

☆ School Info



School Name	Bethune ES (0341)	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			

☆ 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	60	12	0	0	---	N/A	2	3	0	N/A
01	69	9	2	0	---	0	2	5	0	N/A
02	75	8	4	0	---	0	1	4	0	N/A
03	72	10	3	0	28	---	4	10	1	63
04	61	4	1	0	28	---	0	0	0	55
05	98	14	1	0	41	---	0	0	4	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	66	16	0	0	---	0	0	1	0	N/A
01	57	11	3	0	---	0	4	5	0	N/A
02	62	11	0	0	---	0	1	2	0	N/A
03	80	7	1	0	33	---	8	6	0	76
04	52	6	4	0	17	---	5	0	1	48
05	55	2	2	0	27	---	2	1	0	54

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

To improve academic performance, students will receive small group reteaching, and push-in interventions with ELL and ESE accommodations.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0341&district=06>)

K-12 Comprehensive Reading Plan

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

Instructional Coach, Administration, District Personnel, and Support Staff are responsible for ensuring that classroom instruction is aligned to grade-level standards. Teachers will utilize the standards, district scope and sequence, Marzano Map and the FSA Item Specs during the planning and implementation of lessons. District support personnel, instructional coaches, and administration will provide support and assistance, to teachers during collaborative planning times. Monitoring of the effectiveness of planning will be through agendas, attendance logs, PLC, and Staff Developments. Co-teaching, observations, and student work will be the evidence provided to ensure instruction is aligned.

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

* During the 2019-20 school year, individual student progress monitoring data will be collected from the following systems to promote differentiated instruction and intervention for all learners. The Literacy coach, teachers, and administration are responsible for collecting and reviewing student progress monitoring data.

* iReady progress monitoring system is utilized by students in kindergarten through grade five.

* Common Formative Assessments are standards-based assessments aligned to the English Language Arts curriculum frameworks that are administered in K through 5th grade.

* James Patterson Literacy content related to foundations, assessment, instruction, and intervention in key areas of literacy: phonemic awareness, decoding, fluency, vocabulary, comprehension, oral language and writing.

* Phonics, Words, Spelling Program provides explicit lessons for whole-group instruction and individual, partner, or small-group application that help students attend to, learn about, and efficiently use sounds, letters, and words. This program is implemented in grades K-2.

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

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 district goals are presented in RTI. Once we have ensured that Tier 1 instruction has been implemented with fidelity and ruled out as a process, we ensure that a Tier 2 and/or Tier 3 intervention is added to support the learner. If neither of the Tier interventions has shown that the students are making adequate progress then the student is further evaluated to determine if there is a learning disability.

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

All students in kindergarten will receive instruction in Phonics, Words, and Spelling for the first 30 minutes of the day. Our school goal for this grade level is by the end of November all students are expected to master Letter/Names and Letter/Sounds. Students who have not met the quarterly criteria for Letter/Names and Letter/Sounds, as well as the Benchmark Assessment System (BAS), will be brought up to RTI. First and second grade will implement the same program for 30 minutes. K-2 Will utilize the James Patterson small group program to improve key areas of literacy: phonemic awareness, decoding, fluency, vocabulary, comprehension, oral language, and writing.

3-5-grade students will be provided with Rigorous/engaging lesson plans for instruction. Low performing students will get pulled out of the classroom to work on phonics, fluency, and comprehension skills. The remaining students who are proficient and/or not in need of phonics will work with the Literacy Coach to improve on vocabulary and comprehension skills using Wordly Wise, Vocabulary.com, and iReady. This intervention will take place for 10 weeks and monitored for effectiveness through ongoing progress monitoring checkpoints.

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

We are having weekly scheduled PLCs where we will continue to analyze student data to plan next step actions. Teachers and support staff have already identified students who have met proficiency as measured by the 2018-2019 FSA ELA, Math, and Science scores and those who are close to proficiency. They have also determined how many points students need to make learning gains. Also, we have identified students who are on the bottom 25% in both subject areas.

We have scaled of BEST practices in the area of i-Ready usage. We have decided to improve on the Professional Learning Committees (PLCs) we provide to our staff at Bethune Elementary. All teachers will meet with the instructional coaches weekly. The teachers meet to analyze data, plan next-step actions for teaching and learning, and revisit the plan of action to determine effectiveness.

Also, we are using the i-Ready program to teach and assess student learning.

The i-Ready Intervention

1. I-Ready program for reading and math at least 45 minutes a week for each subject.
2. Use the i-Ready Teacher Tool Box to plan standard aligned instruction for both whole group and small group teaching.
3. Create specified student instructional groups to identify targeted instruction/interventions.

Finally, we are working to improve individual student buy-in in tracking their data. Through regularly scheduled teacher-student conferencing, students will be able to monitor, chart and reflect on their progress. We understand that when students can track their learning that they can make an increase. Students will also reflect on learning using the Learning Goals and Performance Scales where students reflect on their pre-learning score as compared to their post-learning rating.

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

Data from the ACCESS for ELLs assessment will be used to determine students' exact competency in each of the four areas. Working in collaboration, regular education teachers will design units and lessons to meet the needs of ELL students using the framework of district benchmarks and WIDA standards. Additional resource support for pre-teaching and post-teaching students will help to achieve this goal. Regular education teachers, in cooperation with ELL staff, will monitor student proficiency on grade-level expectations and give feedback to students and families. Assessments are modified and accommodated to best meet student needs and reflect what students have learned. Academic language development within vocabulary-rich environments will be provided to students within the general education classroom. For students who need more individualized instruction, language development and vocabulary instruction will also occur during the supplemental support services they receive. Through job-embedded and additional professional development opportunities, school personnel will receive training and coaching in cultural competency strategies and approaches aligned with best practice for English Language Learners.

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
Teach Like a Champion	Monday Tuesday Wednesday Thursday Friday	3rd	8/7/2019 - 5/15/2020	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM19_20BethuneES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0341_09102019_SAM19_20BethuneES.pdf)	LaToya Flournoy	9/10/2019
19-20_BethuneES_Action-Plan_Final.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0341_10082019_19-20_BethuneES_Action-Plan_Final.docx)	LeAnna Greenidge	10/8/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/19/2019 - 5/14/2020	8:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0341_09242019_SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0341_10042019_0341_09242019_SEL-Action-Plan-2019-2020.pdf)	LatoshaR Williams	10/4/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
0341_09202019_SPBP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0341_10042019_0341_09202019_SPBP-2019-2020.pdf)	LatoshaR Williams	10/4/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	558	348	62.37	127	22.76	63	11.29	20	3.58

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	458	269	58.73	126	27.51	50	10.92	13	2.84
2018 - 2019	372	210	56.45	105	28.23	41	11.02	16	4.30

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	66	33	50.00	17	25.76	11	16.67	5	7.58
2018 - 2019	01	57	24	42.11	20	35.09	10	17.54	3	5.26
2018 - 2019	02	62	34	54.84	16	25.81	10	16.13	2	3.23
2018 - 2019	03	80	55	68.75	18	22.50	6	7.50	1	1.25
2018 - 2019	04	52	27	51.92	18	34.62	3	5.77	4	7.69
2018 - 2019	05	55	37	67.27	16	29.09	1	1.82	1	1.82

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 56.5% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 15.3% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 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
0341_09202019_Attendance-Plan-Elementary-SIP-19.20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0341_10042019_0341_09202019_Attendance-Plan-Elementary-SIP-19.20.pdf)	LatoshaR Williams	10/4/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Counselor-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0341_09202019_Counselor-Plan-19-20.pdf)	LeAnna Greenidge	9/20/2019

Equity Plan

File Name	File Uploaded By	Upload Date
0341_09202019_Equity-Action-Plan--19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0341_10042019_0341_09202019_Equity-Action-Plan--19-20.pdf)	LatoshaR Williams	10/4/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
0341_10022019_BPIE-Plan-Bethune.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0341_10042019_0341_10022019_BPIE-Plan-Bethune.pdf)	LatoshaR Williams	10/4/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Bethune-SAC-Agenda-Minutes-and-Sign-In-October-2019.20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0341_10112019_Bethune-SAC-Agenda-Minutes-and-Sign-In-October-2019.20.docx)	October	Monitored	10/11/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
StudentSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0341_10042019_StudentSurvey.pdf)	LatoshaR Williams	10/4/2019
StaffSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0341_10042019_StaffSurvey.pdf)	LatoshaR Williams	10/4/2019
StudentSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0341_10042019_StudentSurvey.pdf)	LatoshaR Williams	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
0341_09202019_Face-Plan-19.20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0341_10042019_0341_09202019_Face-Plan-19.20.pdf)	LatoshaR Williams	10/4/2019

☆ School Info



School Name	Broward Estates ES (0501)	School Grade (2018 - 2019)
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)
School of Excellence	<input type="checkbox"/> ---	ESSA School
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0501_09132019_2019-2020-Broward-Estates-Exec) 	

☆ 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	56	14	0	0	---	N/A	0	0	0	N/A
01	63	12	1	0	---	0	0	0	0	N/A
02	58	7	0	0	---	0	0	0	0	N/A
03	76	11	0	0	30	---	2	4	2	70
04	94	15	1	0	43	---	2	1	8	92
05	68	13	1	0	24	---	1	2	3	65

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	53	15	0	0	---	0	0	0	0	N/A
01	51	8	0	0	---	0	0	0	0	N/A
02	60	9	1	0	---	0	0	0	0	N/A
03	63	12	3	0	29	---	27	26	0	60
04	70	12	1	0	25	---	25	25	1	65
05	79	9	0	0	23	---	23	23	5	79

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

School Improvement Plan: Early Warning Indicators

As evidenced in our SES Band Data, Literacy is our greatest area of need. We have selected to focus on this area due to the lack of student proficiency that we are continually faced with. Our trend data indicates growth in learning gains, but proficiency is still lacking. As a school we are currently at 41% with our goal being that of a 50%. As a result, progress monitoring will be used at the school level through such assessment tools as BAS (assessment periods 1-3), I-Ready Diagnostic and ongoing checkpoints, CFA's, Common Formative Assessments in grades 3-5. All of these areas will allow for data to drive instructional decision-making for the choice of interventions for our scholars. In addition, we will utilize our MTSS/RTI process as another avenue to focus on specific individualized interventions to assist our scholars in the area of literacy.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0501&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Modeling of the effective use of high-order questioning through professional development	Deliberate use of high-order question stems and DOK Level 4 activities	Literacy Coach, CLI Coach, Administration	10/29/2019			Ongoing review of instructional delivery and common formative assessment data (includes student and teacher data chats)	Increase in student achievement outcomes in ELA
Increase teachers' knowledge and rigor of ELA deconstructed standards through PLC's	Instructional Coaches provide support during common planning to review and provide an understanding of the deconstructed standards	Literacy Coach, CLI Coach, Administration	6/2/2020			Ongoing review of instructional delivery and common formative assessment data (includes student and teacher data chats)	Increase in student achievement outcomes in ELA
Increase use of rigorous center activities to align to current or spiral standards through PLC's	Modeling the creation of center activities aligned to the standards	Literacy Coach, Children's Literacy Initiative Coach, CLI, Administration	10/24/2019			Review of instructional delivery and common formative assessment data	Increase in student achievement outcomes in English Language Arts, ELA

K-12 Comprehensive Reading Plan

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

Administration, Literacy Coach, Exceptional Student Education (ESE) Facilitator, and School Based Support Team is responsible to ensure classroom instruction is aligned to grade level standards. Teacher led instructional daily Tier 1 lesson plans are monitored and reviewed to ensure they align with our school-wide Instructional Focus Calendar. Classroom walk-throughs and CFA assessment data aligned to grade level standards 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, Literacy Coach, Exceptional Student Education (ESE) Support Facilitator, and Classroom Teachers are responsible for reviewing student progress monitoring data. Evidence collected includes: IReady Diagnostic, IReady Reading Standards Mastery Assessments, Benchmark Assessment System (BAS), and Common Formative Assessments. We will meet monthly with all grade levels to discuss student progress and make necessary adjustments for instruction and individual students' differentiated groupings.

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

Students not progressing toward grade level goals are identified at the monthly data chats, Common Formative Assessment data, and RTI meetings. Students that are not progressing will be identified through the RTI process and receive TIER 2 or TIER 3 Interventions and referred to the RTI committee for additional evaluations, support, and guidance. Classroom teachers and RTI team will monitor student progress.

