

☆ School Info ▲ ✕			
School Name	Dillard ES (0271)	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/0271_10022019_DillardExecutiveSummary.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	128	47	7	0	---	N/A	3	1	0	N/A
01	128	30	3	0	---	0	0	0	0	N/A
02	151	35	3	0	---	0	4	3	0	N/A
03	136	25	7	0	59	---	6	12	5	127
04	106	28	6	0	63	---	3	2	4	100
05	112	20	3	0	39	---	2	1	2	105
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	57	7	0	---	0	2	1	0	N/A
01	122	30	7	0	---	0	2	0	0	N/A
02	128	24	10	0	---	0	3	1	0	N/A
03	160	29	15	0	57	---	19	8	2	149
04	136	24	15	0	52	---	51	50	3	126
05	111	25	7	0	44	---	42	41	3	104

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

A multi-tiered approach will be used for early identification and support of students with learning needs (RTI). The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0271&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?

Mrs. Brown (Principal), Ms. Orr (Assistant Principal), Ms. Ashley and Mrs. Basden (Instructional Coaches), Ms. Moore (Primary Support), and classroom teachers are responsible to ensure instruction is aligned to grade-level standards. FLKRS is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments for additional progress monitoring. In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA-ELA) in grades 4-5. 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 referenced above. Students with significant cognitive disabilities are instructed utilizing the grade-level Florida Standards Access Points and progress is measured through curriculum-based assessments. Quarterly progress monitoring of reading goals is mandatory for all students with disabilities SWDs. The data is updated into the EasyIEP and communicated to parents via the IEP quarterly progress report.

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

The progress-monitoring data above are continually updated and current. In the District's Comprehensive online data-collection system (BASIS 3.0) enabling school administrators, teachers, and support staff the opportunity to access and review the ongoing progress of all schools and their students. Student performance data are closely monitored by Mrs. Brown Mrs. Orr, Mrs. Basden Mrs. Ashley, Mrs. Moore and classroom teachers 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 computer adaptive STAR Early Literacy assessment is administered to all kindergarten students the first 30 school days and data are automatically uploaded in the Progress Monitoring and Reporting Network (PMRN) and it is used as a baseline to inform early literacy strengths and needs. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments quarterly for additional progress monitoring. In addition, teachers in grades K-5 administer the Benchmark Assessment System (BAS) and enter students' independent, instructional, and frustration reading levels into BASIS 3.0 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 administered at the end of the quarter or sooner depending on the intervention.

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

Administration, curriculum team and teachers follow the following steps to ensure students that are not progressing towards individual and grade level goals are being monitored with the appropriate interventions in Kindergarten to fifth grade:

Reading

1. Teachers will administer the Benchmark Assessment System (BAS) to each student.
2. Students that score two levels below on the BAS, score a level 2 or 1 on the Florida Standards Assessment (FSA) will be referred to the RTI Team.
3. Teacher will create a Reponse to Intervention (RtI) record for students who demonstrate a deficiency in reading.
4. The RtI team will meet and develop a Tier 2 or Tier 3 plan. The team will reconvene within six to nine weeks to review the data and determine the progress of the intervention. Teachers and academic interventionist will implement Tier 2 and Tier 3 with fidelity. After Tier 3 is implemented, the RtI team will review the data and determine the student's progress. If the team recommends a psycho-educational evaluation, the ESE Specialist will provide the paperwork to the teacher.
5. Administration will conduct walkthroughs, informals, and formals to ensure interventions are being implemented with fidelity.

Math

1. Teachers will administer the iReady Diagnostic Assessment.
2. Teacher will create an RtI record for students that score a level 1 or 2 on FSA, scores two levels below on the iReady Mathematics Diagnostic Assessment, or scores less than a 70% on Go Mathematics Chapter Test average for the marking period.
3. The RtI team will meet and develop a Tier 2 or Tier 3 plan. The team will reconvene within six to nine weeks to review the data and determine the progress of the intervention. Teachers and academic interventionist will implement Tier 2 and Tier 3 with fidelity. After Tier 3 is implemented, the RtI team will review the data and determine the student's progress. If the team recommends a psycho-educational evaluation, the ESE Specialist will provide the paperwork to the teacher.
4. Administration will conduct walkthroughs, informals, and formals to ensure interventions are being implemented with fidelity.

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 practice at Dillard Elementary are as follow:

Reading

1. Teachers will administer the Benchmark Assessment System (BAS) to each student.
2. Students that score two levels below on the BAS, score a level 2 or 1 on the Florida Standards Assessment (FSA) will be referred to the RTI to determine the area of intervention: Phonemic Awareness, Phonics, Fluency, or Comprehension. This will aide in the intervention that will be provided: 1-1 Letter Correspondence, Wilson Foundations, Phonics for Reading, Six Minutes Solutions, Level Literacy Intervention, or iReady teacher led lessons.
3. Teacher will create a Reponse to Intervention (RtI) record for students who demonstrate a deficiency in reading.
4. The RtI team will meet and develop a Tier 2 or Tier 3 plan. The team will reconvene within six to nine weeks to review the data and determine the progress of the intervention. Teachers and academic interventionist will implement Tier 2 and Tier 3 with fidelity. After Tier 3 is implemented, the RtI team will review the data and determine the student's progress. If the team recommends a psycho-educational evaluation, the ESE Specialist will provide the paperwork to the teacher.

Math

1. Teachers will administer the iReady Diagnostic Assessment.
2. Teacher will create an RtI record for students that score a level 1 or 2 on FSA, scores two levels below on the iReady Mathematics Diagnostic Assessment, or scores less than a 70% on Go Mathematics Chapter Test average for the marking period.
3. The RtI team will meet and develop a Tier 2 or Tier 3 plan. The interventions that may be prescribed are iReady teacher lessons, Reflex Math, or Instructional Coach. The team will reconvene within six to nine weeks to review the data and determine the progress of the intervention. Teachers and academic interventionist will implement Tier 2 and Tier 3 with fidelity. After Tier 3 is implemented, the RtI team will review the data and determine the student's progress. If the team recommends a psycho-educational evaluation, the ESE Specialist will provide the paperwork to the teacher.

SWD

1. The Individualized Educational Plan services and frequency are reviewed for each student.
2. The inclusive schedule is created to ensure that students are placed in classes that facilitates the ESE facilitator is able to push-in to the classroom to provide services.
3. During data chats, the ESE facilitator participates and takes notes to provide additional strategies for students to increase proficiency.

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 Office of Academics provides 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.

Additionally, teacher and student support on universal design principles are 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.

Supplemental digital content includes Britannica School, Gale-Cengage, ProQuest, Discovery video, and Tumblebooks as well as access to open educational resources (OERS) searchable through the Library catalog system, Destiny. Online academic databases are updated daily with the most current magazine, newspaper, videos, and images content, providing 24/7 access from school and home to thousands of text types and reading levels. Digital texts accessed through Discovery videos, Tumblebooks interactive eBooks, and the online academic database can be translated into different languages, accessed at different Lexile/reading levels, and read aloud via text-to-speech functions to accommodate various student needs and instructional levels.

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

ELL students also receive ESOL strategies in the classroom, utilize dual language dictionary, and participate in ELL camps to increase their English language proficiency. Level 1 and 2 also receive additional support from the ELL Educational Support Professional.

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
Literacy PLC	Wednesday		9/11/2019 - 5/27/2020	-	K, 1, 2, 3, 4, 5
Math PLC	Tuesday		9/3/2019 - 5/7/2019	-	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Dillard-Elementary-School_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0271_08302019_Dillard-Elementary-School_SAM_19.pdf)	Nichole Johnson	8/30/2019
MTSS-Rtl-Action-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0271_10022019_MTSS-Rtl-Action-Plan-.pdf)	Camille Orr	10/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday		9/17/2019 - 5/26/2019	8:30 AM - 2:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Dillard.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0271_10032019_SEL-Action-Plan-Dillard.pdf)	Camille Orr	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
behavior-plan-template-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0271_04302019_behavior-plan-template-2019-20.docx)	Marisa Dukes	4/30/2019
Dillard-Elem-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0271_05242019_Dillard-Elem-Feedback-Form-2019-20.pdf)	Georeane Nigro	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	849	402	47.35	236	27.80	146	17.20	65	7.66
2017 - 2018	850	442	52.00	201	23.65	155	18.24	52	6.12
2018 - 2019	802	375	46.76	227	28.30	165	20.57	35	4.36

Grade Level Breakdown

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

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	144	43	29.86	41	28.47	44	30.56	16	11.11
2018 - 2019	01	122	55	45.08	36	29.51	27	22.13	4	3.28
2018 - 2019	02	128	67	52.34	37	28.91	19	14.84	5	3.91
2018 - 2019	03	160	89	55.63	38	23.75	27	16.88	6	3.75
2018 - 2019	04	137	75	54.74	36	26.28	24	17.52	2	1.46
2018 - 2019	05	111	46	41.44	39	35.14	24	21.62	2	1.80

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 46.8% 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 24.9% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 4.4% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Dillard-SIP-1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0271_11062019_Attendance-Plan-Elementary-Dillard-SIP-1.pdf)	Camille Orr	11/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
SchoolCounselingPlanDillard.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0271_10032019_SchoolCounselingPlanDillard.pdf)	Camille Orr	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0271_10022019_Equity-Diversity-Action-Plan-Template.pdf)	Camille Orr	10/2/2019

