



School Name	Dolphin Bay ES (3751)	School Grade (2018 - 2019)	A
Title 1 School	<input type="button" value="Yes"/>	Differentiated Accountability (DA)	<input type="button" value="No"/>
School of Excellence	<input type="button" value="Yes"/>	ESSA School	<input type="button" value="No"/>
Executive Summary			

☆ 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	108	26	3	0	---	N/A	1	1	0	N/A
01	130	21	0	0	---	0	1	4	0	N/A
02	123	16	0	0	---	0	0	2	0	N/A
03	140	15	1	0	16	---	1	4	1	135
04	140	9	1	0	28	---	1	2	7	135
05	139	11	0	0	17	---	2	2	2	132

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	96	12	0	0	---	0	0	0	0	N/A
01	109	14	3	0	---	0	2	1	0	N/A
02	120	10	0	0	---	0	0	1	0	N/A
03	124	5	0	0	11	---	7	9	0	114
04	129	14	3	0	15	---	4	3	0	126
05	127	8	1	0	23	---	14	9	3	124

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

We will use the following Intervention Strategies to address the needs of the students evidenced by the Early Warning Indicators: small group instruction, scaffolding instruction, activating prior knowledge, modeling and demonstrating skills and concepts, providing specific performance feedback, progress monitor students, peer/buddy tutor, center activities aligned to the rigor of the standards, graphic organizers/thinking maps, and technology.

School Report Card

[FLDOE: Edudata \(https://eddata.fldoe.org/ReportCards/Schools.html?school=3751&district=06\)](https://eddata.fldoe.org/ReportCards/Schools.html?school=3751&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, 55% of the lowest 25% in grades 3-5 will make a learning gain on the English Language Arts Florida Standards Assessment.	The strategies and/or activities that we will use to upscale are as follows: Implement a school-wide Instructional Focus Calendar for ELA using Specific iReady materials aligned to Florida standards, utilize Interim Assessments within the I-Ready program to progress monitor, develop PLC's focused on reviewing I-Ready data in order to identify strengths and weaknesses in order to modify instruction and remediate and enrich students, Teachers will participate monthly in data chats with the principal and support staff focused on looking at Tier 1 data in order to make instructional decisions, Push in/pull out/academic enrichment camps will be implemented with students identified in the bottom quartile in the areas of reading and math, teachers will be involved in professional development in order to assess students and use assessment data in order to drive instruction and to have effective centers and small group instruction aligned to standards.	Classroom Teachers, Administration, and Support Staff	6/2/2020	Training for new teachers in Benchmark Assessment System (BAS), Responsive Literacy, and DBQ's. All teachers will receive training on Balanced Literacy, iReady Data Analysis and Tools for Instruction.	Accountability Funds \$5000	We will review the Benchmark Assessment System (BAS) three times a year, I-Ready Standards Mastery, FSA Proficiency, and Student Progress Monitoring Reports on a monthly basis.	
By June 2020, 53% of the Students with Disabilities subgroup, will make a learning gain on the English Language Arts Florida Standards Assessment.	The strategies and/or activities that we will use to upscale are as follows: Implement a school-wide Instructional Focus Calendar for ELA using Specific iReady materials aligned to Florida standards, utilize Interim Assessments within the I-Ready program to progress monitor, develop PLC's focused on reviewing I-Ready data in order to identify strengths and weaknesses in order to modify instruction and remediate and enrich students, Teachers will participate monthly in data chats with the principal and support staff focused on looking at Tier 1 data in order to make instructional decisions, Push in/pull out/academic enrichment camps will be implemented with students identified in the bottom quartile in the areas of reading and math, teachers will be involved in professional development in order to assess students and use assessment data in order to drive instruction and to have effective centers and small group instruction aligned to standards.	Classroom Teachers, Administration, and Support Staff	6/2/2020	Training for new teachers in Benchmark Assessment System (BAS), Responsive Literacy, and DBQ's. All teachers need training on Balanced Literacy, iReady Data Analysis and Tools for Instruction.	Accountability Funds \$5000	We will review the Benchmark Assessment System (BAS) three times a year, I-Ready Standards Mastery, FSA Proficiency, and Student Progress Monitoring Reports on a monthly 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?

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

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

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

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

Students not progressing toward grade level goals are identified at the monthly data chat and RtI meetings. These students are then placed in an Intervention Group appropriate for their academic deficiency based on Benchmark Assessment System and IReady data collected and instructed daily in designated small group instruction that targets their academic deficiency.

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

Students not progressing toward grade level goals are identified at the monthly data chat and RtI meetings. These students are then placed in an Intervention Group appropriate for their academic deficiency based on Benchmark Assessment System and IReady data collected and instructed daily in designated small group instruction that targets their academic deficiency. Our Support Facilitator who works directly with our Students With Disabilities (SWDs), instructs in daily intervention programs including: Phonics For Reading, Foundations, Coach Practice, Rewards, Quickreads, Journeys Test Prep, Strategic Intervention, and STARS.

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

Teachers have attended professional development in Benchmark Assessment System, Calibration of instruction based on Benchmark Assessment System (BAS) results, Responsive Literacy, Balanced Literacy, Standards Based Planning for Reading K-5, IReady Reading Diagnostic alignment for lesson pathway, IReady Data Analysis to determine next steps for instruction and student differentiation, and IReady Tools for Instruction for developing lessons for Tier 1 and small group instruction.

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

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

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Dolphin Bay Elementary	Tuesday		9/3/2019 - 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
Broward-SAM--Dolphin-Bay-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_09042019_Broward-SAM--Dolphin-Bay-Elementary-School.pdf)	Cortney Roberts	9/4/2019
DBE-MTSS-Rtl-Action-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_10032019_DBE-MTSS-Rtl-Action-Plan-2019-2020.docx)	Thomas Dusch	10/3/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday Wednesday Thursday Friday	1st, 2nd, 3rd	9/3/2019 - 5/29/2020	8:15 AM - 3:00 PM
Monday Tuesday Wednesday Thursday Friday	1st, 2nd, 3rd	9/9/2019 - 5/29/2020	8:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
DBE-SEL-Action-Plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_10032019_DBE-SEL-Action-Plan-2019-20.docx)	Thomas Dusch	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Dolphin-Bay-Elementary-School-SPBP-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_04242019_Dolphin-Bay-Elementary-School-SPBP-2019-2020.docx)	Thomas Dusch	4/24/2019
Dolphin-Bay-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_05242019_Dolphin-Bay-Feedback-Form-2019-20.pdf)	Valerie Blackwell	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	826	489	59.20	247	29.90	81	9.81	9	1.09
2017 - 2018	805	467	58.01	234	29.07	90	11.18	14	1.74
2018 - 2019	705	444	62.98	189	26.81	71	10.07	1	0.14

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	60	62.50	23	23.96	12	12.50	1	1.04
2018 - 2019	01	109	57	52.29	37	33.94	15	13.76	0	0.00
2018 - 2019	02	120	72	60.00	36	30.00	12	10.00	0	0.00
2018 - 2019	03	124	92	74.19	25	20.16	7	5.65	0	0.00
2018 - 2019	04	129	82	63.57	33	25.58	14	10.85	0	0.00
2018 - 2019	05	127	81	63.78	35	27.56	11	8.66	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 63.0% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 10.2% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 0.1% 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
DBE-Attendance-Plan-Elementary-SIP-2019-2020-pdf.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_10152019_DBE-Attendance-Plan-Elementary-SIP-2019-2020-pdf.pdf)	Thomas Dusch	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
DBE-School-Counseling-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_10022019_DBE-School-Counseling-Plan-2019-2020.pdf)	Thomas Dusch	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
DBE-Equity-Diversity-Action-Plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_10022019_DBE-Equity-Diversity-Action-Plan-2019-20.docx)	Thomas Dusch	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
DBE-BPIE-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_10032019_DBE-BPIE-2019-2020.pdf)	Thomas Dusch	10/3/2019
DBE-BPIE-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_10032019_DBE-BPIE-Plan-2019-2020.docx)	Thomas Dusch	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
DBE-A+-School-Recognition-Funds-Voting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3751_11052019_DBE-A+-School-Recognition-Funds-Voting.pdf)	October	A+ Funds	11/5/2019
Dolphin-Bay-SAC-Composition-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3751_10252019_Dolphin-Bay-SAC-Composition-2019-2020.pdf)	October	None	10/25/2019
SAF-agendaminutes-10_14_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3751_10152019_SAF-agendaminutes-10_14_19.pdf)	October	None	10/15/2019
SAC-agendaminutes10_14_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3751_10152019_SAC-agendaminutes10_14_19.pdf)	October	Developed	10/15/2019
SAF-agendaminutes-09_23_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3751_10152019_SAF-agendaminutes-09_23_19.pdf)	October	None	10/15/2019
SAC-agendaminutes09_23_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3751_10152019_SAC-agendaminutes09_23_19.pdf)	October	Developed	10/15/2019
SAF-agendaminutes-08_26_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3751_08272019_SAF-agendaminutes-08_26_19.pdf)	August	None	8/27/2019
SAC-agenda-08_26_19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3751_08272019_SAC-agenda-08_26_19.docx)	August	Developed	8/27/2019
SAC-agendaminutes-08_26_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3751_08272019_SAC-agendaminutes-08_26_19.pdf)	August	SAC ByLaws	8/27/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
DBE-eprove-Parent-Survey.csv (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_10032019_DBE-eprove-Parent-Survey.csv)	Thomas Dusch	10/3/2019
DBE-eprove-Staff-Survey.csv (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_10032019_DBE-eprove-Staff-Survey.csv)	Thomas Dusch	10/3/2019
DBE-eprove-Student-Survey.csv (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_10032019_DBE-eprove-Student-Survey.csv)	Thomas Dusch	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
DBE-Face-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3751_10032019_DBE-Face-Plan-2019-2020.docx)	Thomas Dusch	10/3/2019