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

Students not progressing toward grade level goals are identified at the monthly data chat meetings. The school ESE Support Facilitator provides co-teaching classroom opportunities, small group instruction, verbal encouragement, repeat/ clarify and various additional instructional practices. The supplemental resources used are as follows; Fontas & Pinnell Comprehensive Phonics, Spelling & Word Study Guide; Phonics for Reading, and iREADY. Select students will also have opportunities being instructed using Leveled Literacy Intervention (LLI) appropriate to their level of deficiency (level based on Benchmark Assessment System) in designated small group instruction. Our Support Facilitator who works directly with our Students with Disabilities (SWDs) instructs in daily intervention programs including: Leveled Literacy Intervention (LLI) and Phonics for Reading. This instruction is delivered to our students from the general education teacher, the ESE teacher, or ESE Support.

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

Teachers have attended a variety of professional development to provide effective design and delivery to all students. Some of the training that they received are; Uncommon School, Teach Like A Champion, and PLC Planning for Reading K-5, and I-Ready Reading Diagnostic alignment for lesson pathway. Teachers and students also have support on universal principles is available through the District online resources.

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

Newly identified ELL students who are identified as level 1 and 2 based on their IPT assessment are assigned to utilize the Imagine Language and Literacy Program and I-Ready learning path. All classroom teachers have access to the ELLEVATION platform, which provides additional resources to support the ELL students in their classroom using grade level appropriate ELL strategies and activities.

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
Social and Emotional Learning	Tuesday	3rd	4/14/2020 - 4/14/2020	3:00 PM - 3:30 PM	K, 1, 2, 3, 4, 5
Follow-Up (Preparing Scholars for Test Success)	Thursday	3rd	3/19/2020 - 3/19/2020	7:30 AM - 8:00 AM	3, 4, 5
3-5 Preparing Scholars for Test Success	Tuesday	1st	3/3/2020 - 3/3/2020	7:30 AM - 8:00 AM	3, 4, 5
Follow-Up (Hands on Science)	Tuesday	1st	2/18/2020 - 2/18/2020	3:00 PM - 3:30 PM	3, 4, 5
Hands-On Science Activities	Tuesday	1st	2/4/2020 - 2/4/2020	3:00 PM - 3:30 PM	3, 4, 5
Using Technology to Engage Scholars in Learning	Tuesday	2nd	1/21/2020 - 1/21/2020	7:30 AM - 8:00 AM	K, 1, 2, 3, 4, 5
Analyzing Student Data	Tuesday Thursday	3rd	12/17/2019 - 12/19/2019	3:00 PM - 3:30 PM	K, 1, 2, 3, 4, 5
Follow-Up (Analyzing Student Work)	Tuesday	4th	11/26/2019 - 11/26/2019	3:00 PM - 3:30 PM	K, 1, 2, 3, 4, 5
Analyzing Student Data - K-5 Writing	Tuesday	5th	10/29/2019 - 10/29/2019	7:30 AM - 8:00 AM	K, 1, 2, 3, 4, 5
Implementation of Student Work aligned to Mathematical Practices	Tuesday Thursday	3rd	10/15/2019 - 10/17/2019	3:00 PM - 3:30 PM	K, 1, 2, 3, 4, 5
K-5 Literacy Center Activities Aligned to Standards	Tuesday	2nd	10/8/2019 - 10/8/2019	3:00 PM - 3:30 AM	3, 4, 5
K-2 Literacy Center Activities Aligned to Standards	Tuesday	1st	10/3/2020 - 10/3/2019	3:00 PM - 3:30 PM	K, 1, 2
Analyzing Student Data (I-Ready Diagnostic and RTI Referral Submission)	Tuesday	2nd	9/3/2019 - 9/24/2019	3:00 PM - 3:30 PM	K, 1, 2, 3, 4, 5
K-5 ELA (includes Writing) Curriculum Instruction	Tuesday	2nd	8/9/2019 - 8/30/2019	3:00 PM - 3:30 PM	K, 1, 2, 3, 4, 5
K-5 Math Curriculum Instruction	Tuesday	2nd	8/9/2019 - 8/30/2019	7:30 AM - 8:00 AM	K, 1, 2, 3, 4, 5
Standards- Based Training with Deconstruction of the Standards	Tuesday		8/9/2019 - 9/9/2019	7:30 AM - 8:00 AM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-Estates-Elementary-School_SAM_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_08302019_Broward-Estates-Elementary-School_SAM_19.pdf)	Nichole Johnson	8/30/2019
MTSS-Rtl-Action-Plan-2019_2020.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_10022019_MTSS-Rtl-Action-Plan-2019_2020.doc)	Tamara Isaacs-Florence	10/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Thursday	1st, 2nd, 3rd, 4th, 5th	10/1/2019 - 5/22/2020	9:00 AM - 2:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0501_SEL-Action-Plan-2019_2020.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_10022019_0501_SEL-Action-Plan-2019_2020.doc)	Tamara Isaacs-Florence	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-Broward-Estates-0501.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_05172019_SPBP-Broward-Estates-0501.pdf)	Desiree Montalvo	5/17/2019
Broward-Estates_ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_05242019_Broward-Estates_ES-Feedback-Form-2019-20.pdf)	Carmello Mousignac	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	389	222	57.07	109	28.02	47	12.08	11	2.83
2017 - 2018	443	226	51.02	130	29.35	72	16.25	15	3.39
2018 - 2019	376	179	47.61	128	34.04	56	14.89	13	3.46

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	53	20	37.74	17	32.08	13	24.53	3	5.66
2018 - 2019	01	51	22	43.14	20	39.22	6	11.76	3	5.88
2018 - 2019	02	60	29	48.33	22	36.67	8	13.33	1	1.67
2018 - 2019	03	63	34	53.97	17	26.98	10	15.87	2	3.17
2018 - 2019	04	70	35	50.00	23	32.86	10	14.29	2	2.86
2018 - 2019	05	79	39	49.37	29	36.71	9	11.39	2	2.53

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 18.4% 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 3.5% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
0501_10032019_Attendance-Plan-Broward-Estates_0501.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_10032019_0501_10032019_Attendance-Plan-Broward-Estates_0501.doc)	Tamara Isaacs-Florence	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Guidance-Counselor-Memo_0501.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_10032019_Guidance-Counselor-Memo_0501.doc)	Tamara Isaacs-Florence	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Broward-Estates_0501.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_10032019_Equity-Diversity-Broward-Estates_0501.doc)	Tamara Isaacs-Florence	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
0501_11012018_0501_BE-BPIE_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_10032019_0501_11012018_0501_BE-BPIE_2019.pdf)	Tamara Isaacs-Florence	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
0501_11022018_0501_SAC-ByLaws2019_2020.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0501_10102019_0501_11022018_0501_SAC-ByLaws2019_2020.doc)	October	SAC ByLaws	10/10/2019
0501_11022018_0501_SAF-Bylaws-2019_2020.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0501_10102019_0501_11022018_0501_SAF-Bylaws-2019_2020.doc)	October	SAF ByLaws	10/10/2019
SEPT-SAC-ANNUAL-MEETING-AGENDA-and-MINUTES--9-11-2019.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0501_10032019_SEPT-SAC-ANNUAL-MEETING-AGENDA-and-MINUTES--9-11-2019.doc)	October	Developed	10/3/2019
Sept--SAC-Agenda_0501_2019_2020.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0501_10022019_Sept--SAC-Agenda_0501_2019_2020.doc)	October	Monitored	10/2/2019
Sept_SAC-Meeting-Sign-In-Sheet_0501.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0501_10022019_Sept_SAC-Meeting-Sign-In-Sheet_0501.pdf)	October	Monitored	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Broward-Estates-Student-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_10032019_Broward-Estates-Student-Survey-2019.pdf)	Tamara Isaacs-Florence	10/3/2019
Broward-Estates-Staff-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_10032019_Broward-Estates-Staff-Survey-2019.pdf)	Tamara Isaacs-Florence	10/3/2019
Broward-Estates-Parent-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_10032019_Broward-Estates-Parent-Survey-2019.pdf)	Tamara Isaacs-Florence	10/3/2019
Broward-Estates-Bilingual-Parent-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_10032019_Broward-Estates-Bilingual-Parent-Survey-2019.pdf)	Tamara Isaacs-Florence	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
FACE-Plan_0501_BrowardEstates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_10032019_FACE-Plan_0501_BrowardEstates.pdf)	Tamara Isaacs-Florence	10/3/2019
FACE-PLAN-Agenda.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0501_10032019_FACE-PLAN-Agenda.doc)	Tamara Isaacs-Florence	10/3/2019

☆ School Info



School Name	Colbert ES (0231)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary			

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	104	27	2	0	---	N/A	3	2	0	N/A
01	102	22	3	0	---	0	4	6	0	N/A
02	112	20	2	0	---	0	1	2	0	N/A
03	139	19	5	0	47	---	2	3	2	134
04	109	26	4	0	42	---	4	1	1	101
05	115	18	3	0	40	---	2	2	2	109

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	93	25	0	0	---	0	0	0	0	N/A
01	111	22	2	0	---	0	0	0	0	N/A
02	110	18	1	0	---	0	0	0	0	N/A
03	126	20	3	0	51	---	42	42	1	112
04	128	12	4	0	44	---	42	44	2	121
05	119	21	6	0	29	---	31	27	0	105

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

To improve student attendance and behaviors, we are implementing a SEL component in each classroom daily to help increase our students' self-esteem, ability to work cooperatively and respect of others. This coupled with the addition of "PAWS"itivity Kind to our School-wide Positive Behavior Plan will help to build the stage of a safe and inviting educational environment for all students to learn.

After examination of our practice during the 2018-19 school year, we have identified areas in need of improvement with respect to the quality of, and monitoring of, small group instruction. We have designed an intentional and methodic path to improve the quality of our small group instruction (both classroom and push-in/pull-out).

We are increasing the instructional coaching and support of teachers in implementing small group instruction and other areas in need of improvement as well by prioritizing teacher support monthly, in addition to the standard support requested and provided to teams.

We have developed focus walkthrough documents that are chunked and implemented by phases, allowing increased monitoring and feedback opportunities. We are providing expectation documents for phases to teachers prior to monitoring implementation, allowing ample practice, coaching, and time for enhancement.

We've added the RtI intervention groups to the formatting of the block for teachers to visualize the timing and fit of intervention groups within their blocks. Coaches are assisting in the building of Tier 2 interventions for RtI intervention groups for students identified as 2 levels or more below their expected BAS levels.

IEPs and goals have been reviewed for all ESE students and groups have been constructed to match IEP goals and 98% of our ESE support utilizes the push-in model. We have added our ESE specialist to our students supports allowing our groups to be smaller and more manageable than previous years. We have developed pull-out and push-in support teams for both reading and math. ESE students will not only be serviced by ESE personnel but support teams as well.

We have ability grouped math students in grades 4 and 5 to allow a push-in model for low 25 students. We have implemented Imagine Learning for A1 students as well as pull out support from our bi-lingual para for language support in grades K-5.

We have added a phonics focus in 3rd grade classrooms to better support the needs of our struggling readers to meet their goals of fluency, in efforts to eliminate this barrier of comprehension.

There is a PWS Phonics focus for K-2 PLCs and Uncommon focus for grades 3 ELA and 4th and 5th ELA and Math.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0231&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?

Administrators, instructional coaches, and teachers are responsible for ensuring classroom instruction is aligned to grade-level standards. Administration and instructional coaches conduct classroom walkthroughs to collect evidence and ensure classroom instruction is aligned to grade-level standards. Also, common formative assessments (CFA) are administered every three to four weeks to monitor students' progress on grade level standards as well as i-Ready diagnostic assessments. The instructional leadership team and teachers analyze student work samples, CFAs and i-Ready assessment data to develop next steps (reteach, remediation, or enrichment) for 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?

The specific progress monitoring data that is collected to determine that students by subgroups are progressing toward reading proficiency are Benchmark Assessment System (BAS), i-Ready Diagnostic data, common formative assessment data, ACCESS for ELLs, and Diagnostic Assessment of Reading (ESE). Administration, literacy coach, ELL contact, ESE specialist, ESE support facilitator, and teachers are responsible for collecting and reviewing student progress monitoring.

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

The instructional leadership team and teachers are consistently monitoring students' Benchmark Assessment System, i-Ready, and common formative assessments data to determine strengths and areas for growth. The students who are identified as not progressing towards individual and grade level goals are referred to the Response to Intervention (RtI) process and the steps in the Reading Decision Chart are used to determine appropriate interventions that will target the reading deficiency. The CPST team and teacher will continue to monitor the students' progress to determine the effectiveness of the Tier 2 or 3 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?