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-Dillard.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0271_10022019_BPIE-Plan-Dillard.pdf)	Camille Orr	10/2/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-10.24Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0271_11062019_SAC-Meeting-10.24Minutes.pdf)	October	Monitored	11/6/2019
OctAgenda1024.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0271_10282019_OctAgenda1024.pdf)	October	Monitored	10/28/2019
OctSignIn.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0271_10282019_OctSignIn.pdf)	October	Monitored	10/28/2019
2019-10-10-SignIn.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0271_10172019_2019-10-10-SignIn.pdf)	October	A+ Funds	10/17/2019
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0271_10172019_SAC-ByLaws.pdf)	October	SAC ByLaws	10/17/2019
DillardSAC-Meeting-Minutes9.19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0271_10062019_DillardSAC-Meeting-Minutes9.19.docx)	October	Monitored	10/6/2019
09-25-19-School-Advisory-Council-Meeting-Agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0271_10042019_09-25-19-School-Advisory-Council-Meeting-Agenda.docx)	October	Monitored	10/4/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
FACEPLANDILLARD.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0271_10032019_FACEPLANDILLARD.pdf)	Camille Orr	10/3/2019

☆ School Info



School Name	Dr. Martin Luther King Montessori Academy (1611)	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/1611_10152019_1611__MLK_Execsummary_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	66	15	5	0	---	N/A	2	0	0	N/A
01	74	12	4	0	---	0	0	0	0	N/A
02	60	11	6	0	---	0	3	0	0	N/A
03	68	12	7	0	29	---	12	23	5	64
04	72	15	6	0	34	---	5	2	3	69
05	63	7	2	0	34	---	0	0	3	59

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	68	11	4	0	---	0	0	0	0	N/A
01	71	18	4	0	---	0	1	0	0	N/A
02	87	12	8	0	---	0	3	1	0	N/A
03	72	6	4	0	29	---	11	6	0	67
04	63	10	5	0	24	---	17	7	5	56
05	66	8	12	0	33	---	13	1	2	61

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

The intervention strategies employed by Dr. Martin Luther King, Jr. Montessori Academy to improve the academic performance of students include the following:

ELA Strategies:

- Uninterrupted Intensive Reading Hour in grades K-5 (Extended Hour)
- Uninterrupted 90-Minute ELA Block in grades K-5
- Primary Phonics used for phonics instruction in grades K-1
- Phonics for Reading used for phonics instruction in grades 2-5
- Wordly Wise used for vocabulary development in grades 3-5
- Super QAR used for comprehension support in grades 2-5
- QuickReads used for fluency practice in grades 2-5
- Journeys Literacy and Reading Tool Kit used to support all components of reading in grades K-5
- Leveled Literacy Intervention (LLI) used to support all components of reading in grades K-5
- i-Ready used to support all components of reading in grades K-5
- Push-in Support by Instructional Coaches
- ELO English/Language Arts Camp for grades 3-5

Mathematics Strategies:

- Calendar Math used to build foundational skills in grades K-5
- Acaletics used to spiral all math standards in grades 2-5
- Fluency Drills used to build foundational skills in grades 3-5
- Uninterrupted 70-Minute Mathematics Block
- i-Ready used to enrich and remediate mathematics standards in grades K-5
- Reflex Math used to build fluency with foundational skills in grades 3-5
- Push-in Support by Instructional Coaches
- ELO Math Camp in grades 3-5

Science Strategies:

- STEMscopes program in grades K-5
- Science A-Z
- Science Push-in for grade 5
- JJ Boot Camp for grades 3-5
- ELO Science Camp

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1611&district=06>)

K-12 Comprehensive Reading Plan

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

In order to ensure classroom instruction is aligned to grade-level standards, Professional Learning Communities meet. These teams include the grade level teachers as well as the curriculum coaches for English Language Arts, Math, and Science as well as administration. These discussions include a deep dive into deconstructing standards into individual lessons. These meetings focus on addressing standards, analyzing assessment data, providing interventions and enrichment as needed, as well as adjusting instructional practices. In addition, the Literacy Coach and Administration meet with the grade level team leaders to analyze student data and teacher data monthly. Instructional Focus Calendars outline standards being taught. iReady Standards Mastery, Cadre 7 Common Formative Assessments, and student work samples are reviewed routinely at PLC meetings to evaluate the effectiveness of the instruction. Best practices are shared and discussed based on students' performance with an emphasis on techniques from the Teach Like A Champion 2.0 book. Administration conducts routine classroom visits to perform walkthroughs, informal, and formal observations. Feedback is provided to the teachers to highlight strengths and strategies for improvement in relation to instructional practices. Data chats will be held quarterly.

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

Cadre 7 Common Formative Assessments, other formative assessments, and student work samples are reviewed routinely at PLC meetings to evaluate the effectiveness of the instruction. Administration conducts routine classroom visits to perform walkthroughs, informal, and formal observations. Feedback is provided to the teachers to highlight strengths and strategies for improvement in relation to instructional practices. Data chats will be held quarterly.

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

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

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

At Dr. Martin Luther King, Jr. Montessori Academy, Teachers provide targeted supplemental intervention to students daily. Depending on the area of concern, students receive intensive intervention using a variety of resources such as Journeys Toolkit, Phonics for Reading, Primary Phonics, Write In Reader, and Super QAR.

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

- Benchmark Assessment System
- Small Group Guided Reading (in progress)
- Canvas (in progress)
- Phonics, Word Study, and Spelling (in progress)

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

- *Imagine Language and Literacy* online activities;
- *ELLevation* Strategies focusing on language practices;
- *ESOL* Accommodations which include home language support, bilingual dictionaries/content glossaries, and other resources developed for non-English speakers.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
MLK ELA, Math, and Science Collaborative Learning	Tuesday	2nd, 4th	9/10/2019 - 5/12/2020	7:30 AM - 8:15 AM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Dr.-Martin-L-King-Elementary_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_08302019_Dr.-Martin-L-King-Elementary_SAM_19.pdf)	Nichole Johnson	8/30/2019
1611_mlk_MTSS-Rtl-Action-Plan-2019_-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10212019_1611_mlk_MTSS-Rtl-Action-Plan-2019_-2020.docx)	Darryl Wilson	10/21/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/28/2019 - 5/27/2020	9:00 AM - 2:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
1611__SEL-Action-Plan-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10032019_1611__SEL-Action-Plan-2019.docx)	Darryl Wilson	10/3/2019
1611_SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10162019_1611_SEL-Action-Plan-2019.pdf)	Iris Connery	10/16/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
1611_MLKSPBP_1920.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_04242019_1611_MLKSPBP_1920.docx)	Darryl Wilson	4/24/2019
Dr.-MLK-Jr.--Montessori-Academy-Feedack-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_05312019_Dr.-MLK-Jr.--Montessori-Academy-Feedack-Form-2019-20.pdf)	Beatrice Baptiste	5/31/2019
1611_MLK_SPBP_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10162019_1611_MLK_SPBP_19-20.pdf)	Iris Connery	10/16/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	474	258	54.43	131	27.64	67	14.14	18	3.80
2017 - 2018	450	219	48.67	130	28.89	86	19.11	15	3.33
2018 - 2019	428	207	48.36	151	35.28	62	14.49	8	1.87

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	68	32	47.06	25	36.76	11	16.18	0	0.00
2018 - 2019	01	70	25	35.71	28	40.00	13	18.57	4	5.71
2018 - 2019	02	89	40	44.94	35	39.33	12	13.48	2	2.25
2018 - 2019	03	72	38	52.78	26	36.11	7	9.72	1	1.39
2018 - 2019	04	63	32	50.79	21	33.33	10	15.87	0	0.00
2018 - 2019	05	66	40	60.61	16	24.24	9	13.64	1	1.52

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 48.4% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 16.4% 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 1.9% 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
1611_Attendance_Plan_Elementary_SIP.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10032019_1611_Attendance_Plan_Elementary_SIP.docx)	Darryl Wilson	10/3/2019
1611_MLK_attendanceplan_1920.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10172019_1611_MLK_attendanceplan_1920.docx)	Darryl Wilson	10/17/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
1611_mlkascp.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_09172019_1611_mlkascp.pdf)	Darryl Wilson	9/17/2019

Equity Plan

File Name	File Uploaded By	Upload Date
1611_mlk_Equity_Diversity_ActionPlan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10032019_1611_mlk_Equity_Diversity_ActionPlan.docx)	Darryl Wilson	10/3/2019
1611_MLK_Equity_Diversity_ActionPlan_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10162019_1611_MLK_Equity_Diversity_ActionPlan_19-20.pdf)	Iris Connery	10/16/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
1611_mlk_BPIE.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10032019_1611_mlk_BPIE.docx)	Darryl Wilson	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1611_mlksacagenda_101519.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1611_10222019_1611_mlksacagenda_101519.docx)	October	SAC ByLaws	10/22/2019
1611_MLK_SAC_Notes_101519.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1611_10222019_1611_MLK_SAC_Notes_101519.docx)	October	SAC ByLaws	10/22/2019
1611_mlk_SACnotes_91719.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1611_10152019_1611_mlk_SACnotes_91719.docx)	October	SAC ByLaws	10/15/2019
1611_mlksacagenda_91719.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1611_10142019_1611_mlksacagenda_91719.docx)	October	SAC ByLaws	10/14/2019
1611_mlksacsigin_91719.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1611_10142019_1611_mlksacsigin_91719.pdf)	October	SAC ByLaws	10/14/2019
1611_MLKsacomposition_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1611_10112019_1611_MLKsacomposition_2019.pdf)	October	Monitored	10/11/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
MLK-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10032019_MLK-Parent-Survey.pdf)	Darryl Wilson	10/3/2019
MLK-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10032019_MLK-Student-Survey.pdf)	Darryl Wilson	10/3/2019
MLK-Teacher-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10032019_MLK-Teacher-Survey.pdf)	Darryl Wilson	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
1611_mlk_FACEplan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10032019_1611_mlk_FACEplan.docx)	Darryl Wilson	10/3/2019