☆ School Info



School Name	Fairway ES (1641)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> Yes
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1641_09272019_Fairway.Executive.Summary.2019)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	114	28	0	0	---	N/A	0	0	0	N/A
01	103	19	1	0	---	0	1	2	0	N/A
02	109	27	3	0	---	0	6	5	0	N/A
03	119	24	1	0	26	---	8	13	5	110
04	119	24	1	0	25	---	3	2	6	106
05	98	16	3	0	25	---	0	0	0	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	96	28	2	0	---	0	0	0	0	N/A
01	106	19	0	0	---	0	1	7	0	N/A
02	106	23	3	0	---	0	7	6	0	N/A
03	107	22	5	0	27	---	18	10	3	102
04	106	18	6	0	57	---	56	56	2	100
05	131	20	14	0	51	---	51	50	4	118

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

To decrease student instructional gaps in grades 3-5, that exist due to absenteeism. Fairway Elementary will reduce the percentage of student absenteeism in grades 3-5 by 30% by the end of the 2019-2020 school year as evidenced by the Pattern of Non- Attendance Report. The Pattern of Non-Attendance Report will be reviewed on a biweekly basis. The rationale for selecting this strategy is to determine which students are showing a pattern of non-attendance before the 5 and 10-day BTIP reports are generated, so that parents/guardians can be contacted and informed of the importance of students attending school daily.

Action Steps:

1. Monitor Data
2. Engage Students and Families
3. Recognize Good and Improved Attendance
4. Provide Personalized Outreach
5. Remove Barriers

School Report Card

 FLDOE: Edudata (<https://edudata.fl DOE.org/ReportCards/Schools.html?school=1641&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 conducts classroom walkthroughs and completes a checklist to ensure classroom instruction is aligned to grade-level standards. Teachers maintain lesson plans and display standards in their classrooms according to our school wide Instructional Focus Calendars.

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 is used to create subgroups and monitor students within each subgroup. Leadership maintains student data and conducts quarterly data chats with teachers.

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

Teachers organize students into small groups to differentiate instruction based upon students needs. Those who are working below grade level are provided with additional small group support to target their deficiency.

At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments for additional progress monitoring. In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA) in grades 4-5.

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

For SWD students, our ESE Support Facilitator pulls students to address their needs according to their IEPs. For Tier 2 and Tier 3 students, the classroom teacher and support personnel facilitate targeted small group instruction to address the needs of these students.

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

Teachers are attending various Professional Development sessions to address gaps their individual needs. The District's Literacy Field Guide for Educators provisions the use of the Universal Design for Learning (UDL) framework for instructional planning and delivery to increase meaningful access and reduce barriers to learning for all students with diverse learning needs, including, but not limited to, SWDs, English language learners, and those from diverse cultural and socioeconomic backgrounds.

The Office of Academics provide job embedded professional learning opportunities for teachers that integrate the principles of UDL. These courses help teachers design learning environments that are accessible to all students in their respective grade levels and subject areas. Evidence of teacher application of these principles is collected via the submission of implementation plans and/or student work required to satisfactorily complete the professional development course requirements. target language. District and school level staff offer customized support to schools in the implementation of UDL in the classroom as needed.

To further support teachers with incorporating the UDL framework into their lessons, Canvas will incorporate Universal Design principles to ensure that all students, particularly SWDs, can access and use the system as part of their educational program. The end goal is to provide learners with a variety of ways to access and process information and demonstrate what they have learned, taking into account their varying ability levels, learning preferences, languages, and cultural backgrounds.

Additionally, teacher and student support on universal design principles is also available through the District online resource, Atomic Learning, with online modules that provide tutorials on infusing universal design principles into instruction and lesson plans. Instructional technology specialists, library media specialists, ESE specialists, ESE Support facilitators, and ESOL specialists work in collaboration with classroom teachers to ensure access to online academic databases, digital tools, and instructional resources that support and accommodate the needs of all students through universal design. This includes Dual Language classrooms and support in the target language. District and school level staff offer customized support to schools in the implementation of UDL in the classroom as needed.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
5th Grade CARE PLC	Thursday	1st, 2nd, 4th	9/5/2019 - 5/22/2020	2:15 PM - 3:10 PM	5
Fourth Grade CARE PLC	Thursday	1st, 2nd, 4th	9/5/2019 - 5/22/2020	2:14 PM - 3:10 PM	4
Third Grade CARE PLC	Wednesday	1st, 2nd, 4th	9/4/2019 - 5/22/2020	2:15 PM - 3:10 PM	3
Second Grade CARE PLC	Wednesday	1st, 2nd, 4th	9/4/2019 - 5/22/2020	2:15 PM - 3:10 PM	2
First Grade CARE PLC	Tuesday	1st, 2nd, 4th	9/3/2019 - 5/22/2020	2:15 PM - 3:10 PM	1
K CARE PLC	Tuesday	1st, 2nd, 4th	9/3/2019 - 5/22/2020	2:15 PM - 3:10 PM	K

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Fairway-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_09042019_Broward-SAM--Fairway-Elementary-School.pdf)	Cortney Roberts	9/4/2019
MTSS-Rtl-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_09252019_MTSS-Rtl-Action-Plan.pdf)	Cynthia Burfield	9/25/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	9/4/2019 - 6/4/2020	8:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Template.Dr.-Tukes.2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_10012019_SEL-Action-Plan-Template.Dr.-Tukes.2019.pdf)	LaShawn Tukes	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP-TEMPLATE.Dr.Tukes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_05052019_2019-20-SPBP-TEMPLATE.Dr.Tukes.pdf)	LaShawn Tukes	5/5/2019
Fairway-ES-feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_05242019_Fairway-ES-feedback-form-2019-20.pdf)	Vince Watson	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	701	342	48.79	199	28.39	119	16.98	41	5.85
2017 - 2018	690	356	51.59	185	26.81	108	15.65	41	5.94
2018 - 2019	651	320	49.16	190	29.19	106	16.28	35	5.38

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	41	42.71	25	26.04	23	23.96	7	7.29
2018 - 2019	01	106	49	46.23	35	33.02	18	16.98	4	3.77
2018 - 2019	02	106	53	50.00	28	26.42	19	17.92	6	5.66
2018 - 2019	03	107	63	58.88	22	20.56	14	13.08	8	7.48
2018 - 2019	04	106	56	52.83	30	28.30	15	14.15	5	4.72
2018 - 2019	05	130	58	44.62	50	38.46	17	13.08	5	3.85

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 49.2% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 21.7% 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
Attendance-Plan-Fairway-Elementary.2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_10012019_Attendance-Plan-Fairway-Elementary.2019.pdf)	LaShawn Tukes	10/1/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
AGP19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_09182019_AGP19_20.pdf)	Katherine Elizabeth Good	9/18/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-Template.2019.2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_10082019_Equity-Diversity-Action-Plan-Template.2019.2020.pdf)	LaShawn Tukes	10/8/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Template.Dr.Tukes.2019.2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_10082019_BPIE-Plan-Template.Dr.Tukes.2019.2020.pdf)	LaShawn Tukes	10/8/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
October-S_A_F.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1641_10212019_October-S_A_F.pdf)	October	Monitored	10/21/2019
October-S_A_C.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1641_10212019_October-S_A_C.pdf)	October	Monitored	10/21/2019
SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1641_10172019_SAC-Composition.pdf)	October	Monitored	10/17/2019
SAC-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1641_09242019_SAC-Bylaws.pdf)	September	SAC ByLaws	9/24/2019
SAC-September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1641_09242019_SAC-September-2019.pdf)	September	Developed	9/24/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportPrint5510760876241036909-FAE-Students-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_09182019_SurveysReportPrint5510760876241036909-FAE-Students-2019.pdf)	Katherine Elizabeth Good	9/18/2019
SurveysReportPrint6235509084576726825-FAE-Parent-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_09182019_SurveysReportPrint6235509084576726825-FAE-Parent-2019.pdf)	Katherine Elizabeth Good	9/18/2019
SurveysReportPrint7162547365115330053-FAE-Staff-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_09182019_SurveysReportPrint7162547365115330053-FAE-Staff-2019.pdf)	Katherine Elizabeth Good	9/18/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Template.Dr.-Tukes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_10102019_Face-Plan-Template.Dr.-Tukes.pdf)	LaShawn Tukes	10/10/2019
FACE-Customer-Service-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1641_10242019_FACE-Customer-Service-19_20.pdf)	Esther Harris	10/24/2019

☆ School Info



School Name	Larkdale ES (0621)	School Grade (2018 - 2019)	D
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> Yes
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0621_08302019_Larkdale_Executive-Summary.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	85	22	1	0	---	N/A	1	1	0	N/A
01	64	23	0	0	---	0	1	1	0	N/A
02	59	9	1	0	---	0	1	0	0	N/A
03	61	9	1	0	37	---	0	2	0	56
04	50	7	2	0	31	---	0	0	0	50
05	60	10	5	0	33	---	2	0	3	57

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	75	20	2	0	---	0	1	1	0	N/A
01	88	19	3	0	---	0	2	3	0	N/A
02	55	17	4	0	---	0	1	2	0	N/A
03	64	14	9	0	34	---	23	17	0	62
04	51	6	3	0	29	---	10	7	0	49
05	57	14	8	0	36	---	24	17	0	53

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

We will use Saxon Phonics in Kindergarten through 3rd grade to improve students' phonics deficiencies. We will also use the James Patterson University of Florida Literacy Initiative (UFLI) to bridge the gap between students' performance in phonics and their performance in comprehension for grades Kindergarten through 5th grade. .