Teachers and instructional coaches employ a variety of instructional practices such as close reads, cooperative learning, small group instruction, learning centers...etc. The resources/interventions (Leveled Literacy Intervention, Journeys Reading and Literacy Toolkits, Journeys Write-in Reader, Phonics for Reading, and Florida Support Coach) selected are designed to target specific reading deficiencies for all students (including SWD) in need. The Tier 2 interventions are implemented at least 3 times a week by the classroom teacher and Tier 3 interventions are implemented daily by the classroom teacher or literacy coach.

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 participated in professional learnings from the district such as Benchmark Assessment System (BAS), Leveled Literacy Intervention (LLI), and the Balanced Literacy Workshop, Small Group Guided Reading, and Differentiated Literacy Centers. In addition to district professional learnings, we have school-based professional learning communities (PLC) that occur twice a month to analyze assessment data, share best practices and create lessons to reteach or remediate the standards that were not mastered. Also, teachers in grades 3-5 analyze Uncommon Schools lesson plans by scaffolding and chunking the lessons into digestible bites to ensure instructional delivery is effective.

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

The teachers are given the ESOL Instructional Strategies Matrix and Addendum to assist with the providing the necessary accommodations. In addition, the ELL students are given English to Heritage Language Translation Dictionaries to help bridge the gap with the language deficiency. All (A1) ELL students are utilizing Imagine Language and Literacy to strengthen literacy and language skills at least 60 minutes a week. The ELL paraprofessional supports students on weekly basis with language and literacy development as well as ensuring the classrooms with ELL students are labeled appropriately to build language skills.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Cross Curricular Professional Learning Community	Wednesday		8/21/2019 - 5/6/2020	2:00 PM - 2:45 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
SAM19_20ColbertES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_09102019_SAM19_20ColbertES.pdf)	LaToya Flournoy	9/10/2019
Colbert-MTSS-Rtl-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_10032019_Colbert-MTSS-Rtl-Action-Plan.pdf)	Chentel Neat	10/3/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	8/28/2019 - 5/27/2019	8:00 AM - 1:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0231_2020_SEL-Action-Plan-2018-(1)-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_10012019_0231_2020_SEL-Action-Plan-2018-(1)-(2).pdf)	Frances Morris	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
0231_ColbertES_Review.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_05312019_0231_ColbertES_Review.pdf)	Amber Boles	5/31/2019
Colbert-Final-19-20-SPBC-4-30-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_10212019_Colbert-Final-19-20-SPBC-4-30-19.pdf)	Chentel Neat	10/21/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	721	377	52.29	187	25.94	115	15.95	42	5.83
2017 - 2018	728	396	54.40	173	23.76	117	16.07	42	5.77
2018 - 2019	687	370	53.86	183	26.64	113	16.45	21	3.06

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	93	34	36.56	32	34.41	23	24.73	4	4.30

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	01	111	57	51.35	30	27.03	21	18.92	3	2.70
2018 - 2019	02	110	61	55.45	26	23.64	20	18.18	3	2.73
2018 - 2019	03	126	74	58.73	31	24.60	17	13.49	4	3.17
2018 - 2019	04	128	78	60.94	36	28.13	11	8.59	3	2.34
2018 - 2019	05	119	66	55.46	28	23.53	21	17.65	4	3.36

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 53.9% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 19.5% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 3.1% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Colbert-Attendance-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_10022019_Colbert-Attendance-Plan-.pdf)	Chentel Neat	10/2/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
0231_-Colbert_ASCP-(BCPSFM01)2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_10012019_0231_-Colbert_ASCP-(BCPSFM01)2020.pdf)	Frances Morris	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Colbert-Equity-School-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_10022019_Colbert-Equity-School-Action-Plan-2019.pdf)	Chentel Neat	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-2018-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_09102019_BPIE-2018-2019.pdf)	Chentel Neat	9/10/2019
Colbert-BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_10212019_Colbert-BPIE.pdf)	Chentel Neat	10/21/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Colbert-Elem-October-SAC_SAF-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0231_11052019_Colbert-Elem-October-SAC_SAF-Meeting.pdf)	October	Monitored	11/5/2019
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0231_10212019_SAC-ByLaws.pdf)	September	Monitored	10/21/2019
Colbert_SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0231_10212019_Colbert_SAC-Composition.pdf)	September	Monitored	10/21/2019
2019_2020-Colbert-SAC_SAF-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0231_10212019_2019_2020-Colbert-SAC_SAF-Meeting-Dates.pdf)	September	Monitored	10/21/2019
Colbert-Elem-September-SAC-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0231_10072019_Colbert-Elem-September-SAC-Meeting.pdf)	September	Monitored	10/7/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Parent-Survey-18_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_09112019_Parent-Survey-18_19.pdf)	Chentel Neat	9/11/2019
Staff-Survey-18_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_09112019_Staff-Survey-18_19.pdf)	Chentel Neat	9/11/2019
Student-Survey-18_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_09112019_Student-Survey-18_19.pdf)	Chentel Neat	9/11/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Colbert-Customer-Service-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_10022019_Colbert-Customer-Service-.pdf)	Chentel Neat	10/2/2019
Colbert-Face-Plan-Template-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_10022019_Colbert-Face-Plan-Template-.pdf)	Chentel Neat	10/2/2019

File Name	File Uploaded By	Upload Date
Colbert-Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_10022019_Colbert-Cultural-Awareness.pdf)	Chentel Neat	10/2/2019
Colbert-Programs-and-Services-Checklist-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0231_10032019_Colbert-Programs-and-Services-Checklist-.pdf)	Chentel Neat	10/3/2019

☆ School Info



School Name	Deerfield Park ES (0391)	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/0391_10012019_0391_09272019_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	96	20	0	0	---	N/A	0	1	0	N/A
01	105	9	0	0	---	0	2	11	0	N/A
02	94	13	0	0	---	0	2	5	0	N/A
03	81	9	0	0	26	---	1	9	2	77
04	94	15	2	0	33	---	4	4	6	90
05	105	14	1	0	45	---	7	7	8	97

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	92	25	0	0	---	0	1	2	0	N/A
01	108	20	0	0	---	0	2	13	0	N/A
02	103	11	1	0	---	0	0	0	0	N/A
03	108	13	0	0	39	---	9	4	2	104
04	72	5	0	0	19	---	16	17	0	69
05	105	14	0	0	54	---	52	53	6	99

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

The teachers received training in Phonics Word Study System Curriculum to support to the foundational piece in ELA. Additional students have been trained in Level Literacy Intervention (LLI). Teachers in first- fifth grade are identified as LLI teachers that will support of struggling scholars. Both Phonics Word Study and LLI programs will be used to improve the academic performance of students identified by the early warning systems

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0391&district=06>)

K-12 Comprehensive Reading Plan

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

The Literacy Coach and Administrators are responsible for ensuring that classroom instruction in the area of Reading is aligned to grade level standards. Weekly grade level planning with Literacy coach and grade level teachers to review standards and develop lessons aligned to standards. Teachers will submit team meeting mins detailing standards reviewed and lesson plans to be reviewed support staff and administration.

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

Students will complete formal and informal assessments driven by the teacher and district to monitor progress toward reading proficiency. In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA) in grades 4-5. The literacy coach is responsible for collecting data and reviewing data with students, teachers, and school support staff.

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

Students that are not meeting grade level goal will be placed in to RTI. Teachers will monitor students that are not progressing toward goals and will provide extra support given through intensive small group instruction. Students will also be afforded the opportunity to receive push in services provided by school para professionals, also after school and Saturday camp tutoring sessions are provided to add students that not meeting goals.

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

Teachers have access to Leveled Literacy Intervention System (LLI) by Fountas and Pinnell. This is a short-term intervention that provides daily intensive small group instruction which supplements classroom literacy teaching. Teachers can also use Journey's Literacy Tool Kit. An intensive intervention that consists of targeted 15-minute reading skill intervention lessons for those students who have not mastered key early reading skills. Students are provided Double Dose Intervention daily. Interventions are provided by students' classroom teachers, literacy coach, paraprofessionals, and or ESE specialists. Teacher and student support on universal design principles is 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, 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.

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

Teacher and student support on universal design principles is 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, 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.

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

Students are provided push in services from ESOL para professionals. Students will also have access to Imagine Learning computer software. Through playing games and completing short lessons, students improve foundational skills, and administration receive reports on student progress. Yearly, ESOL afterschool tutoring camp is provided to eligible 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
Teach Like A Champion (Cultivating our Instructional Practices)	Wednesday		9/10/2019 - 5/13/2020	8:20 AM - 9:00 AM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM19_20DeerfieldParkES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_09102019_SAM19_20DeerfieldParkES.pdf)	LaToya Flournoy	9/10/2019
19_20_Deerfield-Park_Action-Plan-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_10012019_19_20_Deerfield-Park_Action-Plan-(1).pdf)	Penny Skalis	10/1/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	10/14/2019 - 5/11/2020	9:00 AM - 4:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-2020dpe.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_10032019_SEL-Action-Plan-2019-2020dpe.pdf)	Penny Skalis	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-2020-SPBP-DPE-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_09292019_2019-2020-SPBP-DPE-.pdf)	Donna Rucker	9/29/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	584	391	66.95	108	18.49	65	11.13	20	3.42
2017 - 2018	595	365	61.34	143	24.03	66	11.09	21	3.53
2018 - 2019	588	339	57.65	157	26.70	74	12.59	18	3.06

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	92	46	50.00	20	21.74	21	22.83	5	5.43
2018 - 2019	01	108	48	44.44	39	36.11	15	13.89	6	5.56
2018 - 2019	02	103	65	63.11	27	26.21	8	7.77	3	2.91
2018 - 2019	03	108	60	55.56	34	31.48	12	11.11	2	1.85
2018 - 2019	04	72	59	81.94	7	9.72	6	8.33	0	0.00
2018 - 2019	05	105	61	58.10	30	28.57	12	11.43	2	1.90

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 57.7% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 15.6% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 3.1% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Deerfield-Park-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_09292019_Attendance-Plan-Deerfield-Park-Elementary.pdf)	Donna Rucker	9/29/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
schoolcounselingplanDPE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_09132019_schoolcounselingplanDPE.pdf)	Penny Skalis	9/13/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-Templatedpeteam.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_10012019_Equity-Diversity-Action-Plan-Templatedpeteam.pdf)	Penny Skalis	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
DPEBPIE2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_09132019_DPEBPIE2018.pdf)	Penny Skalis	9/13/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SACminutesOct2019DeerfieldParkElem.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0391_10232019_SACminutesOct2019DeerfieldParkElem.pdf)	October	Monitored	10/23/2019
SeptSAC2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0391_10232019_SeptSAC2019.pdf)	September	Monitored	10/23/2019
ByLawsSAC2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0391_10232019_ByLawsSAC2019.pdf)	October	SAC ByLaws	10/23/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
DPE-Parent-Survey-Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_10032019_DPE-Parent-Survey-Bilingual.pdf)	JocelynMarie Reid	10/3/2019
DPE-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_10032019_DPE-Staff-Survey.pdf)	JocelynMarie Reid	10/3/2019
DPE-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_10032019_DPE-Parent-Survey.pdf)	JocelynMarie Reid	10/3/2019

File Name	File Uploaded By	Upload Date
DPE-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_10032019_DPE-Student-Survey.pdf)	JocelynMarie Reid	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Servicedpe.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_10012019_Customer-Servicedpe.pdf)	Penny Skalis	10/1/2019
0391_09272019_FAMILY-AND-COMMUNITY-ENGAGEMENTdpe.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_10012019_0391_09272019_FAMILY-AND-COMMUNITY-ENGAGEMENTdpe.pdf)	Penny Skalis	10/1/2019
0391_10012019_Cultural-Awareness-deerfieldparkelem.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_10012019_0391_10012019_Cultural-Awareness-deerfieldparkelem.pdf)	Penny Skalis	10/1/2019
0391_10012019_Programs-and-Services-Checklist-(1)deerfieldparkelementaryschool.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_10012019_0391_10012019_Programs-and-Services-Checklist-(1)deerfieldparkelementaryschool.pdf)	Penny Skalis	10/1/2019
0391_10012019_0391_09272019_Catchthem-Being-Greatdpe-dpe-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0391_10012019_0391_10012019_0391_09272019_Catchthem-Being-Greatdpe-dpe-(1).pdf)	Penny Skalis	10/1/2019