File Name	File Uploaded By	Upload Date
1611_10032019_1611_mlk_FACEplan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1611_10162019_1611_10032019_1611_mlk_FACEplan.pdf)	Iris Connery	10/16/2019

☆ School Info



School Name	Oakland Park ES (0031)	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/0031_10012019_0031_09232019_Executive-Summr)		

☆ 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	88	24	3	0	---	N/A	0	0	0	N/A
01	116	26	4	0	---	0	3	2	0	N/A
02	90	15	0	0	---	0	0	0	0	N/A
03	114	16	5	0	40	---	5	9	2	104
04	104	22	5	0	62	---	10	11	4	100
05	110	27	2	0	49	---	8	13	4	107

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	95	20	0	0	---	0	0	0	0	N/A
01	89	15	5	0	---	0	1	0	0	N/A
02	107	16	2	0	---	0	0	1	0	N/A
03	96	10	1	0	37	---	8	5	1	90
04	102	12	6	0	56	---	56	55	1	95
05	92	10	0	0	36	---	36	37	2	89

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

There are intervention strategies employed by Oakland Park Elementary to improve the academic performance of students identified by the early warning system. Once students have been assessed by the Benchmark Assessment System (BAS) and their deficiencies are identified, interventions are put in place based on the decision tree assessments. Intervention strategies for Phonics are Write-In Readers, Curious for Words, Phonics for Reading and Rewards. In regards to comprehension, the Write-In Reader and iReady are used to improve the students academic performance.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0031&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 oversees the Literacy Coach and teachers to ensure all instruction is aligned to grade level standards. Instructional Focus Calendars, lesson plans, and classroom walk-through will be used as evidence of aligned instruction.

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

Administration oversees the Literacy Coach and teachers as they collect and review ELA progress monitoring data. Specific data collected will be iReady diagnostic and weekly lessons, School-City Common Formative Assessments, BAS, Letter Names, Sounds and Concepts of Print.

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 who are not progressing are tracked through data chat discussions and the Response To Intervention (RTI) tiers. During Tier 1, the Reading Decision Tree flowchart is followed and various reading assessments are given to the students. This allows the teacher and the team to receive more detailed academic information and to determine appropriate interventions. If the student is still not progressing after Tier 1 strategies are monitored, more intensive strategies are put into place with Tier 2 and Tier 3 monitoring.

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 resources Oakland Park Elementary uses for supplemental resources for all students are: Fontas & Pinnell Comprehensive Phonics, Spelling & Word Study Guide; Phonics for Reading & REWARDS and iREADY. The SWD receive instruction as prescribed by their needs, however, our ASD cluster also utilizes Touch Math and STAR (Strategies for Teaching based on Autism Research). This instruction is delivered to our students from the general education teacher, the ESE teacher, or ESE Support Teacher during our double dose time.

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

The teachers at Oakland Park Elementary receive a variety of professional development to provide effective design and delivery to all of our students. Some of the training that they receive area: Balance Literacy (various components), Uncommon Schools, Backward Design, and PLCs.

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

Oakland Park does a variety of activities to assure our ELL students are becoming more proficient on the ACCESS assessment. We have teachers who are all ESOL endorsed or in the progress of earning their endorsement. Tutoring Camps are held yearly specifically for ELL students in the areas of Reading and Math. There are Literacy Nights to work with parents on assisting their child at home. There are also Multi-Cultural Nights to allow all students (including our ELL students) to showcase their heritage and native cultures.

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
OPE 2019-2020	Tuesday	2nd, 4th	9/10/2019 - 5/26/2020	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
Oakland-Park-Elementary-School_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_08302019_Oakland-Park-Elementary-School_SAM_19.pdf)	Nichole Johnson	8/30/2019
OPE-MTSS-Rtl-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_10012019_OPE-MTSS-Rtl-Action-Plan.pdf)	Sharon Stephan-Buitrago	10/1/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2019 - 5/26/2020	8:00 AM - 12:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
OPE_SEL-ACTION-PLAN-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_10012019_OPE_SEL-ACTION-PLAN-2019-2020.pdf)	Sharon Stephan-Buitrago	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
OaklandPark_2019.2020-SPBP.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_05202019_OaklandPark_2019.2020-SPBP.docx)	Desiree Montalvo	5/20/2019
Oakland-park-Feedback-From.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_05242019_Oakland-park-Feedback-From.pdf)	Teresa Kelly	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	681	358	52.57	158	23.20	128	18.80	37	5.43
2017 - 2018	655	332	50.69	178	27.18	113	17.25	32	4.89
2018 - 2019	580	327	56.38	161	27.76	77	13.28	15	2.59

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	95	43	45.26	30	31.58	19	20.00	3	3.16
2018 - 2019	01	89	42	47.19	32	35.96	12	13.48	3	3.37
2018 - 2019	02	107	66	61.68	24	22.43	16	14.95	1	0.93
2018 - 2019	03	96	63	65.63	18	18.75	12	12.50	3	3.13
2018 - 2019	04	101	58	57.43	30	29.70	11	10.89	2	1.98
2018 - 2019	05	92	55	59.78	27	29.35	7	7.61	3	3.26

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 56.4% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 15.9% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.6% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
2019-20-ATTENDANCE-SIP-PLAN-OPE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_10012019_2019-20-ATTENDANCE-SIP-PLAN-OPE.pdf)	Sharon Stephan-Buitrago	10/1/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
OPE-School-Counseling-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_10012019_OPE-School-Counseling-Plan-2019-20.pdf)	Sharon Stephan-Buitrago	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
OPE-Equity-School-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_10012019_OPE-Equity-School-Action-Plan-2019.pdf)	Sharon Stephan-Buitrago	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-OPE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_09222019_BPIE-Plan-OPE.pdf)	Sharon Stephan-Buitrago	9/22/2019
OPE_BPIE-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_10012019_OPE_BPIE-Plan-2019-20.pdf)	Sharon Stephan-Buitrago	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Minutes-Sept-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0031_10072019_SAC-Minutes-Sept-2019.pdf)	September	None	10/7/2019
SAC-signin-9_11_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0031_10072019_SAC-signin-9_11_19.pdf)	September	None	10/7/2019
0031_SAC_Bylaws_2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0031_10012019_0031_SAC_Bylaws_2019-20.pdf)	September	SAC ByLaws	10/1/2019
SAC-agenda-Sept-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0031_10012019_SAC-agenda-Sept-19.pdf)	September	None	10/1/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Staff-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_09222019_Staff-Survey-2019.pdf)	Nicole Williams	9/22/2019
parent-survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_09222019_parent-survey-2019.pdf)	Nicole Williams	9/22/2019

File Name	File Uploaded By	Upload Date
Student-survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_09222019_Student-survey-2019.pdf)	Nicole Williams	9/22/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
OPE_Face-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_10012019_OPE_Face-Plan-2019-20.pdf)	Sharon Stephan- Buitrago	10/1/2019
OPE_Catchthem-Being-Great_2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_10012019_OPE_Catchthem-Being-Great_2019-20.pdf)	Sharon Stephan- Buitrago	10/1/2019
OPE_Cultural-Awareness-_2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_10012019_OPE_Cultural-Awareness-_2019-20.pdf)	Sharon Stephan- Buitrago	10/1/2019
OPE-Customer-Service-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_10032019_OPE-Customer-Service-2019-20.pdf)	Sharon Stephan- Buitrago	10/3/2019
OPE_Programs-and-Services-Checklist-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0031_10032019_OPE_Programs-and-Services-Checklist-2019-20.docx)	Sharon Stephan- Buitrago	10/3/2019

☆ School Info



School Name	Oriole ES (1831)	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/1831_07232019_OES-Executive-Plan-19-20.pdf) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	97	32	0	0	---	N/A	0	0	0	N/A
01	100	26	1	0	---	0	2	3	0	N/A
02	116	26	4	0	---	0	1	2	0	N/A
03	114	21	3	0	40	---	7	20	1	105
04	117	25	1	0	51	---	4	1	7	107
05	85	17	0	0	36	---	2	0	3	78

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	110	31	3	0	---	0	1	0	0	N/A
01	97	25	2	0	---	0	0	1	0	N/A
02	109	33	2	0	---	0	1	0	0	N/A
03	120	19	3	0	47	---	43	44	1	110
04	102	18	8	0	52	---	41	37	0	98
05	117	22	6	0	51	---	37	30	3	111

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

Oriole Elementary School implements a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior. The team conducts a root cause analysis to determine why the problem is occurring. The MTSS core problem solving team analyzes and dis-aggregates data from the following Broward County Public School resources Data Warehouse and BASIS system to view student data, to address and assist students individual needs. The MTSS core problem solving team utilizes an early warning identification system, response to intervention (RTI) process and build the Positive School wide behavior plan.

To identify at-risk students in compliance with 1001.42, F.S., Oriole Elementary School will utilize an early warning identification report. This report identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition, the report includes each student's early warning risk score.