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0621&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 and instructional coaches are responsible to ensure that classroom instruction is aligned to grade level standards. This is accomplished by completing walkthroughs, participating in PLCs, and attending grade level planning sessions.

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

In ELA, data is collected via standards mastery paper-based assessments via Uncommon Schools, as well as monitoring progress through BAS, which is done 3 times per year. Additionally, I Ready is used to monitor growth and progress of reading proficiency and teachers are required to submit intervention data graphs at RTI meetings. The leadership team and support staff 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?

This is accomplished through the Response to Intervention (RTI) process, where the CPST team meets to analyze student data and identify intervention programs to best meet the needs of individual students. Specific intervention programs are chosen based on I Ready Diagnostic and BAS data. The fidelity of instruction of these programs is monitored by the CPST, leadership team and reading coach.

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

For ELA, Larkdale Elementary teachers utilize the University of Florida Literacy Initiative (UFLI) from the James Patterson Literacy Institute for their Tier 2 instruction in guided reading groups. Tier 3 instructions is dependent on needs of the student but includes LLI (Literacy Intervention System), SIPPS, Great Leaps, and I Ready toolbox lessons.

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 provided to teachers include UFLI, Thinking Maps, LLI, BAS, and Teach Like a Champion, all of which are used to enhance and improve effective instruction.

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

Some activities include the utilization of the Imagine Learning platform, Saxon Phonics and a teacher assistant whose primary purpose is to work with ELL;s. Classrooms also use group/peer activities and student buddies, with teachers implementing strategies to increase students 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
Larkdale Elementary	Monday Tuesday Wednesday Thursday	1st, 2nd, 3rd, 4th	9/2/2019 - 5/16/2020	7:45 AM - 8:20 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-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0621_10252019_MTSS-Rtl-Action-Plan-2019.docx)	Cynthia Woods	10/25/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday Wednesday	1st, 3rd	9/3/2019 - 5/20/2020	9:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2019-SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0621_10032019_2019-SEL-Action-Plan.pdf)	Bernard Golden	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Larkdale-ES-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0621_05242019_Larkdale-ES-Feedback-Form.pdf)	LaToya Flournoy	5/24/2019
2019-20-SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0621_10142019_2019-20-SPBP.pdf)	Cynthia Woods	10/14/2019

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	411	186	45.26	120	29.20	80	19.46	25	6.08
2017 - 2018	412	195	47.33	124	30.10	69	16.75	24	5.83
2018 - 2019	391	170	43.48	126	32.23	74	18.93	21	5.37

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	75	34	45.33	21	28.00	13	17.33	7	9.33
2018 - 2019	01	88	36	40.91	33	37.50	16	18.18	3	3.41
2018 - 2019	02	56	23	41.07	15	26.79	13	23.21	5	8.93
2018 - 2019	03	64	29	45.31	20	31.25	12	18.75	3	4.69
2018 - 2019	04	51	26	50.98	18	35.29	7	13.73	0	0.00
2018 - 2019	05	57	22	38.60	19	33.33	13	22.81	3	5.26

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 43.5% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 24.3% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 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
LES_Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0621_10142019_LES_Attendance-Plan.pdf)	Cynthia Woods	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCA-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0621_10032019_ASCA-2020.pdf)	Bernard Golden	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2019revised.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0621_10032019_Equity-Diversity-Action-Plan-2019revised.pdf)	Bernard Golden	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018-19-Final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0621_08302019_BPIE_2018-19-Final.pdf)	Cynthia Woods	8/30/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Minutes-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0621_10032019_SAC-Minutes-September.pdf)	October	Monitored	10/3/2019
SAC-Agenda-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0621_10032019_SAC-Agenda-September.pdf)	October	Monitored	10/3/2019
SAC-Minutes-October.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0621_10032019_SAC-Minutes-October.pdf)	October	Monitored	10/3/2019
SAC-Agenda-October.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0621_10032019_SAC-Agenda-October.pdf)	October	Monitored	10/3/2019
LarkdaleSAFbylaws19-20.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0621_10032019_LarkdaleSAFbylaws19-20.doc)	October	SAF ByLaws	10/3/2019
SAC-ByLaws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0621_10032019_SAC-ByLaws-2019-2020.pdf)	October	SAC ByLaws	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportPrint2636009168019635964.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0621_10032019_SurveysReportPrint2636009168019635964.pdf)	Bernard Golden	10/3/2019
SurveysReportPrint2989763616488808837.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0621_10032019_SurveysReportPrint2989763616488808837.pdf)	Bernard Golden	10/3/2019
SurveysReportPrint7678886665004308738.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0621_10042019_SurveysReportPrint7678886665004308738.pdf)	Malva Thomas	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
LES-Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0621_10142019_LES-Face-Plan.pdf)	Cynthia Woods	10/14/2019

☆ School Info



School Name	Lauderhill P.T. ES (1381)	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/1381_09112019_LPT_ExecutiveSummary.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	110	23	1	0	---	N/A	0	0	0	N/A
01	107	18	1	0	---	0	2	7	0	N/A
02	133	18	5	0	---	0	2	2	3	N/A
03	127	18	1	0	33	---	4	11	4	120
04	104	12	2	0	31	---	14	28	13	95
05	95	6	5	0	36	---	10	29	6	87

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	109	32	2	0	---	0	3	4	0	N/A
01	102	25	3	0	---	0	5	6	0	N/A
02	105	15	4	0	---	0	2	4	0	N/A
03	128	17	7	0	45	---	21	15	1	107
04	111	22	3	0	30	---	9	2	3	93
05	106	15	3	0	26	---	13	2	13	98

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

Students will be identified and proceed through the RTI process; where they will be provided instruction utilizing a District-approved intervention, data will be gathered by the teacher and reviewed/shared with the RTI team. Students will use the Rrewards program in intermediate and Wordly Wise in Primary. Students in the west 25th percentile will receive daily additional support through a push-in model. Administration and Support Staff will conduct walk-throughs on a regular basis to monitor the fidelity of instruction and implementation of intervention strategies. Support will be provided by Instructional Coaches as needed based on the walk-through data.

Student attendance will be monitored by the IMT and families in need of support will receive that support through our SPARKS Social Worker and Community Liaison.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1381&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 Support Team (Principal, Assistant Principal, Literacy Coach, ESE Specialist) is responsible for ensuring classroom instruction is aligned to grade-level standards. Evidence will be provided through observations, focus walks, and student work samples.

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 data, BAS data, RTI data, and BAS alternative assessments are used for progress-monitoring. The RTI team, Support Team, and grade-level PLCs are responsible for collecting and reviewing student progress monitoring data.

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

Our school RTI Team will use the Reading Decision Chart at its initial meeting to determine and identify the students who are not progressing. These students will be monitored at the monthly RTI meetings.

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

Intervention time is built into our daily schedule for grades K-3. Teachers, support facilitator and instructional coaches review data and identify the area of concern for to provide targeted supplemental interventions to students 3 x's a week for (Tier 2) 5x's a week for (Tier 3) by classroom teacher, support facilitator, SLP, and ESP with support from instructional coach. Resources include LLI, Phonics for Reading, Intermediate Rewards, Wordly Wise and Rewards Plus.

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

All teachers have participated in a BAS training. 80% of teachers have attended Small Group Guided Reading and Balance Literacy professional learning. The remainder of teachers are scheduled to attend in the 19-20 school year.

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

We are using a new program called Imagine Learning to increase the proficiency of our ELL students. In addition, our ELL district contact is scheduled to do professional learning with our leadership team on Elevations with a focus on given us strategies to increase our lowest domain.

Resources

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

- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Intermediate PLCs	Monday	1st, 4th	9/23/2019 - 5/25/2020	2:00 PM - 2:45 PM	3, 4, 5
Primary PLCs	Monday	1st, 3rd	9/16/2019 - 5/25/2020	2:00 PM - 2:45 PM	Pre K, K, 1, 2

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Lauderhill-Paul-Turner_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_08302019_Lauderhill-Paul-Turner_SAM_19.pdf)	Rowena Thomas	8/30/2019
LPT_MTSS-Rtl-Action-Plan_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_10012019_LPT_MTSS-Rtl-Action-Plan_19-20.pdf)	Cindee Rubinstein	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	9/18/2019 - 5/6/2020	8:30 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
LPT_SEL-Action-Plan_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_10012019_LPT_SEL-Action-Plan_19-20.pdf)	Cindee Rubinstein	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP-LPT.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_04292019_2019-20-SPBP-LPT.docx)	Cindee Rubinstein	4/29/2019

File Name	File Uploaded By	Upload Date
2019-20-Feedback-Lauderhill-PT.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_06182019_2019-20-Feedback-Lauderhill-PT.pdf)	Desiree Montalvo	6/18/2019
2019-20-SPBP-LPT.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_08312019_2019-20-SPBP-LPT.pdf)	Cindee Rubinstein	8/31/2019

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	788	386	48.98	220	27.92	147	18.65	35	4.44
2017 - 2018	704	414	58.81	182	25.85	88	12.50	20	2.84
2018 - 2019	662	315	47.58	209	31.57	118	17.82	20	3.02