☆ School Info



School Name	Drew, Charles ES (3221)	School Grade (2018 - 2019)	D
Title 1 School	<input type="button" value="Yes"/>	Differentiated Accountability (DA)	<input type="button" value="Yes"/>
School of Excellence	<input type="button" value="---"/>	ESSA School	<input type="button" value="Yes"/>
Executive Summary			

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	83	22	3	0	---	N/A	1	0	0	N/A
01	89	22	1	0	---	0	1	5	0	N/A
02	99	24	2	0	---	0	3	8	0	N/A
03	86	19	3	0	37	---	2	3	1	82
04	100	15	2	0	49	---	3	6	0	95
05	91	17	4	0	48	---	3	6	2	88

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	96	40	6	0	---	0	4	1	0	N/A
01	91	34	4	0	---	0	2	0	0	N/A
02	93	24	5	0	---	0	3	1	0	N/A
03	90	21	2	0	35	---	10	2	0	83
04	89	19	2	0	33	---	33	30	0	87
05	95	20	7	0	53	---	47	44	0	89

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

In order to improve the academic performance of students who are identified by the early warning system, the CPS/RTI team will track and monitor student's academic and behavioral progress bi-weekly. Additionally, teachers will meet with the admin team to analyze student formative assessment data and develop action steps for meeting individual student needs. Lastly, the school's community liaison and guidance counselor will meet with individual students to offer positive supports to ensure social-emotional needs are being met.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3221&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 instructional coaches, Ms. McDaniel and Ms. Wilks will be responsible for making sure the classroom instruction is aligned to grade-level standards. The evidence that will be collected to demonstrate that classroom instruction is aligned to grade-level standards will be the following Formative Assessments, I-Ready diagnostic assessments, Weekly I-Ready lesson pass rate, BAS AP 1-3. The instructional coaches will conduct weekly informal classroom observations to ensure instruction is fully aligned to the Florida Standards. Use of the Instructional Practice Guide (IPG) is often used as an observation tool to determine the level of alignment of instructional practices towards the standard. Use of the IPG allows for the leadership teams to collect qualitative evidence of teacher and student behaviors as related to standards aligned instruction.

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

The progress monitoring data that will be collected is the computer adaptive STAR Early Literacy assessment that is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments for additional progress monitoring. In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA-ELA) in grades 4-5. The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is administered in all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring.

The persons responsible for collecting and reviewing student progress will be Administration: Ms. Flower, Ms. Fulton, Literacy Coaches: Ms. McDaniel, Ms. Wilks, and Teachers K-5.

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

To ensure those students that are not progressing the school provides multi-tiered systems of support to identify students needs and guide decision making. This process happens on a weekly basis to monitor and identify interventions appropriate for the students needs. We will provide teachers with the Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. Teachers will be made aware to not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, we will internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. We will use a procured diagnostic, progress monitoring or assessment tool, at a minimum, use the recommended ranges provided by the instrument developer to ensure that rates of identification correlate to statewide performance.

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

The instructional practices and resources used at school are the uncommon lessons, implementation of Children's Literacy Initiative, the use of Journey's lessons, Phonics, Spelling, and Word Study. For our primary grades K-2 FUNDATIONS will be used, when a student scores *one BAS instructional level below grade level expectations at any point in time, the classroom teacher must analyze the accuracy and comprehension scores from the instructional level BAS recording form. When the accuracy and comprehension scores are in the lower range of the scale, Tier 1 differentiated literacy instruction must be provided to meet the individual needs of the student and continue to monitor student's progress towards reading proficiency. *These students may be in need of Tier 2, targeted and supplemental reading intervention and supports. When a student scores *two or more BAS instructional levels below grade level expectations at any point in time, the classroom teacher analyzes the accuracy and comprehension scores from the instructional level BAS recording form. When the accuracy and comprehension scores are in the lower range of the scale, Tier 1 differentiated literacy instruction must be provided and the DT1: K-5 Identification/Intervention Chart must be referenced to engage in the problem-solving process to determine if student has a substantial reading deficiency. *These students may need Tier 2 targeted, supplemental and Tier 3 intensive reading interventions.

– Students with disabilities will receive specialized instruction as determined by the student's Individual Education Plan (IEP). Teachers will also use the DT1: K-5 Identification/Intervention Chart for students with an IE

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

Professional Learning:
 (BAS) Benchmark Assessment Grades K-3
 Phonics, Spelling, and Word Study Grades K-2
 I-Ready Implementation Grades K-5
 Thinking Maps Grades K-5
 RTI Training Grades K-5

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

The activities implemented at our school to support or ELLs are teacher clarity, is the evidence based strategy that will be used for our ELL learners. Teacher clarity is a research-based process for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction, learning intentions, success criteria, and learning progressions with an effective size of .75. Sheltered classrooms provided for the ELL students that are A1 and first year LY students within the classrooms teachers will have students use Imagine Learning systems to track and monitor student growth.

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
PreK ELA	Thursday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/25/2020	7:30 AM - 8:20 AM	Pre K
1st Grade ELA	Thursday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/25/2020	7:30 AM - 8:20 AM	1
Kindergarten ELA	Thursday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/25/2020	7:30 AM - 8:20 AM	K
3rd Grade ELA	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/25/2020	7:30 AM - 8:20 AM	3
4th Grade ELA	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/25/2020	7:30 AM - 8:20 AM	4
2nd Grade ELA	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/25/2020	7:30 AM - 8:20 AM	2
Fifth Grade ELA/MATH	Monday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/25/2020	7:30 AM - 8:20 AM	5

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
SAM19_20CharlesDrewES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_09102019_SAM19_20CharlesDrewES.pdf)	LaToya Flourmoy	9/10/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/11/2019 - 5/27/2020	9:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
3221_12142018_SEL-Action-Plan-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10032019_3221_12142018_SEL-Action-Plan-2019.docx)	Keandra Fulton	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
3221_05062019_SBPB-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_05162019_3221_05062019_SBPB-2019-2020.docx)	Tyenne Hogan	5/16/2019
Charles-Drew_ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_05242019_Charles-Drew_ES-Feedback-Form-2019-20.pdf)	Carmello Mousignac	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	653	363	55.59	187	28.64	86	13.17	17	2.60
2017 - 2018	586	274	46.76	178	30.38	101	17.24	33	5.63
2018 - 2019	554	226	40.79	162	29.24	122	22.02	44	7.94

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	96	24	25.00	30	31.25	30	31.25	12	12.50
2018 - 2019	01	91	31	34.07	24	26.37	27	29.67	9	9.89
2018 - 2019	02	93	41	44.09	27	29.03	16	17.20	9	9.68

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	03	90	41	45.56	29	32.22	14	15.56	6	6.67
2018 - 2019	04	89	41	46.07	25	28.09	18	20.22	5	5.62
2018 - 2019	05	95	48	50.53	27	28.42	17	17.89	3	3.16

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 40.8% 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 30.0% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 7.9% 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
CDE---Attendance-Plan-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_11072019_CDE---Attendance-Plan-Elementary.pdf)	Keandra Fulton	11/7/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
drew1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10032019_drew1.pdf)	AngelineH Flowers	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
CDE-Equity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10032019_CDE-Equity-Action-Plan.pdf)	Keandra Fulton	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2016-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10022019_BPIE_2016-(1).pdf)	Latrese Wilks	10/2/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3221_SACAgenda_100119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3221_11012019_3221_SACAgenda_100119.pdf)	October	None	11/1/2019
SAC-Meeting-Schedule2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3221_11012019_SAC-Meeting-Schedule2019-20.pdf)	October	None	11/1/2019
SAC-Composition2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3221_10022019_SAC-Composition2019-20.pdf)	October	None	10/2/2019
SAC-Bylaws2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3221_10022019_SAC-Bylaws2019.pdf)	October	SAC ByLaws	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
ParentSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10032019_ParentSurvey.pdf)	Latrese Wilks	10/3/2019
StaffSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10032019_StaffSurvey.pdf)	Latrese Wilks	10/3/2019
StudentSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10032019_StudentSurvey.pdf)	Latrese Wilks	10/3/2019
ParentSurvey2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10032019_ParentSurvey2.pdf)	Latrese Wilks	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10022019_Face-Plan-2019-20.docx)	Latrese Wilks	10/2/2019
Catchthem-Being-Great-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10022019_Catchthem-Being-Great-2019-20.docx)	Latrese Wilks	10/2/2019
Cultural-Awareness2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10022019_Cultural-Awareness2019-20.docx)	Latrese Wilks	10/2/2019
Customer-Service2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10022019_Customer-Service2019-20.docx)	Latrese Wilks	10/2/2019
Programs-and-Services.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10022019_Programs-and-Services.docx)	Latrese Wilks	10/2/2019
DREW_WeekAtAGlance_September_16_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10022019_DREW_WeekAtAGlance_September_16_2019.pdf)	Latrese Wilks	10/2/2019
DREW_WeekAtAGlance_September_30_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10022019_DREW_WeekAtAGlance_September_30_2019.pdf)	Latrese Wilks	10/2/2019

File Name	File Uploaded By	Upload Date
Image-6.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10022019_Image-6.jpeg)	Latrese Wilks	10/2/2019
Image-4.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10022019_Image-4.jpeg)	Latrese Wilks	10/2/2019
Image-7.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3221_10022019_Image-7.jpeg)	Latrese Wilks	10/2/2019

☆ School Info



School Name	Lake Forest ES (0831)	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/0831_09252019_LFE-Executive-Summary-2019---2)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	106	26	0	0	---	N/A	0	1	0	N/A
01	135	37	0	0	---	0	2	4	0	N/A
02	101	16	0	0	---	0	1	4	0	N/A
03	118	22	1	0	34	---	0	1	0	110
04	139	21	0	0	38	---	3	3	0	123
05	89	5	1	0	40	---	0	0	1	84

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	105	20	2	0	---	0	0	2	0	N/A
01	118	21	1	0	---	0	5	20	1	N/A
02	123	21	2	0	---	0	2	16	0	N/A
03	110	17	0	0	32	---	11	6	2	101
04	121	11	2	0	41	---	39	40	0	114
05	126	11	3	0	35	---	34	34	0	112

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

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

Intervention programs for reading include Phonics for Reading, QuickReads, Foundations and Phonics for Reading. Each of these interventions are strategically assigned to students based on their needs as identified through Diagnostic Assessments. Intervention programs for math include NumbersWorlds, Strategic Interventions, Intensive Interventions, and Touch Math. Each of these interventions are strategically assigned and used with students based on their needs as identified through Diagnostic Assessments and Rti Team.

All students in kindergarten through fifth grade are administered the Benchmark Assessment System (BAS) running record a minimum of three times throughout the school year. In addition to the BAS assessment, students in grades first through fifth take periodic School City Assessments in reading and math once per month to monitor progress toward grade level standards and expectations. All third, fourth, and fifth grade students take school-level science assessments once per quarter to monitor progress in science.

Supplemental programs in reading include Language Arts Florida Standards Ready Books from Curriculum Associates, iReady Computer program, iReadyToolkie, and Performance Coach. Supplemental programs in math include Math Florida Standards Ready Books from Curriculum Associates, iReady Computer program, iReadyToolkie, and Performance Coach. Supplemental programs in science include Science Boot Camp and Generation Genius. These materials are supplemental and range from 3-5 grades. The iReady Computer program is used from K-5 for both reading and math. Supplemental materials are used daily for a minimum of 45 minutes per week. Supplemental program in writing includes resources from Core Connections to supplement and enhance core instruction in writing for all students K-5.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0831&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?

At Lake Forest Elementary, the Instructional Leadership Team (ILT) conducts informal classroom observations to ensure instruction is aligned to the Florida Standards. We use the "Lake Forest Elementary School Site Look For" document is used to collect evidence of teacher and student behaviors as related to standards aligned instruction. The results, from our observation tool is used to guide our professional development needs of staff through Professional Learning Communities (PLCs) and data chats. The tool is also used to support effective teaching and learning practices to increase student achievement. Instructional Pacing Guides are used to ensure grade level standards are taught at the appropriate levels.

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

At Lake Forest Elementary, all teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades. As part of the FLKRS, all kindergarten students use the computer adaptive STAR Early Literacy assessment to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments for additional progress monitoring throughout the year.

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?

At Lake Forest Elementary, the Response to Intervention (Rti) Team meets with teachers to discuss students that are not progressing towards individual, grade level goals and interventions. Bi-monthly, the Rti Team meets to discuss individual progress towards goals established by the team. Graphic representation of student's progress is used as evidence to compare student's progress with their intervention peers in addition to core instruction. Students scoring 2 levels below grade-level expectations on the BAS during Assessment Period 3 (AP3) of the 18_19 school year were added to the BASIS queue requiring documented evidence of appropriate supports (the Rti Team met regarding approximately 200 students). The Reading Decision Tree is used to design the appropriate support.