The school uses a comprehensive Response to Intervention (RTI) process facilitated by guidance and administration that identifies students who need additional support particularly in the academic areas of language arts and mathematics as well as students needing behavioral guidance. The early warning indicators include: failure to meet proficiency of standards on formative assessments; behavior intervention checklists; progress monitoring; and teacher feedback. In addition, students are offered extended learning opportunities via our after school 21st Century camps and pull-out programs that are conducted within the school day.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1831&district=06>)

K-12 Comprehensive Reading Plan

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

Classroom teachers are responsible for monitoring each content area and submit progress monitoring data (iReady data, student diagnostics results, Standards based assessments, and BAS results) once a month to validate best practices and or change instructional practices based on student results. Each grade level will participate in bi-weekly data chats and present evidence of student exemplars and work samples to administration, curriculum coaches, and district support personnel.

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 grade level will participate in bi-weekly data chats and present evidence of student exemplars and work samples to administration, curriculum coaches, and district support personnel.

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 school and district goals will be identified for Tier 2 and Tier 3 Interventions and referred to the RTI committee for additional evaluations, support and or placement. Parents will be notified and included in with committee meetings. The RTI team will set up a schedule for progress monitoring and meetings.

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 students will have access to the curriculum via CANVAS and I-READY. Students will be presented with visuals and electronic versions of the curriculum to meet UDL for effective instructional design and delivery.

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
Oriole Small Group Instruction	Wednesday		10/2/2019 - 5/27/2020	2:30 PM - 3:30 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Oriole-Elementary-School_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1831_08302019_Oriole-Elementary-School_SAM_19.pdf)	Nichole Johnson	8/30/2019
MTSS-Rtl-Action-Plan-1831.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1831_10202019_MTSS-Rtl-Action-Plan-1831.pdf)	Sheneka Blue	10/20/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/10/2019 - 5/26/2020	8:30 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1831_07232019_SEL-Plan-2019-20.docx)	Alicia Aguilar	7/23/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Oriole-SPBP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1831_05172019_Oriole-SPBP-2019-2020.pdf)	Tyenne Hogan	5/17/2019
Oriole-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1831_05242019_Oriole-Feedback-Form.pdf)	Teresa Kelly	5/24/2019

Attendance Plan

Total School AVG

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

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	671	313	46.65	203	30.25	119	17.73	36	5.37
2017 - 2018	682	307	45.01	199	29.18	127	18.62	49	7.18
2018 - 2019	654	311	47.55	189	28.90	111	16.97	43	6.57

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	110	45	40.91	33	30.00	19	17.27	13	11.82
2018 - 2019	01	97	43	44.33	26	26.80	21	21.65	7	7.22
2018 - 2019	02	108	47	43.52	29	26.85	22	20.37	10	9.26
2018 - 2019	03	120	59	49.17	41	34.17	15	12.50	5	4.17
2018 - 2019	04	102	53	51.96	30	29.41	15	14.71	4	3.92
2018 - 2019	05	117	64	54.70	30	25.64	19	16.24	4	3.42

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 23.5% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 6.6% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance-Plan-1831-Oriole.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1831_10202019_Attendance-Plan-1831-Oriole.pdf)	Sheneka Blue	10/20/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
OES-School-Counseling-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1831_07232019_OES-School-Counseling-Plan-19-20.pdf)	Alicia Aguilar	7/23/2019

Equity Plan

No files have been uploaded.

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
OES-BPIE-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1831_07232019_OES-BPIE-19-20.pdf)	Alicia Aguilar	7/23/2019

☆ Effective Communication



SAC Documentation

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
OES-FACE-Plan-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1831_07232019_OES-FACE-Plan-19-20.docx)	Alicia Aguilar	7/23/2019

☆ School Info



School Name	Park Lakes ES (3761)	School Grade (2018 - 2019)	B
Title 1 School	<input type="button" value="Yes"/>	Differentiated Accountability (DA)	<input type="button" value="No"/>
School of Excellence	<input type="button" value="No"/>	ESSA School	<input type="button" value="Yes"/>
Executive Summary	<input type="button" value="🔗"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3761_10282019_SIP-2019-2020.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	155	38	2	0	---	N/A	1	1	0	N/A
01	183	42	1	0	---	0	4	7	0	N/A
02	162	35	9	0	---	0	10	4	1	N/A
03	223	36	5	0	87	---	3	8	5	207
04	200	23	7	0	68	---	8	19	4	181
05	205	20	6	0	75	---	2	5	7	194

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	169	44	2	0	---	0	1	1	0	N/A
01	167	37	8	0	---	0	3	8	0	N/A
02	169	36	8	0	---	0	5	2	0	N/A
03	173	28	3	0	59	---	26	21	1	161
04	212	29	11	0	62	---	62	63	4	196
05	198	34	8	0	64	---	57	54	2	183

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

We utilize many resources to improve the academic performance of students identified by the early warning system. This includes, but not limited to, iReady, Leveled Literacy Intervention, Progress Monitoring through School City, Reflex (Math), Science4us (Primary Science), Gizmos (Intermediate Science), FUNdations and the use of a Reading Interventionist and other staff including Instructional Coaches for pullout groups.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3761&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, instructional coaches, the ELL Coordinator and the ESE Specialist are responsible for ensuring that classroom instruction is aligned to grade-level standards. The evidence that is collected includes: rubrics, performance tasks, formal assessment, student work, journals and observations made by the school administrators.

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

Administration and Instructional Coaches are responsible for collecting the progress monitoring data. The data that is collected is compiled from cold reads, keystones, oral reading fluency, mock assessments, BSA, I-Ready, and BAS.

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?

As a school, coaches and administrators have data chats with teachers to review and monitor the data. This data chat is done per teacher and broken up even further to per students. If a student is falling below grade level standards, we will discuss using current data, where the deficiency lies. Then we will refer them to the CPST Team to determine if further intervention is needed based on the TIER.

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

As a school, we use Balanced Literacy to ensure effect reading instruction. Based on a students' data and or specific goals, the intervention that would be used are: Quick Reads, Journeys ToolKit, Foundations, Six-Minute Solution, LLI, Phonics for Reading, and I-Ready profile 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)?

The professional learning opportunities the teachers have had to ensure all classroom instruction is accessible are: Balanced Literacy, Guided Reading, BAS, Canvas, I-Ready, DBQ, Formulaic Writing, NEWSELA training. These courses were meant to explain the why of learning, what of learning and the how of learning. Students are afforded the opportunity to be instructed or stimulated by using different modalities which allows them to interact with materials and show what they learned in more than one way.

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

The ELL Coordinator is providing push in support, modeling and co-teaching to teachers who service ELL students on how to utilize effective ESOL strategies. Imagine Learning is also being used by A1 student to effectively improve foundational skills. Imagine Learning is being monitored and shared with teachers and parents during data chats.

Resources

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

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA / MATH 3761	Monday Tuesday Wednesday	1st, 2nd, 3rd, 4th, 5th	8/21/2019 - 5/7/2020	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Park-Lakes-Elementary-School_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_08302019_Park-Lakes-Elementary-School_SAM_19.pdf)	Nichole Johnson	8/30/2019
Park-Lakes-MTSS-Rtl-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_10152019_Park-Lakes-MTSS-Rtl-Action-Plan-2019-2020.pdf)	Karen St. Hilaire	10/15/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	1st, 2nd, 3rd, 4th, 5th	9/13/2019 - 5/29/2020	12:00 PM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
3761_10022019_SEL-Action-Plan-Template--final-June-2020-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_10042019_3761_10022019_SEL-Action-Plan-Template--final-June-2020-.pdf)	Karen St. Hilaire	10/4/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
parklakesbehavior-plan-template-2019-2020-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_05202019_parklakesbehavior-plan-template-2019-2020-(1).docx)	Desiree Montalvo	5/20/2019

File Name	File Uploaded By	Upload Date
Park-Lakes-feedback-Form-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_06192019_Park-Lakes-feedback-Form-19-20.pdf)	Desiree Montalvo	6/19/2019

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	1230	713	57.97	285	23.17	163	13.25	69	5.61
2017 - 2018	1183	671	56.72	299	25.27	162	13.69	51	4.31
2018 - 2019	1088	580	53.31	286	26.29	175	16.08	47	4.32

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	169	75	44.38	50	29.59	28	16.57	16	9.47
2018 - 2019	01	167	79	47.31	48	28.74	29	17.37	11	6.59
2018 - 2019	02	169	90	53.25	41	24.26	30	17.75	8	4.73
2018 - 2019	03	173	104	60.12	39	22.54	28	16.18	2	1.16
2018 - 2019	04	212	123	58.02	58	27.36	27	12.74	4	1.89
2018 - 2019	05	198	109	55.05	50	25.25	33	16.67	6	3.03