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	109	45	41.28	30	27.52	26	23.85	8	7.34
2018 - 2019	01	102	41	40.20	33	32.35	24	23.53	4	3.92
2018 - 2019	02	105	50	47.62	38	36.19	14	13.33	3	2.86
2018 - 2019	03	128	71	55.47	38	29.69	19	14.84	0	0.00
2018 - 2019	04	111	50	45.05	37	33.33	21	18.92	3	2.70
2018 - 2019	05	107	58	54.21	33	30.84	14	13.08	2	1.87

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 47.6% 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 20.8% 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 3.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-LPT_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_10142019_Attendance-Plan-LPT_19-20.pdf)	Cindee Rubinstein	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
LPT_School_Counseling_Plan_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_10012019_LPT_School_Counseling_Plan_19-20.pdf)	Cindee Rubinstein	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
LPT_Equity-Diversity-Action-Plan_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_10022019_LPT_Equity-Diversity-Action-Plan_19-20.pdf)	Cindee Rubinstein	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_09112019_BPIE_2018.pdf)	Cindee Rubinstein	9/11/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Lauderhill-Paul-Turner-Elem-SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1381_10252019_Lauderhill-Paul-Turner-Elem-SAC-Composition.pdf)	October	Approved	10/25/2019
Lauderhill-Paul-Turner-ES_SAC_Agenda-and-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1381_10022019_Lauderhill-Paul-Turner-ES_SAC_Agenda-and-Minutes.pdf)	September	None	10/2/2019
Lauderhill-Paul-Turner-Elem-SAF-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1381_09292019_Lauderhill-Paul-Turner-Elem-SAF-ByLaws.pdf)	September	SAF ByLaws	9/29/2019
Lauderhill-Paul-Turner-Elem-SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1381_09112019_Lauderhill-Paul-Turner-Elem-SAC-ByLaws.pdf)	September	SAC ByLaws	9/11/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
LPT_SurveysReport_Parents.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_10022019_LPT_SurveysReport_Parents.pdf)	Cindee Rubinstein	10/2/2019

File Name	File Uploaded By	Upload Date
LPT_SurveysReport_Staff.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_10022019_LPT_SurveysReport_Staff.pdf)	Cindee Rubinstein	10/2/2019
LPT_SurveysReport_Students.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_10022019_LPT_SurveysReport_Students.pdf)	Cindee Rubinstein	10/2/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Catch-Them-Being-Great.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_10072019_Catch-Them-Being-Great.docx)	Felicia ann McCrary	10/7/2019
Cultural-Awareness.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_10072019_Cultural-Awareness.docx)	Felicia ann McCrary	10/7/2019
Customer-Service-Form.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_10072019_Customer-Service-Form.docx)	Felicia ann McCrary	10/7/2019
Programs-and-Services.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1381_10072019_Programs-and-Services.docx)	Felicia ann McCrary	10/7/2019

☆ School Info



School Name	Miramar ES (0531)	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			

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	90	20	0	0	---	N/A	2	5	0	N/A
01	90	13	1	0	---	0	3	8	0	N/A
02	84	12	1	0	---	0	1	5	0	N/A
03	143	17	0	0	52	---	5	15	4	136
04	117	11	0	0	39	---	2	4	4	113
05	120	10	0	0	35	---	0	0	1	115

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	104	22	5	0	---	0	5	7	0	N/A
01	96	18	1	0	---	0	2	5	0	N/A
02	74	8	0	0	---	0	2	4	0	N/A
03	84	10	2	0	25	---	12	10	2	78
04	120	16	2	0	27	---	10	5	1	112
05	107	9	2	0	38	---	22	19	3	102

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

At Miramar Elementary School each member of support staff has a targeted group that they are monitoring both academically and behaviorally. Our Principal is overseeing all groups to ensure that all students are being serviced with additional support. Our ESE Specialist along with Speech Pathologist and Support Facilitator will be monitoring ESE students in all grades but in particular Grades 3-5. Our Guidance Counselor will be monitoring our Third Grade Retained students to ensure they are making progress and are being motivated for success. Our Literacy Coach is monitoring the 4th & 5th Grade students who are progressing towards proficiency. Our Reading Intervention Teacher is working with our 4th & 5th grade students in the lowest quartile in ELA.(Non-ESE) Our Assistant Principal is working with our 4th & 5th grade students in the lowest quartile in Math. (non-ESE) Our ESP's are taking small groups in fluency and phonics and comprehension.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0531&district=06>)

K-12 Comprehensive Reading Plan

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

Each member of the Leadership team and teachers are responsible to ensure that classroom instruction is aligned to grade level standards. We collect data through classroom visits and through close monitoring of the data for each standards mastery assessment in reading and in math. The Leadership team comes together to review and then we meet with teachers to adjust plans as needed to ensure that students are making progress and that teachers are given support for quality Tier I instruction.

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

Each member of the Leadership Team and teachers are responsible for collecting and reviewing student progress monitoring data. Assistant Principal has oversight over the Lowest 25th percentile in Math for Grades 4 & 5. along with the teachers. The Literacy Coach and Principal will work with the teachers and focus on the proficient and progressive students in ELA & Math (who are very close to becoming proficient) in conjunction with the teachers. The Reading Interventionist is focusing on our ELL students in ELA and students who are in the lowest quartile but not ESE students. The School Counselor is targeting students in Third Grade who have been retained in ELA along with the classroom teachers. The ESE Specialist along with the Speech and Language Pathologist and Support Facilitator are working with our ELA students in Grades 3-5 along with the teachers.

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

We have a team comprised of a reading coach, school guidance counselor, ESE specialist, psychologist and social worker who meet with classroom teachers weekly to address the needs of students not meeting their grade level goals. The team uses the reading decision chart to identify interventions and once the intervention is selected by the team and then a plan to track/gather data is created. The team meets about these students within six weeks of beginning the intervention to discuss the students progress, and at this time all pertinent data is shared.

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 use REWARDS, LLI, Reading Mastery and Stephenson. for tier 2 and tier 3 interventions. These interventions are done daily by either the support facilitator or classroom teachers.

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)?

This year our school is participating in a Literacy grant with the University of Florida. Through the James Patterson Literacy Grant teachers have had additional professional learning in Literacy that we hope will erase the achievement gap by strengthening their foundational reading skills we expect to see our students make great gains in reading improvement. Through this Literacy Grant teachers are using this information to integrate reading skills across the content areas. They teachers are using every modality to ensure students are active participants in the learning process. The Literacy Grant also gives us an additional part time Literacy Coach whose role is to model and help teachers use research based practices in reading to decrease the achievement gap in all grade levels. The teachers also meet with our coaches to plan and for feedback on how they are implementing instructional practices and what are the results.

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

Our ELL students are being monitored by our Reading Intervention Teacher. We also have a teacher assistant working with our ELL students in groups from Grades K-5.

Our ELL students are using Explore Learning as their instructional technology tool. Our schoolwide goals to increase literacy is a focus on vocabulary and comprehension.

Through the data we saw that vocabulary scored very low for our ELL and non ELL students so we have expanded our vocabulary net for all students but in particular our 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
PLC Primary Teams & PLC Intermediate Teams	Wednesday	1st, 2nd, 3rd, 4th	8/28/2019 - 5/27/2020	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Miramar-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_09042019_Broward-SAM--Miramar-Elementary-School.pdf)	Cortney Roberts	9/4/2019
MTSS-RtI-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_09262019_MTSS-RtI-Action-Plan-2019-2020.pdf)	Marie-Dominique Price-Dumervil	9/26/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/30/2019 - 5/31/2020	8:15 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0531_09272019_SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_09282019_0531_09272019_SEL-Action-Plan.pdf)	Joanne Schlissel	9/28/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Miramar-ES-SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_05022019_Miramar-ES-SPBP.pdf)	Marie-Dominique Price-Dumervil	5/2/2019
Miramar-Elementary-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/05312019_Miramar-Elementary-Feedback-Form-2019-20.pdf)	Beatrice Baptiste	5/31/2019
Miramar-SPBP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_09292019_Miramar-SPBP-19-20.pdf)	Marie-Dominique Price-Dumervil	9/29/2019

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	718	443	61.70	186	25.91	76	10.58	13	1.81
2017 - 2018	668	410	61.38	166	24.85	78	11.68	14	2.10
2018 - 2019	585	320	54.70	177	30.26	71	12.14	17	2.91

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	104	47	45.19	34	32.69	19	18.27	4	3.85
2018 - 2019	01	96	48	50.00	28	29.17	18	18.75	2	2.08
2018 - 2019	02	74	40	54.05	26	35.14	6	8.11	2	2.70
2018 - 2019	03	84	48	57.14	26	30.95	8	9.52	2	2.38
2018 - 2019	04	120	70	58.33	32	26.67	14	11.67	4	3.33
2018 - 2019	05	107	67	62.62	31	28.97	6	5.61	3	2.80

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 54.7% 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.