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 Lake Forest Elementary, the following resources are used to provide targeted interventions and/or intensive supports to those students demonstrating deficiencies in their targeted areas:

Benchmark Assessment Systems K-5 (Running Records) Literacy Continuum, Leveled Literacy Intervention (LLI) Fountas and Pinnell Prompting Guides intermediate REWARDS, Phonics for Reading, QuickReads, Foundations, Journey's Toolkit, Write-in Reader, I-Ready Toolkit
 The TIER 2 interventions are done by the classroom teachers, three times a week
 The TIER 3 interventions are done by the classroom teachers, daily.

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

At Lake Forest Elementary, instructional staff continuously strives to reduce barriers and make learning accessible to all students. We provide the platform for students to demonstrate current level of understanding by varying the way students represent and express their knowledge. Teacher are encouraged to differentiate instructions to accommodate varying student instructional levels and interest. While implementing grade level focused pacing guides, our instructional staff uses the backward design to plan grade level specific lessons to meet the needs of all students. Through the development of high-quality core instruction, we strive to meet the varies needs of all learners.

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

At Lake Forest elementary, teachers' lesson plans provide evidence that classroom instruction is aligned to both grade level Florida Standards and WIDA (World Class Instructional Design and Assessment) English Language proficiency standards are reviewed and monitored regularly to ensure fidelity of implementation. Teachers are provided ELL resources and support through our ELL contact

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Pre-K - ELA (Letter Names), Kindergarten -ELA (Phonics), First Gr. - ELA (Phonics), Second - ELA (Vocabulary), Third, Fourth, & Fifth - Math	Thursday	2nd, 4th	9/5/2019 - 5/21/2020	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
SAM19_20LakeForestES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_09102019_SAM19_20LakeForestES.pdf)	LaToya Flournoy	9/10/2019
LFE-MTSS-Rtl-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_10032019_LFE-MTSS-Rtl-Action-Plan-2019-20.pdf)	Lori Sparks	10/3/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_10032019_SEL-Action-Plan-2019-2020.pdf)	Lori Sparks	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019_20-SPBP-Lake-Forest-Elem.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_04292019_2019_20-SPBP-Lake-Forest-Elem.pdf)	Lori Sparks	4/29/2019
Lake-Forest-Elementary--SPBP-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_05242019_Lake-Forest-Elementary--SPBP-Feedback-Form.pdf)	Monique Pernel	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	721	414	57.42	192	26.63	100	13.87	15	2.08
2017 - 2018	725	372	51.31	208	28.69	125	17.24	20	2.76
2018 - 2019	704	386	54.83	209	29.69	95	13.49	14	1.99

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	105	61	58.10	20	19.05	20	19.05	4	3.81

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	01	118	64	54.24	33	27.97	19	16.10	2	1.69
2018 - 2019	02	123	62	50.41	39	31.71	22	17.89	0	0.00
2018 - 2019	03	110	54	49.09	39	35.45	11	10.00	6	5.45
2018 - 2019	04	122	70	57.38	40	32.79	11	9.02	1	0.82
2018 - 2019	05	126	75	59.52	38	30.16	12	9.52	1	0.79

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 54.8% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 15.5% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
LFE-Attendance-Plan-LFE-2019----2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_09252019_LFE-Attendance-Plan-LFE-2019----2020.pdf)	Lori Sparks	9/25/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
LFE-Annual-School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_09252019_LFE-Annual-School-Counseling-Plan.pdf)	Lori Sparks	9/25/2019

Equity Plan

File Name	File Uploaded By	Upload Date
LFE-Equity-Diversity-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_09252019_LFE-Equity-Diversity-Action-Plan-2019-2020.pdf)	Lori Sparks	9/25/2019

Best Practices in Inclusive Education (BPIE)

No files have been uploaded.

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Lake-Forest_SAF-AgendaSignIn_100819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0831_10282019_Lake-Forest_SAF-AgendaSignIn_100819.pdf)	October	None	10/28/2019
Lake-Forest_SAC-AgendaSignIn_100819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0831_10282019_Lake-Forest_SAC-AgendaSignIn_100819.pdf)	October	Monitored	10/28/2019
Lake-Forest-SAC-Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0831_10042019_Lake-Forest-SAC-Committee-Membership.pdf)	October	None	10/4/2019
Lake-Forest-SAF-2019-2020-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0831_10042019_Lake-Forest-SAF-2019-2020-Meeting-Dates.pdf)	October	SAF ByLaws	10/4/2019
Lake-Forest-SAC-ByLaws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0831_10042019_Lake-Forest-SAC-ByLaws-2019-2020.pdf)	October	SAC ByLaws	10/4/2019
Lake-Forest-SAF-2019-2020-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0831_10042019_Lake-Forest-SAF-2019-2020-Meeting-Dates.pdf)	October	None	10/4/2019
Lake-Forest-SAC-2019-2020-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0831_10042019_Lake-Forest-SAC-2019-2020-Meeting-Dates.pdf)	October	None	10/4/2019
Lake-Forest_SAC-AgendaSignIn_091019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0831_10032019_Lake-Forest_SAC-AgendaSignIn_091019.pdf)	September	Developed	10/3/2019
Lake-Forest_SAF-AgendaSignIn_091019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0831_10032019_Lake-Forest_SAF-AgendaSignIn_091019.pdf)	September	None	10/3/2019
0831_SAF-AgendaSignIn_091019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0831_09162019_0831_SAF-AgendaSignIn_091019.pdf)	September	None	9/16/2019
0831_SAC-AgendaSignIn_091019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0831_09162019_0831_SAC-AgendaSignIn_091019.pdf)	September	Developed	9/16/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Lake-Forest-AdvancED-Survey-2019-Parent-Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_10032019_Lake-Forest-AdvancED-Survey-2019-Parent-Bilingual.pdf)	Lori Sparks	10/3/2019
Lake-Forest-AdvancED-Survey-2019-Parent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_10032019_Lake-Forest-AdvancED-Survey-2019-Parent.pdf)	Lori Sparks	10/3/2019
Lake-Forest-AdvancED-Survey-2019-Staff.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_10032019_Lake-Forest-AdvancED-Survey-2019-Staff.pdf)	Lori Sparks	10/3/2019
Lake-Forest-AdvancED-Survey-2019-Student.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_10032019_Lake-Forest-AdvancED-Survey-2019-Student.pdf)	Lori Sparks	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
FACE-Resource-Team-&-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_09252019_FACE-Resource-Team-&-Meeting-Dates.pdf)	Lori Sparks	9/25/2019
FACE-Catch-them-Being-Great-(August).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_09252019_FACE-Catch-them-Being-Great-(August).docx)	Lori Sparks	9/25/2019
FACE-Catch-them-Being-Great-(September).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_09252019_FACE-Catch-them-Being-Great-(September).pdf)	Lori Sparks	9/25/2019
FACE-Space-Picture.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_09252019_FACE-Space-Picture.jpeg)	Lori Sparks	9/25/2019
FACE---Customer-Service-(September-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_09252019_FACE---Customer-Service-(September-2019).pdf)	Lori Sparks	9/25/2019
FACE---Customer-Survey-Results--Staff-Meeting-Agenda--&-Sign-In-(September-2019).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_09252019_FACE---Customer-Survey-Results--Staff-Meeting-Agenda--&-Sign-In-(September-2019).pdf)	Lori Sparks	9/25/2019
FACE---Programs-and-Services-Checklist-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_09262019_FACE---Programs-and-Services-Checklist-2019-20.pdf)	Lori Sparks	9/26/2019
FACE-Catch-them-Being-Great-(October).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0831_10032019_FACE-Catch-them-Being-Great-(October).pdf)	Lori Sparks	10/3/2019

☆ School Info



School Name	Markham ES (1671)	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/1671_09102019_Executive-Summary-2019_20.pdf)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	90	17	2	0	---	N/A	0	2	0	N/A
01	103	14	7	0	---	0	4	2	0	N/A
02	87	15	6	0	---	0	1	0	0	N/A
03	92	10	10	0	38	---	7	16	2	88
04	87	14	12	0	52	---	1	2	0	80
05	77	14	25	0	42	---	8	0	0	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	81	12	1	0	---	0	0	0	0	N/A
01	96	17	0	0	---	0	1	1	0	N/A
02	102	20	0	0	---	0	1	1	0	N/A
03	99	18	4	0	42	---	28	22	0	93
04	82	13	1	0	31	---	5	0	1	77
05	87	7	1	0	57	---	6	1	0	85

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

The early warning indicators demonstrate areas of concern in Attendance, Suspensions, Percentage of students at Level 1, and Percentage of students with early warning indicators.

Our attendance saw a significant drop in the intermediate 4th and 5th grades. However, we will continue the use of a full-time social worker, funded by the School Improvement Grant in order to foster stronger family relationships and provide support essential to boosting attendance rates. Our suspension rates dropped significantly as a result of the implementation of the CHAMPS process. This year we will continue implementation through the inclusion of the PBIS program.

The number of students scoring Level in ELA or Math has not seen a significant change. In response to these results, we have partnered with the University of Florida to implement their literacy initiative through the James Patterson Literacy Challenge. In addition, we feel these previously mentioned interventions will also impact the percentage of students with Early Warning Indicators.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1671&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 Principal.

Weekly classroom walkthroughs are used to assess alignment.

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

Monthly iReady growth checks are conducted to monitor student progress, which includes subgroups. The Literacy and Math Coach are responsible for collecting the data and reviewing it with the Instructional Leadership Team.

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

Our school conducts monthly growth checks to monitor student progress and identify individual students who are not making adequate growth. Students that are not responding to Tier 1 strategies are referred to the CPST, which meets weekly to address appropriate interventions that are aligned to the Reading Decision Chart.

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

Tier 2 Resources include iReady Teacher Toolbox and UFLI small group instruction. Tier 3 Resources include Target Coach workbook and online practice during after school tutoring.

SWD's are provided additional support through Foundations provided by the Educational Support Professional.

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

All teachers have been trained in the use of the University of Florida Literacy Initiative (UFLI), which includes strategies for differentiated small group instruction.

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

Active ELL's receive additional support from the Spanish/Portuguese or Creole ESOL Support Professionals. These professionals push into classrooms and assist students with additional strategies they learn the content aligned to the state standards and in preparation for the ACCESS for ELLs.

Resources

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

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade Level PLC's	Thursday	1st, 2nd, 3rd, 4th	8/22/2019 - 4/30/2020	9:15 AM - 3:10 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM19_20MarkhamES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_09102019_SAM19_20MarkhamES.pdf)	LaToya Flournoy	9/10/2019
1920_MTSS-Rtl-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_10292019_1920_MTSS-Rtl-Action-Plan.pdf)	Shedrick Dukes	10/29/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	10/16/2019 - 4/29/2020	8:30 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
1920-SEL_School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_10022019_1920-SEL_School-Counseling-Plan.pdf)	Shedrick Dukes	10/2/2019
1920-SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_10292019_1920-SEL-Action-Plan.pdf)	Shedrick Dukes	10/29/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-Markham-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_04302019_SPBP-Markham-2019.pdf)	Shedrick Dukes	4/30/2019

File Name	File Uploaded By	Upload Date
Markham-ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_05242019_Markham-ES-Feedback-Form-2019-20.pdf)	Cortney Roberts	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	587	316	53.83	162	27.60	84	14.31	25	4.26
2017 - 2018	572	309	54.02	161	28.15	85	14.86	17	2.97
2018 - 2019	547	288	52.65	168	30.71	74	13.53	17	3.11

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	81	39	48.15	30	37.04	12	14.81	0	0.00
2018 - 2019	01	96	40	41.67	37	38.54	17	17.71	2	2.08
2018 - 2019	02	102	61	59.80	21	20.59	16	15.69	4	3.92
2018 - 2019	03	99	50	50.51	31	31.31	15	15.15	3	3.03
2018 - 2019	04	82	48	58.54	20	24.39	8	9.76	6	7.32
2018 - 2019	05	87	50	57.47	29	33.33	6	6.90	2	2.30