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 53.3% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 20.4% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 4.3% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Template-SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_10152019_Attendance-Plan-Elementary-Template-SIP.pdf)	Karen St. Hilaire	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Scanned_from_a_Lexmark_Multifunction_Product09-12-2019-142718.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_10022019_Scanned_from_a_Lexmark_Multifunction_Product09-12-2019-142718.pdf)	Karen St. Hilaire	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_10152019_Equity-Diversity-Action-Plan-Template.pdf)	Karen St. Hilaire	10/15/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Template-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_10042019_BPIE-Plan-Template-.pdf)	Karen St. Hilaire	10/4/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SACcompositionreport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3761_11082019_SACcompositionreport.pdf)	October	Monitored	11/8/2019
SACbylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3761_11062019_SACbylaws.pdf)	October	SAC ByLaws	11/6/2019
SAFBylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3761_11062019_SAFBylaws.pdf)	October	SAF ByLaws	11/6/2019
JointSAC&SAFagendaOctober.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3761_11062019_JointSAC&SAFagendaOctober.pdf)	October	Developed	11/6/2019
JointSAC&SAFsigninsheetsOctober.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3761_11062019_JointSAC&SAFsigninsheetsOctober.pdf)	October	Developed	11/6/2019
JointSAC&SAFminutesOctober.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3761_11062019_JointSAC&SAFminutesOctober.pdf)	October	Developed	11/6/2019
SACsigninsheetsSeptember.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3761_10152019_SACsigninsheetsSeptember.pdf)	October	Developed	10/15/2019
SACminutesSeptember.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3761_10042019_SACminutesSeptember.pdf)	October	Developed	10/4/2019
SACagendaSeptember.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3761_10042019_SACagendaSeptember.pdf)	October	Developed	10/4/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Park-Lakes-eProve-surveys.html (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_10282019_Park-Lakes-eProve-surveys.html)	Rhonda Parris	10/28/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_10042019_Catchthem-Being-Great.pdf)	Karen St. Hilaire	10/4/2019
Face-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_10042019_Face-Plan-Template.pdf)	Karen St. Hilaire	10/4/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_10042019_Cultural-Awareness.pdf)	Karen St. Hilaire	10/4/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_10042019_Customer-Service.pdf)	Karen St. Hilaire	10/4/2019
Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3761_10152019_Programs-and-Services-Checklist.pdf)	Karen St. Hilaire	10/15/2019

☆ School Info



School Name	Rock Island ES (3701)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> ---	ESSA School	<input type="checkbox"/> Yes
Executive Summary	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3701_09112019_2019-2020-Exec-Summary.pdf)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	83	18	0	0	---	N/A	4	5	0	N/A
01	91	19	4	0	---	0	2	6	0	N/A
02	94	12	0	0	---	0	0	3	0	N/A
03	104	17	8	0	53	---	9	34	4	103
04	93	18	5	0	53	---	5	1	4	88
05	95	13	8	0	51	---	0	1	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	104	27	0	0	---	0	3	5	0	N/A
01	81	15	5	0	---	0	1	1	0	N/A
02	94	19	11	0	---	0	8	9	0	N/A
03	106	15	6	0	38	---	24	18	0	102
04	91	15	7	0	22	---	11	3	4	84
05	88	13	5	0	45	---	26	16	0	82

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

We utilize many resources to improve the academic performance of students identified by the early warning system. This includes, but not limited to, iReady, Leveled Literacy Intervention, Progress Monitoring through School City, Reflex (Math), Science4us (Primary Science), Gizmos (Intermediate Science), FUNdations and the use of a Reading Interventionist and other staff including Instructional Coaches for pullout groups.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3701&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?

Mrs. Cormic Priestler (Principal) and Mrs. Marie Rumble-Wise (Assistant Principal) are responsible for ensuring classroom instruction is aligned to grade level standards.

Various progress monitoring tools are used as evidence to ensure the alignment of instruction. At the Kindergarten level, Letter Names, Letter Sounds, Concepts of Print, Florida Kindergarten Readiness Skills (FLKRS). In addition, teachers administer the Benchmark Assessment System to diagnose and monitor student progress toward meeting grade level reading proficiency.

In grades 2 - 5, the Benchmark Assessment system is used to to diagnose and monitor student progress meeting grade level reading proficiency.

Students in grades K-5 take bi-weekly assessments to determine proficiency on taught standards.

Administration conducts frequent walkthroughs to observe and evaluate instructional staff using the Marzano scale with a focus on instructional strategies aligned to grade level standards.

Third grade students complete the Keystones (performance tasks) that are aligned to State standards to determine if students are making adequate progress towards meeting the expectation of the standards.

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

Mrs. Cormic Priestler (Principal) and Mrs. Marie Rumble-Wise (Assistant Principal) are responsible for ensuring classroom instruction is aligned to grade level standards.

English Speakers of Other Languages (ESOL) are administered the IDEA Proficiency Test (IPT) to monitor English Language Proficiency. The WIDA is administered annually to determine English Language Proficiency. Accommodations for students are monitored by the school based literacy team.

Students with Disabilities (SWD) are administered the same assessments as students in grades K-5. Accommodations are monitored by the school based literacy team and ESE Specialist.

Various progress monitoring tools are used as evidence to ensure the alignment of instruction. At the Kindergarten level, Letter Names, Letter Sounds, Concepts of Print, Florida Kindergarten Readiness Skills (FLKRS). In addition, teachers administer the Benchmark Assessment System to diagnose and monitor student progress toward meeting grade level reading proficiency.

In grades 2 - 5, the Benchmark Assessment system is used to to diagnose and monitor student progress meeting grade level reading proficiency.

Students in grades K-5 take bi-weekly assessments to determine proficiency on taught standards.

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

Students who are not progressing toward individual and grade level goals are monitored by the school's administrative team and are provided with multi-tiered interventions through the Response to Intervention (RtI) process. The K-12 Intervention Reading Decision Chart.

Rock Island uses a series of diagnostic tools to determine appropriate interventions for each student. Students receive an additional 60 minutes of Literacy instruction daily using the prescribed intervention.

The Multi-Tiered System of Supports (MTSS) Team monitored students progress on a bi-weekly basis, reviewing progress monitoring data and meeting to make decisions regarding next steps to ensure student progress and ultimate proficiency.

Grade level teams meet weekly to review student progress and make decisions regarding further instructional 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?

A variety of resources and instructional practices are used at Rock Island to provide targeted supplemental tier 2 and tier 3 interventions to students.

Rock Island is considered one of the schools performing within the lowest 300 schools in the State of Florida and is fortunate to receive an additional 60 minutes of intensive reading instruction daily. Classroom teachers provide the additional intensive reading instruction and students are grouped based on their performance on diagnostic assessments. Students receive small group instruction in Phonics, Reading Comprehension, Vocabulary, and Fluency. Intensive reading resource programs include; Foundations, Phonics for Reading, Leveled Literacy Intervention (LLI), Rewards, and Phonics Word System (PWS). Students receive an additional hour of explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, reading comprehension, and vocabulary.

Supplemental computer based literacy programs are also utilized. Programs include i-Ready and Imagine Learning (ELL students).

Additional literacy resources for Exceptional Student Education (ESE) students include Wilson Language System.

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

Teachers at Rock Island receive school and district based professional learning in order to increase teacher capacity in incorporating the principles of the Universal Design for Learning (UDL).

Rock Island Elementary is participating in the Children's Literacy Initiative (CLI). Teachers receive ongoing training in literacy focusing on effective small group instruction, guided reading, and readers workshop. Teachers also receive ongoing training in administering assessments and progress monitoring on an ongoing basis. Teachers are provided with modeling in all areas of literacy.

Teachers participated in an equity training conducted by the equity liaison in order to ensure all students have equal access to quality classroom instruction and reduce barriers.

Classroom walkthroughs are also conducted on a weekly basis to identify trends and provide professional learning during weekly professional learning communities.

Other professional learning that teachers have participated in during this school year include; Balanced Literacy - classroom libraries, shared reading, shared writing, interactive read alouds, Core connections (writing), and text complexity.

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

ELL students are monitored closely by the school's literacy team on every assessment. Data chats are held for this sub group after each assessment and strategies and activities modified to assist in ensuring ultimate proficiency on ACCESS.

Instruction is differentiated for ELL students using diagnostic data and ACCESS results. ELL students have equal access to all programs and resources as all other students.

ELL students receive support from the assigned ESOL paraprofessional in the classroom. Language dictionaries are provided and accommodations are provided by classroom teachers.

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
3701 LAFS/MAFS_5	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/28/2019 - 5/27/2020	7:30 AM - 8:30 AM	5
3701 LAFS/MAFS_4	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/28/2019 - 5/27/2020	7:30 AM - 8:30 AM	4
3701 LAFS/MAFS_3	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/28/2019 - 5/27/2020	7:30 AM - 8:30 AM	3
3701 LAFS/MAFS_2	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2019 - 5/26/2020	7:30 AM - 8:30 AM	2
3701 LAFS/MAFS_1	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2019 - 5/26/2020	7:30 AM - 8:30 AM	1
3701 LAFS/MAFS_K	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2019 - 5/26/2020	7:30 AM - 8:30 AM	K

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
RIE-19_20-MTSS-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_06072019_RIE-19_20-MTSS-Action-Plan.pdf)	Marie Rumble-Wise	6/7/2019
Rock-Island-Elementary-School_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_08302019_Rock-Island-Elementary-School_SAM_19.pdf)	Nichole Johnson	8/30/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday Thursday	2nd, 4th	8/28/2019 - 5/28/2020	9:15 AM - 2:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
RIE-19_20-SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_06072019_RIE-19_20-SEL-Action-Plan.pdf)	Marie Rumble-Wise	6/7/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
RIE-2019-20-SPBP-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_05202019_RIE-2019-20-SPBP-.pdf)	Desiree Montalvo	5/20/2019
Rock-Island-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_05282019_Rock-Island-Feedback-Form-2019-20.pdf)	Kristina Dever	5/28/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	615	288	46.83	194	31.54	105	17.07	28	4.55
2017 - 2018	606	323	53.30	174	28.71	89	14.69	20	3.30
2018 - 2019	561	264	47.06	189	33.69	77	13.73	31	5.53

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	40	38.83	36	34.95	18	17.48	9	8.74
2018 - 2019	01	81	35	43.21	30	37.04	11	13.58	5	6.17
2018 - 2019	02	93	45	48.39	28	30.11	13	13.98	7	7.53
2018 - 2019	03	106	56	52.83	34	32.08	11	10.38	5	4.72
2018 - 2019	04	90	45	50.00	30	33.33	12	13.33	3	3.33
2018 - 2019	05	88	43	48.86	31	35.23	12	13.64	2	2.27