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 15.0% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.9% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Miramar-Elementary-Attendance-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_09262019_Miramar-Elementary-Attendance-Plan-2019.pdf)	Marie-Dominique Price-Dumervil	9/26/2019
MES-Attendance-Plan-rev.-101619.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_10162019_MES-Attendance-Plan-rev.-101619.pdf)	Marie-Dominique Price-Dumervil	10/16/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Guidance-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_09262019_Guidance-Plan-19-20.pdf)	Marie-Dominique Price-Dumervil	9/26/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-Template-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_10012019_Equity-Diversity-Action-Plan-Template-(1).pdf)	Marie-Dominique Price-Dumervil	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_09282019_BPIE-Plan-.pdf)	Joanne Schlissel	9/28/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Bylaws2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0531_10282019_SAC-Bylaws2.pdf)	October	SAC ByLaws	10/28/2019
SAC-Attendance-102419.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0531_10282019_SAC-Attendance-102419.pdf)	October	None	10/28/2019
SAC-AgendaMinutes102419.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0531_10282019_SAC-AgendaMinutes102419.pdf)	October	Monitored	10/28/2019
Miramar-SAC-Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0531_10252019_Miramar-SAC-Composition-Report.pdf)	October	Monitored	10/25/2019
Miramar-ES-SAC-Meeting-Minutes-092619.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0531_09292019_Miramar-ES-SAC-Meeting-Minutes-092619.pdf)	September	None	9/29/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportPrint560476349115287327.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_10012019_SurveysReportPrint560476349115287327.pdf)	Marie-Dominique Price-Dumervil	10/1/2019
SurveysReportPrint718247340369672226.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_10012019_SurveysReportPrint718247340369672226.pdf)	Marie-Dominique Price-Dumervil	10/1/2019
SurveysReportPrint802315925640302578.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_10012019_SurveysReportPrint802315925640302578.pdf)	Marie-Dominique Price-Dumervil	10/1/2019
SurveysReportPrint1666048562538438601.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_10012019_SurveysReportPrint1666048562538438601.pdf)	Marie-Dominique Price-Dumervil	10/1/2019
SurveysReportPrint6794655727607873423.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_10012019_SurveysReportPrint6794655727607873423.pdf)	Marie-Dominique Price-Dumervil	10/1/2019

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/2020/0531_09282019_Face-Plan-.pdf)	Joanne Schlissel	9/28/2019
Miramar-ES-Face-Plan-Template-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_09292019_Miramar-ES-Face-Plan-Template-(1).pdf)	Marie-Dominique Price-Dumervil	9/29/2019
MES-Catch-them-being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_10012019_MES-Catch-them-being-Great.pdf)	Marie-Dominique Price-Dumervil	10/1/2019
MES-Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_10012019_MES-Cultural-Awareness.pdf)	Marie-Dominique Price-Dumervil	10/1/2019
MES-Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_10012019_MES-Customer-Service.pdf)	Marie-Dominique Price-Dumervil	10/1/2019
MES-FACE-School-District-Partnerships.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0531_10012019_MES-FACE-School-District-Partnerships.pdf)	Marie-Dominique Price-Dumervil	10/1/2019

☆ School Info



School Name	Sea Castle ES (2871)	School Grade (2018 - 2019)	A
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> No
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2871_09262019_SCE-executive-report.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	124	24	1	0	---	N/A	2	5	0	N/A
01	149	23	4	0	---	0	6	13	0	N/A
02	140	17	2	0	---	0	3	17	0	N/A
03	162	15	1	0	38	---	1	14	5	153
04	166	23	1	0	49	---	7	11	9	154
05	154	9	1	0	29	---	2	2	4	150

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	116	23	1	0	---	0	0	1	0	N/A
01	132	23	0	0	---	0	3	13	0	N/A
02	147	12	1	0	---	0	1	5	0	N/A
03	134	15	0	0	33	---	17	12	0	127
04	162	11	2	0	44	---	9	2	1	159
05	162	15	2	0	28	---	11	8	3	158

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

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

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2871&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Our content area of focus for the 2019 - 2020, based on FSA data and analysis, is ELA. On the 2018-2019 FSA, 63% of our students demonstrated proficiency; 67% of our students made learning gains. We aim to increase both ELA proficiency and learning gains with particular focus on those students who scored in the lowest 25%.	In order to improve teaching and learning and to increase performance within the SES Band, Teachers will remediate students in Tier 2 and Tier 3 and follow all protocols of RtI and CPST. All teachers will use guided reading format to instruct students on ELA standard according to their highest instructional levels. Administration and the curriculum coach/Autism Coach will conduct quarterly data chats with teachers to discuss the progress of scholars and interventions that are being implemented.	Teachers/Administration/Curriculum Coach/Autism Coach	6/5/2019			Support staff will ensure the PLCs remain focused on the targeted standard and taught by implementing CARE strategies in order to ensure fidelity to the bottom line objective of increasing the number of students who attain proficiency in ELA.	

K-12 Comprehensive Reading Plan

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

Administration and the curriculum coach will conduct quarterly data chats with teachers to discuss the progress of scholars and interventions that are being implemented. Common formative assessments and interim assessments will be administered to students and utilized to monitor progress.

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 will be collected throughout the school year. In September the i-Ready diagnostic assessment will be administered to all scholars in reading and math. Result of the i-Ready diagnostic assessment will yield a baseline score for each student. Students will complete an additional diagnostic at the mid-year point to track progress/learning. During the months of August through May, common formative standards-aligned assessments will be administered to determine student progress towards proficiency/mastery of standards.

In May, Florida Standards Assessments will be given to all students in grades third-fifth. Results of the Florida Standards Assessments will yield a developmental scale score and achievement level for each participant. A comparative analysis will be conducted between the participant's 2019 and 2020 results to determine and compare academic achievement/learning gains made.

In June, at the end of the study, the i-Ready diagnostic assessment will be administered again to all scholars in reading and math. Results of the the i-Ready diagnostic assessments will yield a performance score for each student. A comparative analysis will be conducted between the August i-Ready diagnostic assessment and June i-Ready diagnostic assessment results.

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 progress of all scholars is monitored with fidelity. PLC's serve s a forum for identifying the needs of students and the development of remediation plans to bridge academic gaps. In addition to classroom teachers reteaching and scaffolding, interventionist and small group instruction are provided for students who are not progressing towards school and district goals.

The leadership team collects updated progress monitoring data from all grade levels quarterly. This data includes Benchmark Assessment System (BAS) instructional reading levels for all students and i-ready levels. The leadership team compares current student levels to the previous quarter's and identifies degrees of growth; students not making sufficient growth are identified, data chats are scheduled, and interventions are implemented.

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?

Interactive read-alouds will be used daily to monitor and clarify student comprehension via the incorporation of authentic student talk. Students will be encouraged to discuss the read-aloud with same-grade peers to gain additional insight and understanding from different viewpoints and perspectives. Teachers will check for understanding with intentional monitoring, guiding questions, and collaboration.

Teachers will be guided through the Response to Intervention process and provided with access to and training for evidence-based intervention resources. These resources include iReady, Phonics for Reading, Foundations, LLI, Touch Math, and the Visualizing & Verbalizing program. An emphasis on fidelity and consistency, as well as the accurate evaluation of student data and achievement, will be supported by the RtI team (Administration, ESE Specialist, Literacy Coach, ESE Support Facilitators, and School Psychologist). To improve guided reading practices, teachers are provided with look-for and best practices. Our PLCs will include time for intervention training and implementation reflection.

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)?

Sea Castle's fosters a growth mindset environment and ensures that all classroom instruction is accessible to the full range of learners using UDL for effective instructional design and delivery via shared best practices, coaching, professional development, opportunities for reflection, and evaluation. Through collaboration, our teachers share a variety of ways to present material (paper/digital, hands-on/visual/auditory, etc.) so that all students have access to engaging instruction and opportunities to be successful. Grade levels are encouraged to plan together and share best practices that align with standards. Students are encouraged to set and track goals in data binders, and teachers conference with students to review progress and discuss ways that each student may better understand him or herself as a learner.

During observations, the UDL guidelines are utilized to monitor the effectiveness of delivery/teaching of lessons (i.e.how is the teacher supporting students to access, build and internalize learning).

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

Our ESOL students are instructed by a certified, ESOL endorsed teacher. A paraprofessional works closely with our ELL population on a daily basis. The paraprofessional pulls small groups per day by delivering support and intervention programs. Our ELL's with a language proficiency level A1 or 1, are using Imagine Learning language and Literacy to bridge the oral language and Literacy Gap.

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
Sea Castle Elementary	Monday Tuesday Wednesday Thursday	1st, 2nd, 3rd, 4th, 5th	9/24/2019 - 5/14/2019	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Sea-Castle-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_09042019_Broward-SAM--Sea-Castle-Elementary-School.pdf)	Cortney Roberts	9/4/2019
SCE-MTSS-RTI-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_09302019_SCE-MTSS-RTI-Plan.pdf)	Maria Henao	9/30/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/4/2019 - 5/24/2019	8:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SCE-SEL-plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_09302019_SCE-SEL-plan.pdf)	Maria Henao	9/30/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SeacastleBehavior-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_05202019_SeacastleBehavior-Plan-19-20.pdf)	Desiree Montalvo	5/20/2019
Sea-Castle-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_05242019_Sea-Castle-Feedback-Form.pdf)	Desiree Montalvo	5/24/2019
SCE-SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_10022019_SCE-SPBP.pdf)	Maria Henao	10/2/2019

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)				
2016 - 2017	895	565	63.13	223	24.92	91	10.17	16	1.79
2017 - 2018	915	557	60.87	243	26.56	94	10.27	21	2.30
2018 - 2019	852	503	59.04	240	28.17	98	11.50	11	1.29