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 52.7% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 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 3.1% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
1920-Attendance-Plan-Markham.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_11062019_1920-Attendance-Plan-Markham.pdf)	Shedrick Dukes	11/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
1920-SEL_School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_10022019_1920-SEL_School-Counseling-Plan.pdf)	Shedrick Dukes	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2019_Markham.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_10022019_Equity-School-Action-Plan-2019_Markham.pdf)	Shedrick Dukes	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
1819-BPIE-Markham-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_06052019_1819-BPIE-Markham-Elementary.pdf)	Shedrick Dukes	6/5/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1920-SAC-Attendance-as-of--10_8_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1671_10292019_1920-SAC-Attendance-as-of--10_8_19.pdf)	October	Monitored	10/29/2019
SAC-Agenda-10_8_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1671_10292019_SAC-Agenda-10_8_19.pdf)	October	Monitored	10/29/2019
SAC-Agenda-9_10_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1671_10292019_SAC-Agenda-9_10_19.pdf)	October	A+ Funds	10/29/2019
MarkhamES_SAC_Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1671_10292019_MarkhamES_SAC_Bylaws.pdf)	October	SAC ByLaws	10/29/2019
1920-SAC-Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1671_10292019_1920-SAC-Composition-Report.pdf)	October	A+ Funds	10/29/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
eProve-Parent-Survey-1819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_10292019_eProve-Parent-Survey-1819.pdf)	Shedrick Dukes	10/29/2019
eProve-Parent-Survey-Bilingual-1819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_10292019_eProve-Parent-Survey-Bilingual-1819.pdf)	Shedrick Dukes	10/29/2019
eProve-Staff-Survey-1819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_10292019_eProve-Staff-Survey-1819.pdf)	Shedrick Dukes	10/29/2019
eProve-Student-Survey-1819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_10292019_eProve-Student-Survey-1819.pdf)	Shedrick Dukes	10/29/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
1920-Parent-Family-Engagement-Plan-2019-signed.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_06052019_1920-Parent-Family-Engagement-Plan-2019-signed.pdf)	Shedrick Dukes	6/5/2019
1920-Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1671_10292019_1920-Face-Plan.pdf)	Shedrick Dukes	10/29/2019

☆ School Info



School Name	Morrow ES (2691)	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/2691_09302019_2691_Executive-Summary19-20.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	89	18	0	0	---	N/A	0	1	0	N/A
01	72	6	2	0	---	0	0	6	0	N/A
02	71	11	1	0	---	0	1	3	0	N/A
03	66	11	4	0	24	---	6	13	0	56
04	69	13	2	0	37	---	4	1	3	61
05	67	11	4	0	34	---	3	2	3	65

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	84	12	0	0	---	0	1	3	0	N/A
01	84	18	1	0	---	0	3	6	1	N/A
02	88	19	4	0	---	0	3	5	0	N/A
03	69	15	6	0	32	---	18	13	0	65
04	58	6	4	0	24	---	20	18	1	54
05	60	6	7	0	26	---	25	26	4	56

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

i-Ready Reading and Math: Designed to provide teacher based instruction and technology based support in all areas of reading and mathematics.

LAFS/MAFS: Grades 3-5

Fundations: Designed for students needing intensive phonics or phonemic awareness intervention. Utilized in K-1st Grade

PWS: Designed for K/2-(all K/2 teachers have kits) and will be used in 3-5 as needed

Road to the Code: Designed for K and 1st Grade students who need intensive phonics

Leveled Literacy Intervention (LLI): Designed to focus on all areas of reading for 1st through 5th grade at a Tier 2 level. Utilized in 1st -5th grade.

Write in Reader: Designed to focus on all areas of reading for 1st- 5th grade at a Tier 2 level. Utilized in 1st -5th grade primarily for students needing reading comprehension or fluency intervention.

Toolkit: Designed to focus on all areas of reading in 1st through 5th grade at a Tier 3 level.

Phonics for Reading: Designed to improve Phonics skills. Utilized in 2nd- 5th Grade.

Rewards: Designed to improve Phonics and Fluency skills. Utilized in 4th-5th Grade.

Wordly Wise: Designed to Improve Vocabulary Skills . Utilized in grades 4th-5th.

Great Leaps: Designed to provide fluency and comprehension intervention. Utilized by 3rd through 5th grade.

Targeted Graphic Organizers

Reflex Math: Computer based program designed to improve Math Fluency Skills. Utilized in 2nd- 5th grade.

Touch Math: Designed to improve all areas of mathematics. Utilized in Kindergarten

Everyday Calendar Math enriches and reinforces everyday math practices. Utilized in K- 2nd grade.

Math Manipulatives

Acaletics-Grades 3-5

Lucy Calkins-Writing Program

Standards Plus-K-5

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2691&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?

1. Administration
2. Literacy Coach
3. Classroom Teacher

Evidence:

Lesson Plans, Common Formative Assessments(CFA), SchoolCity Assessments (K-5), Performance Tasks, Journals, and Observation.

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
BAS
School-City Formatives
Imagine-Learning

Teachers, Coaches and Administration are responsible for collecting and reviewing student progress monitoring data.

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

Students are referred to the RTI team, once it has been documented that Tier 1 strategies are not working

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

Classroom teachers all provide additional Tier 2 support as part of the 30 additional intervention minutes within their reading block. Depending on the services required Students with Disabilities will receive intensive reading support with the our ESE support facilitator during the ELA block either outside or within the classroom determined by the specifications within the student IEP.

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

1. All K-2 teachers have been trained in using the Phonics, Word Study, and Spelling System (PWS) . (Fall 2019)
2. Culturally Relevant Classrooms K-5 (Spring 2018)
3. Classroom Culture Training Through CLI for all K-5 teachers. (Fall 2019)
4. Unwrapping the Standards K-5 (Fall 2018)
5. Small Group Guided Reading (Fall 2018)

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

1. Deliberate and targeted instruction, activities, and assignments for English Language Learners (ELL)
2. ELLs in Grades K-5, identified as English Language Proficiency level 1 or A1 will begin using Imagine Learning Language & Literacy to bridge the oral language and literacy gap.
3. Students are administered an adaptive placement test and provided with a prescriptive learning path.
4. Ongoing program monitoring and assessments will provide scaffolded, accelerated, or remediated instruction as needed.
5. Students are provided foundational skills to fill learning gaps while being exposed to grade-level content.
6. ELL Support Staff Member will support our ELLs daily to help fill the learning gaps

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
Using Standards-Based Assessments to Drive Instructional Decisions	Tuesday	2nd, 4th	8/27/2019 - 5/19/2020	2:30 PM - 3:30 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM19_20MorrowES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2691_09102019_SAM19_20MorrowES.pdf)	LaToya Flournoy	9/10/2019
19_20_MTSS-Rtl-Action-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2691_10182019_19_20_MTSS-Rtl-Action-Plan-.pdf)	Jamie Ferguson	10/18/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2691_10012019_SEL-Action-Plan-2019-20.pdf)	Jamie Ferguson	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Morrow_ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2691_06032019_Morrow_ES-Feedback-Form-2019-20.pdf)	Shavonda Mitchum	6/3/2019
2019_20_SPBP_Morrow.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2691_08262019_2019_20_SPBP_Morrow.pdf)	Jamie Ferguson	8/26/2019

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	422	227	53.79	128	30.33	59	13.98	8	1.90
2017 - 2018	475	247	52.00	133	28.00	71	14.95	24	5.05
2018 - 2019	443	235	53.05	125	28.22	65	14.67	18	4.06

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	84	39	46.43	32	38.10	9	10.71	4	4.76
2018 - 2019	01	84	46	54.76	18	21.43	16	19.05	4	4.76
2018 - 2019	02	88	46	52.27	20	22.73	20	22.73	2	2.27
2018 - 2019	03	69	33	47.83	20	28.99	13	18.84	3	4.35
2018 - 2019	04	58	33	56.90	19	32.76	4	6.90	2	3.45
2018 - 2019	05	60	38	63.33	16	26.67	3	5.00	3	5.00

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 53.0% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 18.7% 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 4.1% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
2691_MorrowElementary_Attendance-Plan_1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2691_10162019_2691_MorrowElementary_Attendance-Plan_1920.pdf)	Jamie Ferguson	10/16/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2691_Morrow_CounselingPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2691_09112019_2691_Morrow_CounselingPlan.pdf)	Jamie Ferguson	9/11/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Morrow-Equity-Diversity-Action-Plan-for-SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2691_10182019_Morrow-Equity-Diversity-Action-Plan-for-SIP.pdf)	Jamie Ferguson	10/18/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
2691_BPIE_2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2691_10182019_2691_BPIE_2019-20.pdf)	Jamie Ferguson	10/18/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2691_MorrowSAC-Minutes_9_10_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2691_10222019_2691_MorrowSAC-Minutes_9_10_19.pdf)	September	Developed	10/22/2019
2691_MorrowSACCompositionReport_1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2691_10222019_2691_MorrowSACCompositionReport_1920.pdf)	October	None	10/22/2019
09_10_19_Morrow_SAC_AGENDA.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2691_10182019_09_10_19_Morrow_SAC_AGENDA.pdf)	September	Developed	10/18/2019
2019_2020-Morrow_SAC_ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2691_10182019_2019_2020-Morrow_SAC_ByLaws.pdf)	September	SAC ByLaws	10/18/2019
2691_MorrowSACMeeting_Signin_9_10_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2691_10012019_2691_MorrowSACMeeting_Signin_9_10_19.pdf)	September	Developed	10/1/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
eProve_Survey_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2691_10032019_eProve_Survey_2019.pdf)	Jamie Ferguson	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
2019_20_Morrow_-Family-and-Community-EngagementPlan-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2691_09302019_2019_20_Morrow_-Family-and-Community-EngagementPlan-.docx)	Jamie Ferguson	9/30/2019

☆ School Info



School Name	North Side ES (0041)	School Grade (2018 - 2019)	C
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			

☆ 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	72	12	1	0	---	N/A	0	2	0	N/A
01	74	9	3	0	---	0	4	7	0	N/A
02	72	15	2	0	---	0	3	6	0	N/A
03	67	9	2	0	31	---	4	13	1	65
04	72	11	2	0	40	---	18	25	24	70
05	60	6	0	0	35	---	5	13	6	56

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	56	15	1	0	---	0	1	0	0	N/A
01	68	12	0	0	---	0	2	2	0	N/A
02	64	9	1	0	---	0	3	9	0	N/A
03	61	8	1	0	29	---	11	7	0	58
04	56	5	0	0	24	---	8	6	1	52
05	61	5	0	0	23	---	12	2	13	60

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

Teachers will utilize Leveled Literacy Intervention program to address students who are functioning below grade level in ELA. We will decrease the percentage of students who scored a level 1 in both ELA and Math, by having students receive a double dose with the schools reading interventionist. Teachers will conduct small group instruction daily with all students. The schools social worker and guidance counselor will work with families to address barriers that affect attendance.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0041&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 members are responsible to ensure that classroom instruction is aligned to grade-level standards:

- Teacher---completing weekly lesson plans
- Instructional Coach--Conducting Collaborative Planning with teachers and providing resources
- Administration--Classroom Walk through

The following items are collected to ensure that classroom instruction is aligned to grade-level standards:

- Lesson plans
- Walk through data
- Formative Assessment data
- PLC minutes

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

The following progress monitoring data is collected to ensure subgroups are progressing toward reading proficiency:

- iReady Diagnostic
- iReady weekly lessons
- BAS running records
- LLI running records

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?

At North Side Elementary all struggling readers are monitored through the CPST/RtI process. They receive a double dose of reading by the Reading Interventionist or by the classroom teacher using LLI.

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

Our ESE specialist ensures that all SWD students are seen during the week based on the hours on their IEP. The resources used are:

- Journey's tool box
- iReady Tool box
- McGraw hill Voyager

All SWD students receive the appropriate accommodations during classroom instruction and assessments.

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 North Side have had the following Professional Development to ensure that all classroom instruction is accessible to the full range of learners:

- Phonics, Spelling and Word Study System
- Interactive Read Aloud
- Guided Small Group Instruction
- Leveled Literacy Intervention (LLI)
- Thinking Maps
- Thinking Maps--Writing and Beyond
- Thinking Maps--Response to text

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

All our ELL students are progress monitored through iReady. Our A1 and level 1 students are on imagine learning and receive a double dose of small group instruction using imagine learning lessons. All ELL students receive the appropriate accommodations during classroom instruction and assessments.