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 47.1% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 19.3% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 5.5% 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
RIE.AttendancePlan.2019.20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_06072019_RIE.AttendancePlan.2019.20.pdf)	Marie Rumble-Wise	6/7/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan-2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_10012019_School-Counseling-Plan-2.pdf)	Marie Rumble-Wise	10/1/2019

File Name	File Uploaded By	Upload Date
School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_10012019_School-Counseling-Plan.pdf)	Marie Rumble-Wise	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
RIE-19_20-Equity-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_06072019_RIE-19_20-Equity-Plan.pdf)	Marie Rumble-Wise	6/7/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
2018-BPIE_Rock-Island-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_04242019_2018-BPIE_Rock-Island-Elementary.pdf)	Marie Rumble-Wise	4/24/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC_Memership_Sign_In_Form_Oct_1_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3701_10302019_SAC_Memership_Sign_In_Form_Oct_1_2019.pdf)	October	SAC ByLaws	10/30/2019
SAC_October_1_Minutes_2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3701_10092019_SAC_October_1_Minutes_2019.docx)	October	SAC ByLaws	10/9/2019
SAC_Sep_10_Sign_In_Document_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3701_10092019_SAC_Sep_10_Sign_In_Document_2019.pdf)	September	SAC ByLaws	10/9/2019
SAC_Oct_Guest_Sign_In_Sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3701_10022019_SAC_Oct_Guest_Sign_In_Sheet.pdf)	October	SAC ByLaws	10/2/2019
SAC_Oct_Agenda_2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3701_10022019_SAC_Oct_Agenda_2019.docx)	October	SAC ByLaws	10/2/2019
SAC_SEP_10_Minutes_2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3701_10022019_SAC_SEP_10_Minutes_2019.docx)	September	SAC ByLaws	10/2/2019
SAC_Sep_10_Guest_Sign_In_Sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3701_09302019_SAC_Sep_10_Guest_Sign_In_Sheet.pdf)	September	SAC ByLaws	9/30/2019
SAC_Sep_10_Agenda_2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3701_09302019_SAC_Sep_10_Agenda_2019.docx)	September	SAC ByLaws	9/30/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
2019-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_06102019_2019-Student-Survey.pdf)	Marie Rumble-Wise	6/10/2019
2019-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_06102019_2019-Staff-Survey.pdf)	Marie Rumble-Wise	6/10/2019
2019-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_06102019_2019-Parent-Survey.pdf)	Marie Rumble-Wise	6/10/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
RIE-19_20-FACE-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_06072019_RIE-19_20-FACE-Plan.pdf)	Marie Rumble-Wise	6/7/2019
You-Are-Remarkable-September.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3701_09112019_You-Are-Remarkable-September.jpg)	Marie Rumble-Wise	9/11/2019

☆ School Info



School Name	Royal Palm ES (1851)	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/1851_10292019_EXECUTIVE_SUMMARY-19-20.p)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	108	34	1	0	---	N/A	5	4	0	N/A
01	120	23	0	0	---	0	3	5	0	N/A
02	110	28	0	0	---	0	2	4	0	N/A
03	138	14	7	0	47	---	5	8	1	132
04	180	41	11	0	77	---	10	5	7	163
05	147	28	9	0	68	---	7	1	11	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	115	35	1	0	---	0	4	4	0	N/A
01	108	20	1	0	---	0	1	7	0	N/A
02	108	21	0	0	---	0	2	4	0	N/A
03	101	16	8	0	32	---	22	18	1	96
04	190	28	10	0	76	---	26	10	3	178
05	167	29	6	0	61	---	19	4	5	156

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

The following strategies will be employed by Royal Palm to improve the academic performance of scholars identified by the early warning system:

- Checking out ELA leveled readers from Reading Resource Room to include both on grade level text and differentiated instruction
- Extended learning time (K-5)
- i-Ready reading and math
- Push-in/Pull-out scholars based on instructional needs by literacy/support person
- ESE support person will also provide instructional support to scholars with an IEP
- Implementation of Uncommon reading and math lesson plans to target tier 1 instruction on scholars grade level

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1851&district=06>)

K-12 Comprehensive Reading Plan

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

- Literacy Coach, Olitha Brunson
- Literacy Support, Jaqueline Clenance
- Principal, Mr. Darby
- Intern Principal, Mrs. Elie

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- Intern Principal Ms. Priscille, intern principal
- School City-Intern Principal Ms. Elie, intern principal & Ms. Brunson
- BAS-Literacy Coach Ms. Brunson
- Access-Ms. Kessler

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?

- Rtl
- Monitoring through i-Ready and School City groups
- Extended hour through Power Hour
- Extended Learning Opportunities after school
- Implementing the functional basic skills course
- Push-in/Pull-out with literacy support person, Ms. Clenance

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?

- Push-in/Pull-Out for SWD ESE resource teacher-Mr. Tyler
- Push-in with literacy support Ms. Clenance
- Rtl conducted by Rtl liaison, literacy coach, ESE specialist
- Phonics for reading provided by teachers during extended learning time
- Document Based Questioning (DBQ) conducted by classroom teachers
- Leveled Literacy Intervention (LLI) conducted in grades K-2 also by classroom teachers
- Super QAR focusing on improving comprehension skills provided by ESE teacher and classroom teachers based on need

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)?

Through Professional Learning Community

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

- Push-in/Pull-out with our bilingual ESOL teacher assistant

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Professional Learning Community	Tuesday Wednesday Thursday	1st, 2nd, 3rd	9/3/2019 - 5/7/2020	2:45 PM - 3:30 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Royal-Palm-Elementary-School_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1851_08302019_Royal-Palm-Elementary-School_SAM_19.pdf)	Nichole Johnson	8/30/2019
RPE-19-20-Equity-Diversity-Action-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1851_10302019_RPE-19-20-Equity-Diversity-Action-Plan.docx)	Priscille Elie	10/30/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
_SEL-Action-Plan-2018-(2).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1851_10012019__SEL-Action-Plan-2018-(2).docx)	Priscille Elie	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
RPE-SPBP-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1851_05022019_RPE-SPBP-2019-2020.docx)	Priscille Elie	5/2/2019
Royal-Palm-ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1851_05282019_Royal-Palm-ES-Feedback-Form-2019-20.pdf)	Kristina Dever	5/28/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	901	451	50.06	248	27.52	164	18.20	38	4.22
2017 - 2018	874	430	49.20	240	27.46	153	17.51	51	5.84
2018 - 2019	782	417	53.32	212	27.11	120	15.35	33	4.22

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	115	38	33.04	41	35.65	24	20.87	12	10.43
2018 - 2019	01	107	52	48.60	31	28.97	20	18.69	4	3.74
2018 - 2019	02	107	58	54.21	29	27.10	16	14.95	4	3.74
2018 - 2019	03	99	57	57.58	29	29.29	12	12.12	1	1.01
2018 - 2019	04	189	118	62.43	41	21.69	23	12.17	7	3.70
2018 - 2019	05	165	94	56.97	41	24.85	25	15.15	5	3.03

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 53.3% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 19.6% 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 4.2% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Template-SIP.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1851_10012019_Attendance-Plan-Elementary-Template-SIP.docx)	Priscille Elie	10/1/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Annual-School-Counseling-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1851_10022019_Annual-School-Counseling-Plan-2019-2020.pdf)	Priscille Elie	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
RPE-19-20-Equity-Diversity-Action-Plan-Template-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1851_10032019_RPE-19-20-Equity-Diversity-Action-Plan-Template-.docx)	Priscille Elie	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1851_10042019_BPIE.pdf)	Priscille Elie	10/4/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1851_10192018_1851_11032017_Bylaws-SAC-2019-2020.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1851_10182019_1851_10192018_1851_11032017_Bylaws-SAC-2019-2020.doc)	October	SAC ByLaws	10/18/2019
Sept.-agenda-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1851_10162019_Sept.-agenda-2019.docx)	October	Monitored	10/16/2019
RPE-SAC-Oct-agenda-2019.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1851_10162019_RPE-SAC-Oct-agenda-2019.doc)	October	Monitored	10/16/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1851_10172019_Parent-Survey.pdf)	Priscille Elie	10/17/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Template.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1851_10012019_Face-Plan-Template.docx)	Priscille Elie	10/1/2019

☆ School Info



School Name	Thurgood Marshall ES (3291)	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/3291_10022019_3291_10182018_EXECUTIVE_SL)	

☆ 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	55	14	0	0	---	N/A	2	2	0	N/A
01	64	9	2	0	---	0	5	10	1	N/A
02	55	9	0	0	---	0	1	6	0	N/A
03	67	14	3	0	31	---	3	6	3	63
04	84	12	3	0	31	---	3	0	2	79
05	90	26	5	0	40	---	8	1	9	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	47	8	2	0	---	0	0	0	0	N/A
01	69	8	3	0	---	0	0	0	0	N/A
02	62	9	2	0	---	0	0	0	0	N/A
03	63	10	4	0	29	---	19	15	0	61
04	93	21	8	0	33	---	34	34	0	88
05	82	9	9	0	45	---	42	42	3	80

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

The following strategies will be employed by Royal Palm to improve the academic performance of scholars identified by the early warning system:

- Checking out ELA leveled readers from Reading Resource Room to include both on grade level text and differentiated instruction
- Extended learning time (K-5)
- i-Ready reading and math
- Push-in/Pull-out scholars based on instructional needs by literacy/support person
- ESE support person will also provide instructional support to scholars with an IEP
- Implementation of Uncommon reading and math lesson plans to target tier 1 instruction on scholars grade level

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3291&district=06>)

K-12 Comprehensive Reading Plan

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

Administration and all teachers are responsible to ensure classroom instruction is aligned to grad level standards. The evidence collected is data from formal and informal assessments.