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	116	61	52.59	30	25.86	23	19.83	2	1.72
2018 - 2019	01	132	71	53.79	34	25.76	22	16.67	5	3.79
2018 - 2019	02	147	83	56.46	49	33.33	14	9.52	1	0.68
2018 - 2019	03	133	88	66.17	30	22.56	13	9.77	2	1.50
2018 - 2019	04	162	95	58.64	55	33.95	11	6.79	1	0.62
2018 - 2019	05	162	105	64.81	42	25.93	15	9.26	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 59.0% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 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 1.3% 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
SCE-attendance-plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_09262019_SCE-attendance-plan.pdf)	Maria Henao	9/26/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
SCE-school-counseling-plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_09302019_SCE-school-counseling-plan.pdf)	Maria Henao	9/30/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Sea-Castle-Elementary-Equity-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_10032019_Sea-Castle-Elementary-Equity-Plan.pdf)	Charnay Pearce	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
SCE-BPIE_2018-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_09302019_SCE-BPIE_2018-2019.pdf)	Maria Henao	9/30/2019
SCE-BPIE-plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_09302019_SCE-BPIE-plan.pdf)	Maria Henao	9/30/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SCE-october-2019-SAC-SAF.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2871_11042019_SCE-october-2019-SAC-SAF.pdf)	October	Monitored	11/4/2019
SAC-composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2871_10152019_SAC-composition.pdf)	October	Monitored	10/15/2019
SCE-September-SAC-SAF.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2871_09302019_SCE-September-SAC-SAF.pdf)	September	Monitored	9/30/2019
2871_SAF-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2871_09252019_2871_SAF-Bylaws.pdf)	September	SAF ByLaws	9/25/2019
SCE-SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2871_09252019_SCE-SAC-ByLaws.pdf)	September	SAC ByLaws	9/25/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SCE-parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_09302019_SCE-parent-Survey.pdf)	Maria Henao	9/30/2019
SCE-parent-bilingual-survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_09302019_SCE-parent-bilingual-survey.pdf)	Maria Henao	9/30/2019
SCE-staff-survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_09302019_SCE-staff-survey.pdf)	Maria Henao	9/30/2019
SCE-student-survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_09302019_SCE-student-survey.pdf)	Maria Henao	9/30/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Catch-Them-Being-Great-Staff-List.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_10022019_Catch-Them-Being-Great-Staff-List.pdf)	Charnay Pearce	10/2/2019
Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_10022019_Catchthem-Being-Great.pdf)	Charnay Pearce	10/2/2019
SEL-Sign-in-Sheets.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_10022019_SEL-Sign-in-Sheets.pdf)	Charnay Pearce	10/2/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_10022019_Cultural-Awareness.pdf)	Charnay Pearce	10/2/2019
Programs-and-Services-Checklist-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_10022019_Programs-and-Services-Checklist-(1).pdf)	Charnay Pearce	10/2/2019
Pictures-of-FACE-Space.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_10022019_Pictures-of-FACE-Space.pdf)	Charnay Pearce	10/2/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2871_10032019_Customer-Service.pdf)	Charnay Pearce	10/3/2019

☆ School Info



School Name	Silver Lakes ES (3371)	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/3371_09102019_3371_09132018_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	58	14	0	0	---	N/A	1	1	0	N/A
01	82	8	1	0	---	0	2	2	0	N/A
02	70	6	0	0	---	0	2	6	0	N/A
03	78	8	1	0	9	---	3	7	1	76
04	87	10	0	0	15	---	0	0	1	81
05	85	10	2	0	20	---	1	0	2	79

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	64	10	0	0	---	0	0	0	0	N/A
01	53	8	0	0	---	0	2	4	0	N/A
02	76	7	0	0	---	0	0	3	0	N/A
03	70	5	1	0	8	---	7	7	0	66
04	72	9	0	0	14	---	12	11	1	68
05	73	4	0	0	10	---	9	16	1	71

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

RtI is implemented as a leveled or tiered approach to instructional delivery that includes interventions of increasingly higher intensity that are based on students needs. Assessment data gathered during Data Chats and PLC's provides the evidence of student learning, and based on this information, decisions are made about the most appropriate instruction, including interventions, that will help a student learn. Bi-monthly RtI meetings are scheduled to address teacher concerns. Progress monitoring of intervention effectiveness and ongoing teacher support is provided by CPS team members.

In addition to ongoing data collection practices and communication with teachers regarding student progress during monthly data chat meetings, our school implements a variety of **mentoring programs** to assist students identified by the early warning system. These programs include Teachers as Mentors (teachers mentoring students), Flamingo Friends (peer mentoring with cluster students), and BEST Lunch (lunch time with a support staff member).

Teacher interventions/strategies during instructional time include:

- * Small group instruction
- * Scaffolding
- * Activating Prior Knowledge
- * Modeling/Demonstration
- * Performance Feedback
- * Progress Monitoring
- * Peer/Buddy Tutor
- * Center Activities
- * Cooperative/Collaborative Groups
- * Flexible Skill Groups
- * Graphic Organizers/Thinking Maps
- * Technology

Additional academic support is offered to struggling students by facilitating **pull out and push in programs** in addition to **Targeted academic enrichment camps**.

Attendance concerns also follow a three tiered approach (see description below). Each tier calls for a different level of intensity that is based on student need. This includes collaboration with teachers, guidance, administration, and school social worker.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3371&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By May 2019, the number of lowest quartile students in ELA will increase from 58% to 63% as indicated by Spring 2020 FSA ELA..	Tutoring Camps - Before/After School, pull out groups, Response to Intervention, Specials teachers academic pull out groups.	Michelle Lopez, Reading Coach	6/2/2020	PLCs, collaboration with reading coach, iReady training, additional targeted training provided by district and reading coach	\$2,070.00	iReady Data, BAS data, BSA	

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 is responsible along with administration to monitor teachers are following the grade level standards. The evidence that teachers demonstrate aligned grade-level standards are their lesson plans as well as, the results of the standards mastery assessments that our students do in i-ready.

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 Silver Lakes Elementary we progress monitor the students using the standards mastery assessments on i-ready. The Literacy Coach and the classroom teachers are responsible for collecting and reviewing student progress.

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

We identify students that are not progressing using BAS from the previous year, i-ready diagnostic 1,2,3, as well as FSA scores in Reading and Math. We ensure that students that are not progressing toward their goals and place them in the RTI process. The RTI committee decides as a team the interventions needed to close learning gaps students may have.

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 provided are...

- Small Group Instruction
- Small Group Remediation Groups with Secondary Standards
- Pull-out Groups
- Modeling
- Shared Practice
- Guided Practice
- Independent Practice

Resources we use at our School are...

- LLI
- Phonics for Reading
- i-Ready Teacher Toolbox
- Ready Books
- Reading Mastery

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 Classroom Teachers have attended in our school are..

- Balanced Literacy Training
- Differentiated Literacy Centers
- Document Based Questioning
- Interdisciplinary Units of Study
- Responsive Literacy Instruction
- Leveled Literacy Intervention (LLI)
- Shared Reading Training
- Writing Training

Teachers have to plan and implement lessons that they learned in these workshops and provide Universal Designed for Learning. They use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's strengths and needs.

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

Activities in our school to increase the percentage of English Language Learners students becoming proficient are the following:

- Imagine Learning
- i-ready
- Afterschool ELL Camps
- Latinos in Action
- Mentoring Program
- Content Specific Dictionaries

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade level PLC meetings	Wednesday	2nd, 3rd, 4th	9/11/2019 - 5/20/2020	2:15 PM - 2:50 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Silver-Lakes-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_09042019_Broward-SAM--Silver-Lakes-Elementary-School.pdf)	Cortney Roberts	9/4/2019
MTSS-Rtl-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_09262019_MTSS-Rtl-Action-Plan-2019-2020.pdf)	Ronit Lewen	9/26/2019

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 - 5/31/2020	8:10 AM - 11:00 AM

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/2020/3371_08292019_SEL-Action-Plan-2019-20-.pdf)	Ronit Lewen	8/29/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
School-Wide-Behavior-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_04222019_School-Wide-Behavior-Plan-2019-2020.pdf)	Ronit Lewen	4/22/2019
Silver-Lakes-ES-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_05242019_Silver-Lakes-ES-Feedback-Form.pdf)	Desiree Montalvo	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	413	257	62.23	100	24.21	47	11.38	9	2.18

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2017 - 2018	467	274	58.67	135	28.91	53	11.35	5	1.07
2018 - 2019	408	241	59.07	120	29.41	40	9.80	7	1.72

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	64	31	48.44	23	35.94	8	12.50	2	3.13
2018 - 2019	01	53	33	62.26	12	22.64	6	11.32	2	3.77
2018 - 2019	02	76	43	56.58	26	34.21	6	7.89	1	1.32
2018 - 2019	03	70	47	67.14	18	25.71	5	7.14	0	0.00
2018 - 2019	04	72	37	51.39	22	30.56	11	15.28	2	2.78
2018 - 2019	05	73	50	68.49	19	26.03	4	5.48	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 59.1% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 11.5% 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 1.7% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_10232019_Attendance-Plan-Elementary2019-2020.pdf)	Ronit Lewen	10/23/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
AGP2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_09182019_AGP2019.pdf)	Ronit Lewen	9/18/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-SLE-June-2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_04242019_Equity-Plan-SLE-June-2018.pdf)	Ronit Lewen	4/24/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_SLE_Aug2018-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_04242019_BPIE_SLE_Aug2018-(1).pdf)	Ronit Lewen	4/24/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3371_10252019_SAC-Composition.pdf)	October	Monitored	10/25/2019
SAC-Attendance.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3371_10252019_SAC-Attendance.pdf)	October	Monitored	10/25/2019
SAF-Meeting-Notes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3371_10252019_SAF-Meeting-Notes.pdf)	October	Monitored	10/25/2019
3371_SAC_Agenda10162019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3371_10252019_3371_SAC_Agenda10162019.docx)	October	Monitored	10/25/2019
3371_SACMeetingNotes_10162019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3371_10252019_3371_SACMeetingNotes_10162019.docx)	October	Monitored	10/25/2019
SAC-ByLAWS2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3371_10032019_SAC-ByLAWS2019-2020.pdf)	October	SAC ByLaws	10/3/2019
3371_SACAttendance09112019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3371_10022019_3371_SACAttendance09112019.pdf)	October	Monitored	10/2/2019
337_SACMeetingNotes_09112019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3371_09122019_337_SACMeetingNotes_09112019.pdf)	September	Monitored	9/12/2019
3371_SAC_Agenda09112019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3371_09122019_3371_SAC_Agenda09112019.pdf)	September	Monitored	9/12/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportPrint917003315916983363.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_10032019_SurveysReportPrint917003315916983363.pdf)	Malva Thomas	10/3/2019