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
Fifth ELA	Wednesday	2nd, 4th	9/11/2019 - 5/27/2019	2:30 PM - 3:15 PM	5
Fourth ELA	Wednesday	2nd, 4th	9/11/2019 - 5/27/2020	2:30 PM - 3:15 PM	4
Third ELA	Wednesday	2nd, 4th	9/11/2019 - 5/27/2020	2:30 PM - 3:15 PM	3
Second ELA	Wednesday	2nd, 4th	9/11/2019 - 5/27/2020	2:30 PM - 3:15 PM	2
Kindergarten ELA	Wednesday	2nd, 4th	9/11/2019 - 5/27/2020	2:30 PM - 3:15 PM	K
First Grade ELA	Wednesday	2nd, 4th	9/11/2019 - 5/27/2020	2:30 PM - 3:15 PM	1

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM19_20NorthSideES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_09102019_SAM19_20NorthSideES.pdf)	LaToya Flournoy	9/10/2019
19_20_MTSS-Rtl-Action-Plan-North-Side.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_10022019_19_20_MTSS-Rtl-Action-Plan-North-Side.pdf)	Arnita Kethireddy	10/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st	9/5/2019 - 5/15/2020	8:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
NSE-SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_10032019_NSE-SEL-Action-Plan-2019-2020.pdf)	Sallam Still	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019_20-SPBP-North-Side.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_05202019_2019_20-SPBP-North-Side.pdf)	Desiree Montalvo	5/20/2019
North-Side-Elementary-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_05242019_North-Side-Elementary-Feedback-Form.pdf)	Chandra Davis	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	490	286	58.37	126	25.71	60	12.24	18	3.67
2017 - 2018	445	280	62.92	92	20.67	57	12.81	16	3.60
2018 - 2019	366	235	64.21	74	20.22	46	12.57	11	3.01

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	56	34	60.71	7	12.50	12	21.43	3	5.36
2018 - 2019	01	68	45	66.18	11	16.18	10	14.71	2	2.94
2018 - 2019	02	64	37	57.81	16	25.00	10	15.63	1	1.56
2018 - 2019	03	61	42	68.85	11	18.03	5	8.20	3	4.92
2018 - 2019	04	56	34	60.71	17	30.36	4	7.14	1	1.79
2018 - 2019	05	61	43	70.49	12	19.67	5	8.20	1	1.64

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 64.2% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 15.6% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 3.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_09262019_Attendance-Plan-19-20.pdf)	Sallam Still	9/26/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
NSE-Counseling-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_10042019_NSE-Counseling-Plan-19-20.pdf)	Sallam Still	10/4/2019

Equity Plan

File Name	File Uploaded By	Upload Date
NSE-Equity-School-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_10022019_NSE-Equity-School-Action-Plan-2019-2020.pdf)	Sallam Still	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
NSE-BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_09272019_NSE-BPIE.pdf)	Sallam Still	9/27/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
October-2019-SAC-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0041_11032019_October-2019-SAC-Minutes.pdf)	October	Monitored	11/3/2019
October-SAC-Sign-in-2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0041_10312019_October-SAC-Sign-in-2.pdf)	October	Developed	10/31/2019
October-SAC-Sign-in-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0041_10312019_October-SAC-Sign-in-.pdf)	October	Developed	10/31/2019
October-2019-SAC-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0041_10312019_October-2019-SAC-Agenda.pdf)	October	Developed	10/31/2019
SAC-SAF-Meeting-Schedule.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0041_10172019_SAC-SAF-Meeting-Schedule.pdf)	October	None	10/17/2019
September-SAC-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0041_10042019_September-SAC-Minutes.pdf)	October	Developed	10/4/2019
September2019SACAgenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0041_10042019_September2019SACAgenda.pdf)	October	Developed	10/4/2019
SAC-Composition-Report-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0041_10042019_SAC-Composition-Report-19-20.pdf)	October	None	10/4/2019
SAC-SIGN-IN-923.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0041_10042019_SAC-SIGN-IN-923.pdf)	October	Developed	10/4/2019
SAC-ByLaws-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0041_10042019_SAC-ByLaws-19-20.pdf)	October	SAC ByLaws	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
NSE-Programs-and-Services-Checklist-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_10022019_NSE-Programs-and-Services-Checklist-19-20.pdf)	Sallam Still	10/2/2019
Customer-Service-19-20-(FACE).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_10032019_Customer-Service-19-20-(FACE).pdf)	Sallam Still	10/3/2019
FACE-survey-19-20-(spanish).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_10042019_FACE-survey-19-20-(spanish).pdf)	Sallam Still	10/4/2019
FACE-survey-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_10042019_FACE-survey-19-20.pdf)	Sallam Still	10/4/2019
FACE-survey-19-20-(Creole).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0041_10042019_FACE-survey-19-20-(Creole).pdf)	Sallam Still	10/4/2019

☆ School Info



School Name	Pompano Beach ES (0751)	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/0751_10022019_19-20_Executive-Summary.pdf) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	72	15	1	0	---	N/A	1	3	0	N/A
01	81	22	4	0	---	0	4	8	0	N/A
02	72	8	2	0	---	0	3	12	1	N/A
03	101	19	8	0	45	---	6	14	4	94
04	73	14	4	0	46	---	7	6	8	70
05	82	15	5	0	25	---	4	1	8	74

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	81	31	1	0	---	0	1	2	0	N/A
01	93	21	6	0	---	0	7	7	0	N/A
02	86	16	4	0	---	0	1	8	1	N/A
03	69	9	4	0	26	---	17	15	1	64
04	90	10	8	0	31	---	20	14	3	83
05	69	15	2	0	29	---	8	0	5	60

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

All students in kindergarten through fifth grade are administered the Benchmark Assessment System (BAS) running record a minimum of three times throughout the school year. In addition to the BAS assessment, students in grades first through fifth take periodic School City & iReady Assessments in reading and math once per month to monitor progress toward grade level standards and expectations. All third, fourth, and fifth grade students take school-level science assessments once per quarter to monitor progress in science.

All students K-5 participate in core literacy, math, and science instruction. Teachers utilize school-level pacing guide as a resource to plan grade level instruction for all students. All students participate in small group guided reading during the 90 minute reading block to receive individualized instruction based on students' needs. Teachers in K-2 utilize Go Math and the district's pacing guide & teachers in grades 3-5 utilize the Uncommon pacing guide and lessons to plan grade level instruction in math for all students. Students in grades K-5 also engage in math club with the Acaletics Math Program for 30 minutes daily as part of their core math instruction. All teachers utilize Science Stemsopes and the school's pacing guide to address Science Standards at each grade level K-5.

Supplemental programs in reading include Language Arts Florida Standards Ready Books from Curriculum Associates and iReady Computer program. Supplemental programs in math include Math Florida Standards Ready Books from Curriculum Associates and iReady Computer program. Supplemental programs in science include Science Boot Camp. These materials are supplemental and range from 3-5 grades. The iReady Computer program is used from K-5 for both reading and math. Supplemental materials are used daily for a minimum of 45 minutes per week. Supplemental program in writing includes resources from Core Connections to supplement and enhance core instruction in writing for all students K-5.

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

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0751&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 Instructional Leadership Team (ILT) conducts informal classroom observations to ensure instruction is fully aligned to the Florida Standards. A High Yield Strategy "Look For" document is used to collect qualitative evidence of teacher and student behaviors as related to standards aligned instruction. The resulting, observational qualitative data are analyzed to inform the professional development needs of staff to support high-quality instruction that will lead to an increase in effective teaching and learning practices. Furthermore, Instructional Pacing Guides are used to ensure grade level standards are taught at the appropriate levels.

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

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

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

Students that are not progressing towards individual and grade level goals are provided interventions through the Response to Intervention process. Each week the CPST meets to discuss individual progress towards goals/benchmarks established by the team. Graphic representation of student's progress is used as evidence to compare student's progress with their intervention peers in addition to core instruction. Students scoring 2 levels below BAS during AP 3 of the 18_19 school year were added to the BASIS queue, requiring documented evidence of appropriate supports. The Reading Decision Tree is used to design the appropriate support.

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

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

Benchmark Assessment Systems K-5 (Running Records) Literacy Continuum, Leveled Literacy Intervention (LLI) Fountas and Pinnell Prompting Guides intermediate REWARDS, Phonics for Reading, UFLI phonics.

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

Our Instructional staff continuously strives to reduce barriers and make learning accessible to all students. By varying the way students represent and express their understanding, we provide the platform for students to demonstrate current level of understanding as well as misconceptions. Students often participate in project based learning (PBL) providing the opportunity to collaborate with their peers. During grade level PLC's, our instructional staff uses the backward design to plan grade level specific lessons to meet the needs of all students.

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

Instructional staff participates in effective use of ESOL instructional practices during pre-planning each year. This includes both content and language objectives

Teachers lessons plans provides evidence that classroom instruction is aligned to both grade level Florida Standards and WIDA (World Class Instructional Design and Assessment) English Language proficiency standards are reviewed and monitored regularly to ensure fidelity of implementation.

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (<http://www.fldoe.org/core/fileparse.php/7539/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
0751 ELA K_19-20	Friday		8/26/2019 - 5/25/2020	1:35 PM - 2:35 PM	Pre K, K
0751 ELA 1st_19-20	Friday	1st, 3rd	8/26/2019 - 5/25/2020	1:35 PM - 2:25 PM	1
0751 ELA 2nd_19-20	Monday	2nd, 4th	8/26/2019 - 5/25/2020	1:35 PM - 2:35 PM	2
0751 ELA 3rd_19-20	Tuesday	2nd, 4th	8/26/2019 - 5/25/2020	1:35 PM - 2:35 PM	3
0751 ELA 4th_19-20	Wednesday	2nd, 4th	8/26/2019 - 5/25/2020	1:35 PM - 2:35 PM	4
0751 ELA 5th_19-20	Thursday	2nd, 4th	8/26/2019 - 5/25/2020	1:35 PM - 2:35 PM	5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM19_20PompanoBeachES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_09102019_SAM19_20PompanoBeachES.pdf)	LaToya Flournoy	9/10/2019

File Name	File Uploaded By	Upload Date
19-20_MTSS-Rtl-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_10012019_19-20_MTSS-Rtl-Action-Plan.pdf)	Tonnie Hibbert	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	9/10/2019 - 5/26/2020	8:10 AM - 2:35 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
19-20_SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_10012019_19-20_SEL-Action-Plan.pdf)	Tonnie Hibbert	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
PBESSchool-Wide-SPBP-19-20-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_05172019_PBESSchool-Wide-SPBP-19-20-(1).docx)	Tyenne Hogan	5/17/2019
Pompano-Beach-Elem-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_05242019_Pompano-Beach-Elem-Feedback-Form.pdf)	Miriam Gayle	5/24/2019
0751_PBESSchool-Wide-SPBP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_09092019_0751_PBESSchool-Wide-SPBP-19-20.pdf)	Germaine Odom	9/9/2019

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	530	248	46.79	154	29.06	100	18.87	28	5.28
2017 - 2018	516	242	46.90	170	32.95	85	16.47	19	3.68
2018 - 2019	486	235	48.35	142	29.22	80	16.46	29	5.97

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	81	27	33.33	23	28.40	23	28.40	8	9.88
2018 - 2019	01	93	42	45.16	27	29.03	18	19.35	6	6.45

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	02	86	40	46.51	27	31.40	11	12.79	8	9.30
2018 - 2019	03	69	43	62.32	17	24.64	4	5.80	5	7.25
2018 - 2019	04	90	49	54.44	28	31.11	12	13.33	1	1.11
2018 - 2019	05	67	34	50.75	20	29.85	12	17.91	1	1.49

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 22.4% 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 6.0% 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
19-20_Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_10032019_19-20_Attendance-Plan.pdf)	Tonnie Hibbert	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
19-20_School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_10012019_19-20_School-Counseling-Plan.pdf)	Tonnie Hibbert	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
19-20_Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_10022019_19-20_Equity-Diversity-Action-Plan.pdf)	Tonnie Hibbert	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
19-20_BPIE-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_10012019_19-20_BPIE-Plan.pdf)	Tonnie Hibbert	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
09-19-19_SAC-Sign-In.html (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0751_10022019_09-19-19_SAC-Sign-In.html)	October	SAC ByLaws	10/2/2019
19-20_SAC-Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0751_10022019_19-20_SAC-Committee-Membership.pdf)	October	SAC ByLaws	10/2/2019
09-19-19_SAC-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0751_10022019_09-19-19_SAC-Agenda.pdf)	October	SAC ByLaws	10/2/2019
09-19-19_SAC-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0751_10022019_09-19-19_SAC-Minutes.pdf)	October	SAC ByLaws	10/2/2019
19-20_SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0751_10022019_19-20_SAC-ByLaws.pdf)	October	SAC ByLaws	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
18-19_eProve-Parent-Surveys.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_10032019_18-19_eProve-Parent-Surveys.pdf)	Tonnie Hibbert	10/3/2019
18-19_eProve-Staff-Surveys.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_10032019_18-19_eProve-Staff-Surveys.pdf)	Tonnie Hibbert	10/3/2019
18-19_eProve-Student-Surveys.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_10032019_18-19_eProve-Student-Surveys.pdf)	Tonnie Hibbert	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
19-20_-Customer-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_10012019_19-20_-Customer-Survey.pdf)	Tonnie Hibbert	10/1/2019
19-20_FACE-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0751_10012019_19-20_FACE-Plan.pdf)	Tonnie Hibbert	10/1/2019