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

Data from iReady and Schoolcity is used to progress monitor subgroups and their progress on standards. Teachers and instructional coaches are responsible for collecting, analyzing and using data to drive instruction.

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

To ensure these students are being monitored, their BAS data is tracked and the students are put through the RTI (Response to Intervention) process. This ensures they are receiving appropriate interventions aligned with the Reading Decision Chart.

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

Teachers at Thurgood Marshall have participated in LLI, Fountas and Pinnel Phonics and iReady training.

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
TME PLC	Monday	1st	8/19/2019 - 5/18/2020	2:45 PM - 5:00 AM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Thurgood-Marshall-Elementary_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3291_08302019_Thurgood-Marshall-Elementary_SAM_19.pdf)	Nichole Johnson	8/30/2019
MTSS-Rtl-Action-Plan-Template-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3291_10032019_MTSS-Rtl-Action-Plan-Template-2019.docx)	Delphia Kaigler	10/3/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	4th	9/10/2019 - 4/27/2020	7:45 AM - 2:45 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
TME-SEL-Action-Plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3291_09162019_TME-SEL-Action-Plan-2019-20.docx)	Delphia Kaigler	9/16/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
3291_04262019_TME-SPBP-2019-20-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3291_05162019_3291_04262019_TME-SPBP-2019-20-(1).docx)	Tyney Hogan	5/16/2019
Thurgood-Marshall-Elementary-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3291_05302019_Thurgood-Marshall-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	503	264	52.49	130	25.84	77	15.31	32	6.36

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	464	242	52.16	116	25.00	73	15.73	33	7.11
2018 - 2019	415	238	57.35	108	26.02	51	12.29	18	4.34

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	47	23	48.94	16	34.04	6	12.77	2	4.26
2018 - 2019	01	69	35	50.72	26	37.68	4	5.80	4	5.80
2018 - 2019	02	62	37	59.68	15	24.19	7	11.29	3	4.84
2018 - 2019	03	63	39	61.90	14	22.22	7	11.11	3	4.76
2018 - 2019	04	92	48	52.17	22	23.91	19	20.65	3	3.26
2018 - 2019	05	82	56	68.29	15	18.29	8	9.76	3	3.66

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 57.3% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 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 4.3% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
TME-Attendance-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3291_10152019_TME-Attendance-Plan-2019-20.pdf)	Delphia Kaigler	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
TME-School-Counseling-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3291_09132019_TME-School-Counseling-Plan-19-20.pdf)	Delphia Kaigler	9/13/2019

Equity Plan

File Name	File Uploaded By	Upload Date
TME-Equity-Diversity-Action-Plan-Template-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3291_09172019_TME-Equity-Diversity-Action-Plan-Template-19-20.docx)	Delphia Kaigler	9/17/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
TME-BPIE-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3291_10052019_TME-BPIE-.pdf)	Lori Turner	10/5/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
August-SAC-upload-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3291_10032019_August-SAC-upload-2019.pdf)	October	Developed	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportPrint2o19-parent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3291_10242019_SurveysReportPrint2o19-parent.pdf)	Lori Turner	10/24/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
TME-Face-Plan-Template-(4).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3291_10112019_TME-Face-Plan-Template-(4).docx)	Delphia Kaigler	10/11/2019

☆ School Info



School Name	Village ES (1621)	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/1621_10022019_1621_09142019_Executive-Summr)		

☆ 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	107	17	0	0	---	N/A	0	2	0	N/A
01	115	17	1	0	---	0	2	3	0	N/A
02	116	21	0	0	---	0	0	0	0	N/A
03	145	17	3	0	51	---	3	11	5	138
04	125	20	5	0	51	---	2	1	4	113
05	127	17	3	0	53	---	2	1	4	123

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	118	28	1	0	---	0	0	1	0	N/A
01	108	14	2	0	---	0	4	4	0	N/A
02	108	14	3	0	---	0	0	0	0	N/A
03	124	19	12	0	60	---	20	2	2	120
04	134	17	13	0	60	---	17	0	2	124
05	117	14	5	0	61	---	11	0	1	113

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

This year, the district identified students that are working two or more grades below grade level in ELA/Reading based on the state assessment and district assessment data. This data identified that there are a significant amount of 4th and 5th grade students who are having reading difficulties. Deeper analysis of the district assessments identified that these students are students who need extra support in the foundational areas of reading. Targeted students will receive Intensive Reading Instruction for an additional 25 minutes per day. Students with disabilities will receive pull out or push in support from the ESE support facilitator as indicated in their Individual learning plan (IEP) as well as targeted support from their classroom teacher and/or Reading Resource teacher. Students will be monitored weekly with teacher anecdotal, bi-weekly through assessment data, and in six week intervals during RTI follow up meetings. Students will receive Extended Learning Opportunities (ELO) starting in October. This will occur in the format of before school or after school tutoring. As we monitor the data, instructional decisions will be made regarding these scholars and supports will be put into place to meet their needs.

School Report Card

[FLDOE: Edudata \(https://edudata.fldoe.org/ReportCards/Schools.html?school=1621&district=06\)](https://edudata.fldoe.org/ReportCards/Schools.html?school=1621&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 following people are responsible for ensuring the classroom instruction is aligned to grade-level standards:

- Administration
- Literacy Coach
- CLI Coach

Aligned Tasks, Cumulative Tasks, and

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

- Common Formative Assessments
- Benchmark Assessment System (BAS)

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

- We monitor them using the data from the assessments mentioned above. When students are not progressing, students are brought to RTI to determine the appropriate area of weakness and the appropriate interventions. We meet every 4 weeks to monitor student progress and to make decisions on how to proceed. RTI is handled by the teacher and data is being collected and brought to the RTI meetings to determine next steps.

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?

- Needs of students with disabilities are being met by our ESE support facilitator. Depending on the goals in the IEP, she either provides push in or pull out support for our students. Meetings are held in accordance with state law to update plans and ensure that student needs are being met.
- Tier 2 and Tier 3 strategies are provided by the teacher in the classroom. Interventions are determined during the RTI meeting and provided by the teacher. Interventions occur daily. For Tier 2 the students are monitored biweekly. For Tier 3 they are 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)?

- Classroom Environment Training
- Benchmark Assessment System Training
- Small Group Instruction Training
- Guided Reading Training
- Unwrapping Standards Training
- Unwrapping Lessons Training

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

- The Imagination program is being used to help our ELLs to become proficient on the ACCESS.
- Teachers are being trained on strategies they can use with this population of 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
3 - 5 Collaborative Planning	Tuesday Wednesday Thursday	1st, 3rd	9/10/2019 - 6/9/2020	7:45 AM - 9:15 AM	3, 4, 5
K - 2 Collaborative Planning	Tuesday Wednesday Thursday	2nd, 4th	9/10/2019 - 6/9/2020	7:45 AM - 9:15 AM	K, 1, 2

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Village-Elementary-School_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_08302019_Village-Elementary-School_SAM_19.pdf)	Nichole Johnson	8/30/2019
Village-MTSS-Rtl-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_10012019_Village-MTSS-Rtl-Action-Plan-2019-2020.pdf)	Marc Larose	10/1/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	4th	8/29/2019 - 5/28/2020	9:30 AM - 11:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Village-Elementary-SEL-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_10012019_Village-Elementary-SEL-Plan-2019-2020.pdf)	Marc Larose	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Village-ES-Behavior-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_05212019_Village-ES-Behavior-Plan.pdf)	Desiree Montalvo	5/21/2019
Village-Elementary-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_05302019_Village-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	857	528	61.61	197	22.99	112	13.07	20	2.33
2017 - 2018	780	475	60.90	179	22.95	96	12.31	30	3.85
2018 - 2019	708	425	60.03	170	24.01	86	12.15	27	3.81

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	118	61	51.69	29	24.58	20	16.95	8	6.78
2018 - 2019	01	108	64	59.26	28	25.93	14	12.96	2	1.85
2018 - 2019	02	108	63	58.33	30	27.78	11	10.19	4	3.70
2018 - 2019	03	124	79	63.71	25	20.16	16	12.90	4	3.23
2018 - 2019	04	133	82	61.65	31	23.31	15	11.28	5	3.76
2018 - 2019	05	117	76	64.96	27	23.08	10	8.55	4	3.42

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 60.0% 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 16.0% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.