File Name	File Uploaded By	Upload Date
SurveysReportPrint5388801017166133681.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_10032019_SurveysReportPrint5388801017166133681.pdf)	Malva Thomas	10/3/2019
SurveysReportPrint6239528547389747226.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_10032019_SurveysReportPrint6239528547389747226.pdf)	Malva Thomas	10/3/2019
SurveysReportPrint841570419796265556.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_10032019_SurveysReportPrint841570419796265556.pdf)	Malva Thomas	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_09112019_Face-Plan-2019-20.pdf)	Ronit Lewen	9/11/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_09112019_Customer-Service.pdf)	Ronit Lewen	9/11/2019
Catch-Them-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_09112019_Catch-Them-Being-Great.pdf)	Ronit Lewen	9/11/2019
cultural-awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_09112019_cultural-awareness.pdf)	Ronit Lewen	9/11/2019
program-services-checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3371_09112019_program-services-checklist.pdf)	Ronit Lewen	9/11/2019

☆ School Info



School Name	Sunset Lakes ES (3661)	School Grade (2018 - 2019)	A
Title 1 School	<input type="checkbox"/> No	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> No
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3661_09112019_Advance-Ed-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	138	7	0	0	---	N/A	0	2	0	N/A
01	150	14	1	0	---	0	0	8	0	N/A
02	158	17	0	0	---	0	0	2	0	N/A
03	136	11	1	0	16	---	3	4	2	130
04	176	19	0	0	18	---	0	0	1	172
05	158	15	0	0	29	---	1	0	1	150

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	10	1	0	---	0	2	2	0	N/A
01	146	11	1	0	---	0	2	5	0	N/A
02	140	9	0	0	---	0	0	1	0	N/A
03	165	13	0	0	15	---	3	3	1	156
04	131	6	0	0	16	---	16	16	0	127
05	178	15	3	0	22	---	21	22	1	174

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

Sunset Lakes Elementary provides the following interventions for students identified by the early warning system:

- iReady- Reading and Math
- SmartyAnts
- Phonics for Reading
- QAR
- Support Coach- Reading and Math
- GO Math Reteach- Math
- 6 Minute Solutions- Reading Fluency

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3661&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Sunset Lakes Elementary will increase reading proficiency from 80% proficient in Grades 3-5, to 85% proficient according to the Florida Standards Assessment (FSA).	Balanced Literacy, Close Reads, Small Group Guided Reading, Interventions as needed, Standards Mastery	Janice Crosby-Goulette	6/2/2020	iReady Training	Accountability Funds	iReady Diagnostic Assessments	Florida Standards Assessment

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 teachers on each team as well as the curriculum coaches are responsible for making sure that instruction is aligned to grade level standards. Teams meet with their team leader to plan their scope and sequence for the year, while curriculum coaches collect and analyze their pacing guides to make sure all standards are addressed.

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

Progress monitoring is done through BAS for all students K-3 and students who have received a Level 1 or 2 on the FSA in reading in grades 4-5. iReady diagnostic is also given three times a year and subgroups are monitored through customized report groups. Standards mastery is given after each of the cluster standards in grades 2-5.

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 students identified as having a significant reading deficiency were given the BAS prior to September 30th and teachers and coaches used the reading decision chart to determine the appropriate intervention. Other student not already identified will be brought to RTI for the group to determine 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?

SWD students are provided services as per their IEP with either push in or pull out services. Students on tier two and three receive interventions such as Great Leaps, Phonics for Reading, Toolkit, etc. Interventions are based on the student's identified need. Teachers monitor data for 4-6 weeks and report back to the RTI coordinator (guidance counselor).

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)?

Curriculum coaches provide support during PLCs that are driven by data and observations. District support is also offered throughout the school for programs such as Imagine Learning, iReady, as well as BAS calibration and writing/DBQ. Curriculum coaches often visit grade level meetings to discuss standards and planning based on student performance to ensure that all students have equal access to instruction.

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

ELL pull out groups are offered to our students to help with language acquisition as well as their weakness area on the ACCESS writing. ELL camp is offered in January as well as Imagine Learning program throughout the year. Many additional resources were purchased through Title Three funds.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade Level PLC	Tuesday	2nd, 3rd	10/15/2019 - 4/21/2020	2:30 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--Sunset-Lakes-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_09042019_Broward-SAM--Sunset-Lakes-Elementary.pdf)	Cortney Roberts	9/4/2019
MTSSPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_09302019_MTSSPlan.pdf)	Jessica Van Dusen	9/30/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 3rd, 4th	9/4/2019 - 4/29/2020	8:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SELActionPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_09302019_SELActionPlan.pdf)	Jessica Van Dusen	9/30/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
BehaviorPlan2019.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_05022019_BehaviorPlan2019.doc)	Mayte Garcia	5/2/2019
Sunset-Lakes-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_05302019_Sunset-Lakes-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	863	598	69.29	192	22.25	65	7.53	8	0.93
2017 - 2018	943	642	68.08	213	22.59	77	8.17	11	1.17
2018 - 2019	874	563	64.42	238	27.23	64	7.32	9	1.03

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	71	62.28	33	28.95	7	6.14	3	2.63
2018 - 2019	01	146	85	58.22	47	32.19	12	8.22	2	1.37
2018 - 2019	02	140	98	70.00	32	22.86	9	6.43	1	0.71
2018 - 2019	03	165	106	64.24	44	26.67	14	8.48	1	0.61
2018 - 2019	04	131	91	69.47	33	25.19	7	5.34	0	0.00
2018 - 2019	05	178	112	62.92	49	27.53	15	8.43	2	1.12

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 64.4% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 8.4% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.

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 1.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
SunsetLakesAttendancePlan1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_10022019_SunsetLakesAttendancePlan1920.pdf)	Jessica Van Dusen	10/2/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
CounselingPlan1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_09112019_CounselingPlan1920.pdf)	Cynthia Slater	9/11/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-SLE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_09112019_Equity-Diversity-Action-Plan-SLE.pdf)	Cynthia Slater	9/11/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_09112019_BPIE_2018-(2).pdf)	Cynthia Slater	9/11/2019
BPIE20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_09222019_BPIE20192020.pdf)	Jessica Van Dusen	9/22/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SunsetLakesElementaryOctoberSAFSignIn.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10252019_SunsetLakesElementaryOctoberSAFSignIn.pdf)	October	None	10/25/2019
SunsetLakesElementaryOctoberSACSignIn.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10252019_SunsetLakesElementaryOctoberSACSignIn.pdf)	October	Monitored	10/25/2019
SunsetLakesElementarySACComposition1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10252019_SunsetLakesElementarySACComposition1920.pdf)	October	Monitored	10/25/2019
SunsetLakesElementaryOctoberSACAgenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10252019_SunsetLakesElementaryOctoberSACAgenda.pdf)	October	Monitored	10/25/2019
SunsetLakesElementaryOctoberSAFAgenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10252019_SunsetLakesElementaryOctoberSAFAgenda.pdf)	October	None	10/25/2019
SunsetLakesElementarySeptemberSAFMinutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10252019_SunsetLakesElementarySeptemberSAFMinutes.pdf)	October	None	10/25/2019
SunsetLakesElementarySeptemberSACMinutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10252019_SunsetLakesElementarySeptemberSACMinutes.pdf)	October	None	10/25/2019
SunsetLakesElementaryMay2019SAFMinutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10252019_SunsetLakesElementaryMay2019SAFMinutes.pdf)	October	None	10/25/2019
SunsetLakesElementaryMay2019SACMinutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10252019_SunsetLakesElementaryMay2019SACMinutes.pdf)	October	None	10/25/2019
SunsetLakesElementarySeptemberSACSignIn.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10032019_SunsetLakesElementarySeptemberSACSignIn.pdf)	September	None	10/3/2019
SunsetLakesElementarySAFBylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10032019_SunsetLakesElementarySAFBylaws.pdf)	September	SAF ByLaws	10/3/2019
SunsetLakesElementarySeptemberSAFAgenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10022019_SunsetLakesElementarySeptemberSAFAgenda.pdf)	September	None	10/2/2019
SunsetLakesElementarySAFSignInSeptember.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10022019_SunsetLakesElementarySAFSignInSeptember.pdf)	September	None	10/2/2019
SunsetLakesElementarySACBylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10022019_SunsetLakesElementarySACBylaws.pdf)	September	SAC ByLaws	10/2/2019
SunsetLakesElementarySeptemberSACAgenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3661_10022019_SunsetLakesElementarySeptemberSACAgenda.pdf)	September	None	10/2/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
SunsetLakesElementaryStudentResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_10032019_SunsetLakesElementaryStudentResults.pdf)	Jessica Van Dusen	10/3/2019
SunsetLakesElementaryParentResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_10032019_SunsetLakesElementaryParentResults.pdf)	Jessica Van Dusen	10/3/2019
SunsetLakesElementaryStaffResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_10032019_SunsetLakesElementaryStaffResults.pdf)	Jessica Van Dusen	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_09232019_Programs-and-Services-Checklist.pdf)	Jessica Van Dusen	9/23/2019
Cultural-Awareness-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_10022019_Cultural-Awareness-.pdf)	Jessica Van Dusen	10/2/2019
Face-Plan-Template-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_10022019_Face-Plan-Template-.pdf)	Jessica Van Dusen	10/2/2019
FACETeam-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_10022019_FACETeam-.pdf)	Jessica Van Dusen	10/2/2019
FACEBoard1.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_10022019_FACEBoard1.jpg)	Jessica Van Dusen	10/2/2019
ParentResources.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_10022019_ParentResources.jpg)	Jessica Van Dusen	10/2/2019
CustomerService-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_10022019_CustomerService-.pdf)	Jessica Van Dusen	10/2/2019
curriculum-night.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_10032019_curriculum-night.jpg)	Jessica Van Dusen	10/3/2019
Catchthem-Being-GreatSeptember-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_10032019_Catchthem-Being-GreatSeptember-.pdf)	Jessica Van Dusen	10/3/2019
SunsetLakesElementarySELComp.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3661_10032019_SunsetLakesElementarySELComp.pdf)	Jessica Van Dusen	10/3/2019

☆ School Info



School Name	Sunshine ES (1171)	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	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1171_10022019_Sunshine-EXECUTIVE_SUMMAR)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	101	19	0	0	---	N/A	1	7	0	N/A
01	99	18	0	0	---	0	1	7	0	N/A
02	106	20	0	0	---	0	1	6	0	N/A
03	124	11	1	0	38	---	2	14	0	115
04	105	11	1	0	23	---	6	15	6	99
05	100	9	1	0	21	---	1	3	0	96

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	12	1	0	---	0	1	1	0	N/A
01	99	12	0	0	---	0	1	2	0	N/A
02	98	16	0	0	---	0	3	4	0	N/A
03	119	15	3	0	35	---	24	21	0	111
04	107	9	3	0	33	---	33	31	1	103
05	102	12	0	0	16	---	17	16	4	93

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

All students are given the core curriculum which is tier one instruction and we also utilize the Multi-Tiered System of Support to meet the needs of students who struggle with Tier one instruction.

We assess our students utilizing a diagnostic test at the beginning of the school year. Students in k-5 are assessed via multiple assessments such as i-Ready, FLKRS and the BAS assessment. For screening in Math we use the prerequisite skills inventory for students in grades K - 5.

Next we target the students based on the initial program such as Balanced Literacy to support tier one. We then add additional support for tier two and tier three interventions for select students by utilizing supplemental materials such as the writing reader, Journeys Toolkit, Quick Reads, Phonics for Readings, Foundations, UFLI, Wilsons Foundations K-3, and Leveled Literacy Interventions, Go Math Strategic and Intensive Interventions, LearnZillion, Versitiles, I-Ready and manipulatives.

Once we identify the programs and supplements we focus on maximizing instructional time, double dosing and frequency and through differentiation of instruction through the integration of technology

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1171&district=06>)

K-12 Comprehensive Reading Plan

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

The classroom teacher, our instructional coach and administrators are charged with ensuring that classroom instruction is aligned to grade-level standards. The evidence that is used to ensure that classroom instruction is aligned to grade level standards consists of lesson plan checks, grade level assessments and through classroom walkthroughs.

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 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 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.

English Language Learners (ELL) participate in the same progress monitoring assessments in grades K-5. Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language proficiency. 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.

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 District's Comprehensive online data-collection system (BASIS 3.0) enables school administrators, teachers, and support staff to access and review the ongoing progress of all schools and their students. Student performance data are closely monitored to ensure fully informed decision-making. Qualitative data collected are analyzed to inform the professional growth and development needs of staff in order to increase classroom effectiveness through the delivery of high-quality literacy instruction. Further qualitative data analysis can be conducted through student protocols to support the identification of multi-tiered systems of support for all students that include response to intervention (RtI) as determined through the school-based collaborative problem-solving process.

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

In addition, teachers in grades K-5 administer the Benchmark Assessment System (BAS) and enter students' independent, instructional, and frustration reading levels into BASIS 3.0 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

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

Students with disabilities will receive specialized instruction as determined by the student's individual Education Plan (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)?

Professional learning is targeted at the individual teacher needs as determined by analysis of student data and includes professional learning communities. Professional learning also includes Universal Design for Learning (UDL) framework by including the following:

- Representation: The WHAT of Learning,
- Action & Expression: The HOW of Learning,
- Engagement: The Why of Learning

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

English Language Learners (ELL) participate in the same progress monitoring assessments in grades K-5. Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language proficiency. All first-year students will complete lessons from Imagine Learning & Literacy daily for 20 minutes. All other students will complete i-Ready 45 minutes weekly with target lessons assigned to help increase vocabulary.

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 English Language Arts	Thursday	2nd, 4th	9/13/2019 - 5/21/2020	2:15 PM - 3:00 PM	5
4th Grade English Language Arts	Thursday	2nd, 4th	9/13/2019 - 5/21/2020	2:15 PM - 3:00 PM	4
3rd Grade - English Language Arts	Thursday	2nd, 4th	9/13/2019 - 5/21/2020	2:15 PM - 3:00 PM	3
2nd Grade - English Language Arts	Thursday	2nd, 4th	9/13/2019 - 5/21/2020	2:15 PM - 3:00 PM	2
1st Grade - English Language Arts	Thursday	2nd, 4th	9/13/2019 - 5/21/2020	2:15 PM - 3:00 PM	1
Kindergarten - English Language Arts	Thursday	2nd, 4th	9/13/2019 - 5/21/2020	2:15 PM - 3:00 PM	K

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Broward-SAM--Sunshine-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_09042019_Broward-SAM--Sunshine-Elementary-School.pdf)	Cortney Roberts	9/4/2019
MTSS-Rtl-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_09102019_MTSS-Rtl-Action-Plan.pdf)	DENISE DORSETT	9/10/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/1/2019 - 5/21/2020	8:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Sunshine-SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_10032019_Sunshine-SEL-Action-Plan-2019-2020.pdf)	DENISE DORSETT	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Sunshine-Elementary-behavior-plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_05212019_Sunshine-Elementary-behavior-plan-2019-2020.pdf)	Desiree Montalvo	5/21/2019
Sunshine-Elementary-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_05302019_Sunshine-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	681	398	58.44	177	25.99	85	12.48	21	3.08
2017 - 2018	699	413	59.08	153	21.89	93	13.30	40	5.72
2018 - 2019	622	377	60.61	160	25.72	69	11.09	16	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	97	59	60.82	26	26.80	10	10.31	2	2.06

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	99	58	58.59	27	27.27	11	11.11	3	3.03
2018 - 2019	02	98	61	62.24	20	20.41	15	15.31	2	2.04
2018 - 2019	03	119	75	63.03	27	22.69	13	10.92	4	3.36
2018 - 2019	04	107	65	60.75	30	28.04	9	8.41	3	2.80
2018 - 2019	05	102	59	57.84	30	29.41	11	10.78	2	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 60.6% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 13.7% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.6% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Sunshine-Elementary-2019-SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_10032019_Attendance-Plan-Sunshine-Elementary-2019-SIP.pdf)	DENISE DORSETT	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
image2019-10-02-115258.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_10022019_image2019-10-02-115258.pdf)	DENISE DORSETT	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Sunshine-Elementary-2019-Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_09122019_Sunshine-Elementary-2019-Equity-Diversity-Action-Plan.pdf)	DENISE DORSETT	9/12/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
BPIE-Plan-Template-Completed.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_10022019_BPIE-Plan-Template-Completed.pdf)	DENISE DORSETT	10/2/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Scanned_from_a_Lexmark_Multifunction_Product10-01-2019-132620.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1171_11032019_Scanned_from_a_Lexmark_Multifunction_Product10-01-2019-132620.pdf)	November	Developed	11/3/2019
SAC-Minutes-9-18-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1171_11032019_SAC-Minutes-9-18-19.pdf)	November	Monitored	11/3/2019
SAF-Bylaw-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1171_10182019_SAF-Bylaw-2019.pdf)	September	SAF ByLaws	10/18/2019
SAC-ByLaws-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1171_10182019_SAC-ByLaws-2019.pdf)	September	SAC ByLaws	10/18/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportPrint8867086171550647802.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_10032019_SurveysReportPrint8867086171550647802.pdf)	DENISE DORSETT	10/3/2019
SurveysReportPrint1389926673981793319.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_10032019_SurveysReportPrint1389926673981793319.pdf)	DENISE DORSETT	10/3/2019
SurveysReportPrint728914139410124518.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_10032019_SurveysReportPrint728914139410124518.pdf)	DENISE DORSETT	10/3/2019
SurveysReportPrint1651067815344442156.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_10032019_SurveysReportPrint1651067815344442156.pdf)	DENISE DORSETT	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1171_10012019_Face-Plan-2019.pdf)	DENISE DORSETT	10/1/2019