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 3.8% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
SIP-Attendance-Plan-Village-Elementary-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_10152019_SIP-Attendance-Plan-Village-Elementary-2019-2020.pdf)	Marc Larose	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
SC-AYP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_10012019_SC-AYP-19-20.pdf)	Herlande Prosper	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
VES-Equity-Plan-2019-2020---1621.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_09232019_VES-Equity-Plan-2019-2020---1621.pdf)	Sheldon Jordan	9/23/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_10012019_BPIE-Plan-2019-20.pdf)	Marc Larose	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Village-Elementary-SAC-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1621_10032019_Village-Elementary-SAC-Meeting-Dates.pdf)	October	None	10/3/2019
Village-Elementary-SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1621_10022019_Village-Elementary-SAC-ByLaws.pdf)	October	SAC ByLaws	10/2/2019
Village-Elementary-SAC-Sign-In-September-24.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1621_10022019_Village-Elementary-SAC-Sign-In-September-24.pdf)	September	None	10/2/2019
Village-Elementary-School-Advisory-Council-Agenda---1621.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1621_10022019_Village-Elementary-School-Advisory-Council-Agenda---1621.pdf)	September	None	10/2/2019
Village-Elementary-SAC-Meeting-Minutes-September-24.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1621_10022019_Village-Elementary-SAC-Meeting-Minutes-September-24.pdf)	September	None	10/2/2019
Village-Elementary-SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1621_10022019_Village-Elementary-SAC-Composition.pdf)	September	None	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
VillageStudenteProveSurveyResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_09302019_VillageStudenteProveSurveyResults.pdf)	Wanda E. Haynes	9/30/2019
VillageParenteProveSurveyResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_09302019_VillageParenteProveSurveyResults.pdf)	Wanda E. Haynes	9/30/2019
VillageStaffeProveSurveyResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_09302019_VillageStaffeProveSurveyResults.pdf)	Wanda E. Haynes	9/30/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Village-Face-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_10012019_Village-Face-Plan-2019-2020.pdf)	Marc Larose	10/1/2019
Catchthem-Being-Great-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_10012019_Catchthem-Being-Great-2019-2020.pdf)	Marc Larose	10/1/2019
Cultural-Awareness-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_10012019_Cultural-Awareness-(2).pdf)	Marc Larose	10/1/2019
Village-Elementary-School-Customer-Service-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_10022019_Village-Elementary-School-Customer-Service-2019-2020.pdf)	Marc Larose	10/2/2019
Programs-and-Services-Checklist-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1621_10022019_Programs-and-Services-Checklist-2019-2020.pdf)	Marc Larose	10/2/2019

☆ School Info



School Name	Westwood Heights ES (0631)	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/0631_08302019_0631_09122018_0631_10042017)	

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	106	34	2	0	---	N/A	1	0	0	N/A
01	103	27	3	0	---	0	1	1	0	N/A
02	103	22	1	0	---	0	2	1	1	N/A
03	107	25	6	0	48	---	10	13	12	100
04	96	9	7	0	43	---	1	0	2	83
05	79	15	0	0	20	---	2	5	6	72

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	115	33	4	0	---	0	1	0	0	N/A
01	114	23	9	0	---	0	2	0	0	N/A
02	105	18	10	0	---	0	5	0	0	N/A
03	116	15	6	0	42	---	16	7	2	104
04	93	20	6	0	34	---	35	34	9	79
05	101	10	5	0	42	---	41	41	0	93

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

- Super QAR (2-5)
- Journey's Toolkit (K-5)
- LLI (K-5)
- Foundations (K-3)
- Phonics for Reading (2-5)
- iReady (web-based) (K-5)
- Go Math – Strategic Intervention (K-5)
- iReady (web-based) (K-5)
- TouchMath (K-4)
- Reflex Math (web-based) (2-5)
- FCRR Fluency Probes (1-5)
- Quick Reads (1-5)
- TenMarks (web-based) (3-5)

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0631&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
70% of the Lowest Quartile population in grades 3-5 will achieve a years worth of growth in Mathematics	Based on IFCs, math coaches and teachers will determine key math vocabulary words and synonyms that will be explicitly taught and added to the math word walls to bridge the literacy gap hindering success in math All math teachers will receive professional development on standards based math instruction.	Administration and Math Coaches	5/16/2020	Teachers will be provided professional development specific to the needs of the lowest quartile students. I.e., step-by- step standard instructional delivery, understanding mathematical practices (training provided by Acaletics, iReady, small-group instructions, and centers). Teachers will be provided with classroom expectations checklist, materials, and resources.	\$0.00	Will be monitored through Bi-Monthly Common Formative Assessments and through classroom walkthroughs.	
All teachers will engage in coaching cycles with their designated content area specialist (instructional coach) weekly in order to increase effective instructional practice in all grade levels.	Coaches and Admin and coaches will meet weekly with their assigned teachers and conduct weekly observations	Administration and Instructional Coaches	5/1/2020		\$0.00	Coaches will complete weekly schedules demonstrating their weekly observation and feedback cycles.	
All teachers on campus will engage in PLC's arranged by content area and effective pedagogy.	PLC's will be a mix of data chats, planning for instruction, and building teacher pedagogy.	Administration and Instructional Coaches	5/1/2020	Coaches will need professional development on Effective PLC's.	\$0.00	This will be monitored through PLC sign in sheets.	

K-12 Comprehensive Reading Plan

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

Jodi Washington, Josianne Valme, and the instructional coaches are responsible for ensuring classroom instruction is aligned to grade-level standards through weekly classroom walkthroughs, weekly mentor meetings with each teacher, and additional professional learning and PLC's. Data is closely monitored and action plans established after every common formative assessment.

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 of ALL scholars and Subgroups are conducted through quarterly Benchmark Assessment Systems Assessments in addition to common formative assessments. The people responsible for monitoring data are Jodi Washington, Josianne Valme, and the instructional coaches

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

Westwood Heights ensures that scholars that are 2 or more instructional levels below grade level as evidenced by the quarterly BAS assessment are referred to the collaborative problem-solving team who facilitates and develops the implementation of an evidence-based intervention.

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

The instructional practices would be scaffolding, cloze reading activities, use of shared reading and visuals, The resources used for SWD's are "Phonics for Reading" and "Attainment."

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

Teachers have had professional learning in the Uncommon Schools -Teach Like a Champion Strategies and Balanced Literacy,

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

ELL's at Westwood Heights participates in a yearly Language Enrichment Camp focusing on vocabulary development, writing and reading.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
2nd Grade Math, 3rd Grade ELA, 3rd Grade Science	Tuesday	3rd	8/27/2019 - 5/12/2020	2:30 PM - 3:15 PM	2, 3
Writing and Science	Monday	3rd	8/26/2019 - 5/12/2020	2:30 PM - 3:15 PM	4, 5
ESE PLC	Wednesday	2nd	8/21/2019 - 5/6/2020	2:30 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5
3rd Grade Math	Tuesday	2nd	8/19/2019 - 5/5/2020	2:30 PM - 3:15 PM	3
2nd and 3rd Grade ELA	Tuesday	2nd	8/19/2019 - 5/5/2020	2:30 PM - 3:15 PM	2, 3
Reading and Math	Tuesday	2nd	8/19/2019 - 5/4/2020	2:30 PM - 3:15 PM	4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Westwood-Heights_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0631_08302019_Westwood-Heights_SAM_19.pdf)	Nichole Johnson	8/30/2019
MTSS-Rtl-Action-Plan-WHE-19-20-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0631_09082019_MTSS-Rtl-Action-Plan-WHE-19-20-.docx)	Nicholas Mennecke	9/8/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/27/2019 - 5/12/2020	8:15 AM - 1:45 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-updated-sept-2019-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0631_09122019_SEL-Action-Plan-updated-sept-2019-(1).pdf)	Nicholas Mennecke	9/12/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019--2020-SPBP.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0631_05202019_2019--2020-SPBP.docx)	Tyynne Hogan	5/20/2019

File Name	File Uploaded By	Upload Date
Westwood-Heights_feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0631_05302019_Westwood-Heights_feedback-form-2019-20.pdf)	Nichole Johnson	5/30/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	607	320	52.72	151	24.88	100	16.47	36	5.93
2017 - 2018	640	308	48.13	172	26.88	106	16.56	54	8.44
2018 - 2019	644	315	48.91	202	31.37	89	13.82	38	5.90

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	115	50	43.48	31	26.96	23	20.00	11	9.57
2018 - 2019	01	114	44	38.60	46	40.35	17	14.91	7	6.14
2018 - 2019	02	105	51	48.57	35	33.33	15	14.29	4	3.81
2018 - 2019	03	116	52	44.83	48	41.38	11	9.48	5	4.31
2018 - 2019	04	93	48	51.61	22	23.66	15	16.13	8	8.60
2018 - 2019	05	101	70	69.31	20	19.80	8	7.92	3	2.97

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 48.9% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 19.7% 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 5.9% 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-Elementary-WHE-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0631_10152019_Attendance-Plan-Elementary-WHE-19-20.docx)	Nicholas Mennecke	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
19-20-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0631_09122019_19-20-Counseling-Plan.pdf)	Nicholas Mennecke	9/12/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-2019-2020-WHE-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0631_09042019_Equity-Plan-2019-2020-WHE-.docx)	Nicholas Mennecke	9/4/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0631_08302019_BPIE.pdf)	Nicholas Mennecke	8/30/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
10.1.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0631_10102019_10.1.19.pdf)	October	None	10/10/2019
SAC-Composition-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0631_10082019_SAC-Composition-19-20.pdf)	October	None	10/8/2019
SAF-By-Laws-19--20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0631_09242019_SAF-By-Laws-19--20.pdf)	September	SAF ByLaws	9/24/2019
19--20-SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0631_09242019_19--20-SAC-ByLaws.pdf)	September	SAC ByLaws	9/24/2019
SAF-9.18.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0631_09242019_SAF-9.18.19.pdf)	September	None	9/24/2019
9.18.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0631_09192019_9.18.19.pdf)	September	Developed	9/19/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
18-19--Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0631_09182019_18-19--Staff-Survey.pdf)	Nicholas Mennecke	9/18/2019

File Name	File Uploaded By	Upload Date
18-19-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0631_09182019_18-19-Parent-Survey.pdf)	Nicholas Mennecke	9/18/2019
18-19-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0631_09182019_18-19-Student-Survey.pdf)	Nicholas Mennecke	9/18/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Westwood-Heights.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0631_09102019_Face-Plan-Westwood-Heights.docx)	Nicholas Mennecke	9/10/2019