☆ School Info



School Name	Tedder ES (0571)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> No
Executive Summary			

☆ 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	89	19	1	0	---	N/A	0	1	0	N/A
01	94	19	1	0	---	0	1	3	0	N/A
02	120	14	4	0	---	0	4	23	1	N/A
03	89	13	4	0	33	---	13	22	9	83
04	120	19	0	0	50	---	6	9	12	108
05	118	18	2	0	50	---	6	8	11	110

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	97	29	3	0	---	0	1	3	0	N/A
01	97	23	3	0	---	0	2	4	0	N/A
02	102	10	4	0	---	0	3	23	0	N/A
03	110	20	6	0	45	---	33	25	3	101
04	89	7	2	0	24	---	15	11	6	82
05	109	17	0	0	39	---	23	16	8	91

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

All teachers provide an additional half hour of math to provide tier 2 math intervention using Re-Teach Go Math material. All students in grades 2-5 utilize Reflex math to improve math fluency. We provide schoolwide math fluency drills to further improve the student's fluency. All students indentified as our lowest 30% are provided an additional 30 minutes small group instruction in reading or math by our support staff. All retained students in third grade are being provided an additional half hour of small group reading with our Literacy resource teacher using

Data chats are held with teachers, support staff and administration to discuss the needs of each students. Teachers also conduct data chats with students and set goals.

RtI is held weekly to further discuss fragile students and prescribe interventions.

Mentoring groups have been formed and selected students meet weekly with their mentor. referrals to outside agencies are done for students and families who demonstrate a need for counseling. All teachers will begin to implement Cloud 9 world within their classroom. This program will be taught 10 minutes daily in all classes to focus on implementation of SEL strategies and practices.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0571&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, Tedder Elementary will maintain our SWD ESSA results of 50% on FSA.	Tedder will maintain our SWD ESSA results 50% by providing support with fidelity to our ESE and ELL population. Monitoring students' data and reviewing their progress with both teachers and students will be ongoing. We will ensure that students will become more acclimated to using their accommodations as part of their daily instruction.	Shinita Coachman-Beavers, Bienvenida Gardinet	6/2/2020	Differentiated Instruction and How to effectively implement an IEP		Standards Mastery and BA Assessments	2020 FSA Results
By June 2020, Tedder FSA ELA will increase by 4% in ELA proficiency.	Through authentic professional learning communities (PLCs), Tedder will improve teaching and learning practices by establishing a strong focus on implementing effective lesson planning tools and strategies to increase teacher effectiveness in meeting students various needs. Using the PLC model, teachers will engage in professional learning opportunities based on identified individual needs aligned with the backwards design process, identifying curriculum resources, declarative vs. procedural knowledge, creating learning goals and assessments as well as classroom activities and assignments. This structure will allow for collaborative inquiry and lesson studies using the analyzing student work (ASW) process which generates lesson pans that guide effective instruction for all. As we maximize our time, we will explore opportunities and possibilities to have coaches, team leaders, and teachers collaborating on building lesson plans through interactive PowerPoints. If this initiative goes well we will build upon it each semester for other grade levels.	Shinita Coachman-Beavers and Bienveinda Gardinet	6/3/2020	Small Group Instruction, LLI, BAS, and Phonics.	\$3,790.00	Monitoring tools used to track progress will be BAS and standard mastery assessment.	2020 FSA Results

K-12 Comprehensive Reading Plan

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
Tedder PLC : Lesson Planning, ELA, Math and Science	Thursday		9/19/2019 -	2:30 PM - 3:15 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
SAM19_20TedderES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0571_09102019_SAM19_20TedderES.pdf)	LaToya Flournoy	9/10/2019

RtI Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0571_09302019_SEL-Action-Plan-2019-2020.pdf)	Ebony Jones	9/30/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Tedder-Behavior-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0571_05212019_Tedder-Behavior-Plan-2019-2020.docx)	Desiree Montalvo	5/21/2019

File Name	File Uploaded By	Upload Date
Tedder-Elementary-Feedback-Form-2019-20.xlsx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0571_05302019_Tedder-Elementary-Feedback-Form-2019-20.xlsx)	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	716	444	62.01	152	21.23	87	12.15	33	4.61
2017 - 2018	673	390	57.95	162	24.07	82	12.18	39	5.79
2018 - 2019	604	356	58.94	133	22.02	95	15.73	20	3.31

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	97	41	42.27	24	24.74	26	26.80	6	6.19
2018 - 2019	01	97	57	58.76	17	17.53	19	19.59	4	4.12
2018 - 2019	02	102	68	66.67	24	23.53	9	8.82	1	0.98
2018 - 2019	03	110	69	62.73	18	16.36	18	16.36	5	4.55
2018 - 2019	04	89	55	61.80	25	28.09	9	10.11	0	0.00
2018 - 2019	05	109	66	60.55	25	22.94	14	12.84	4	3.67

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 58.9% 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 19.0% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 3.3% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0571_10142019_Attendance-Plan-2019-2020.pdf)	Ebony Jones	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0571_09242019_ASCP-2020.pdf)	Ebony Jones	9/24/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0571_10072019_Equity-School-Action-Plan-2019.pdf)	Ebony Jones	10/7/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0571_10012019_BPIE_2018-(1).pdf)	Ebony Jones	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Tedder-SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0571_10232019_Tedder-SAC-Composition.pdf)	October	None	10/23/2019
SAC-Meeting-notes-91819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0571_10032019_SAC-Meeting-notes-91819.pdf)	October	A+ Funds	10/3/2019
Tedder-Elementary-School-SAC-Agenda-91819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0571_10032019_Tedder-Elementary-School-SAC-Agenda-91819.pdf)	October	A+ Funds	10/3/2019
SAC-sign-in-91819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0571_10032019_SAC-sign-in-91819.pdf)	October	A+ Funds	10/3/2019
Tedder-Elementary-School-SAC-proposed-dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0571_09272019_Tedder-Elementary-School-SAC-proposed-dates.pdf)	September	SAC ByLaws	9/27/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
10-Things-You-Should-Know-About-Haitian-Culture.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0571_09262019_10-Things-You-Should-Know-About-Haitian-Culture.pdf)	Jacqueline Sarrasin	9/26/2019
Resource-room.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0571_09262019_Resource-room.pdf)	Jacqueline Sarrasin	9/26/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0571_09272019_Customer-Service.pdf)	Jacqueline Sarrasin	9/27/2019
Clerical-sign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0571_10032019_Clerical-sign-in.pdf)	Jacqueline Sarrasin	10/3/2019
Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0571_10032019_Catchthem-Being-Great.pdf)	Jacqueline Sarrasin	10/3/2019

☆ School Info



School Name	Watkins ES (0511)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> No
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0511_09112019_Executive-Summary19-20.docx) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	78	19	0	0	---	N/A	1	1	0	N/A
01	98	20	2	0	---	0	1	1	0	N/A
02	91	19	4	0	---	0	2	1	0	N/A
03	102	16	3	0	32	---	3	3	3	95
04	105	16	1	0	52	---	3	2	19	93
05	103	10	1	0	39	---	4	1	8	96

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	78	22	0	0	---	0	1	2	0	N/A
01	84	19	0	0	---	0	7	16	0	N/A
02	97	15	0	0	---	0	2	6	0	N/A
03	90	23	0	0	26	---	14	7	0	79
04	102	20	10	0	28	---	24	14	2	96
05	106	18	1	0	33	---	13	13	3	99

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

The MTSS team meets every week to discuss identified students in Tier 1, Tier 2, or Tier 3. The agenda is developed by the school guidance counselor based on the referrals given. Student names are submitted by classroom teachers, parents, administrators and other staff members at Watkins. The guidance counselor is responsible for organizing the instructional staff necessary for each meeting. The meeting begins with the guidance counselor identifying the student for review. Tier 1 data is reviewed for efficacy. Data from the MTSS intervention is recorded and tracked using academic and/or behavioral forms. The team, under the leadership of administration, develops and/or reviews goals and objectives appropriate for the student. Ongoing monitoring is established to include timelines and persons who are responsible for the tracking and monitoring the implementation of the intervention. Interventions are decided based on what is appropriate from the MTSS chart, such as LLI, Phonics for Reading, etc. The Instructional Coaches attend the MTSS Meetings to ensure that we are targeting the correct area of focus within the content area. Each Coach has a list of appropriate interventions or enrichment programs that the team discusses to choose our next steps. Each grade level is provided a case manager to work with the teacher to ensure follow up and tracking data is complete. Team Leaders are expected to meet with their teams weekly specifically to discuss the progress of the students in RTI. Based on the data collected, decisions are made regarding curriculum modifications and behavior management. The MTSS Leadership team reviews relevant data to determine whether Tier 2 or Tier 3 strategies should be implemented, to include recommendations for evaluation. Tier 2 includes change in instruction in addition to whole group strategies. Tier 3 includes change in instruction to whole group strategies and Tier 2 interventions.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0511&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June of 2020, students in 3rd - 5th grade will move ELA and Math proficiency by 9 percentage points.	Teachers will follow our school IFC in both content areas. Teachers will be able to use specific Tier 1 lessons to meet the needs of students. Tier 2 and Tier 3 interventions will be specific to the student needs.	Shonda Woodard (Literacy) and Barbara Clavijo (Math)	5/1/2020	Teacher will participate in school developed PLC's to meet the needs of the teachers, students and specific grade levels. If needed selected teachers will participate in District sponsored PD to meet the needs of our students.	\$500 Title 1- Substitutes for District trainings	Administration	Students will increase in proficiency in each content area.

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?

Our Literacy Coach works with the district to create an Instructional Focus Calendar that is aligned to the standards needing to be mastered at each of the academic grade levels. The Literacy Coach provides the teachers with professional learning to determine what the lessons will look like in the classroom. Teachers are able to utilize the lessons provided for Tier 1 instructions. The teachers and the literacy coach work together to determine what instruction is needed to master the standard at the Tier 2 and Tier 3 level of 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?

The IFC is built around clusters of standards. The scholars participate in common formative assessments at the conclusion of each cycle of standards. The cycle lasts as long as needed per grade level and per the standards that are being targeted. All grade levels are not taking the common formative assessment at the same time. Additionally, throughout the cycle teachers use exit tickets, classroom observations, student work samples, and much more to track the progress of the scholars they are instructing.

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

After each cycle of common formative assessments, the Literacy Coach, teacher, and administration disaggregate the data to determine which scholars are proficient, which are struggling and who is not mastering the standard. After a data discussion the scholar either receives enrichment, reteach, remediation or is referred to the RTI team for further discussion. At any time during the instructional cycle or the school year a student who is not mastering standards can be referred to the RTI team.

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?

Scholars who are not working at/or above grade level will be placed in Tier 2 or Tier 3 interventions to support their learning. The Literacy Coach works with the teacher to determine where the student is deficient to begin supplemental instruction. We utilize many different resources depending on the need of the students. The teacher use; I-Ready, Journeys Tool Kit, Wordly Wise, Phonics for Reading, PWS, and Leveled Literacy System (LLI).

All students who are 2 or more years below grade level will receive the additional 30 minutes of reading through the intensive reading block.

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

The teachers participate in different training throughout the school year. Over the summer teachers attend training that they feel would help improve their instruction in the classroom. The Literacy Coach provides professional learning for the teachers on campus. If there is a training that is being offered by the district that our teachers may need, the Literacy Coach will ensure that they participate in the training.

Trainings at our school this year; administration of BAS, Phonics, Spelling and Word Study(PWS).

District Training - Literacy Centers for K-5

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
Using TLAC Strategies to Improve Instruction	Tuesday	1st, 2nd, 3rd	9/24/2019 - 4/28/2020	2:20 PM - 3:05 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
SAM19_20WatkinsES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_09102019_SAM19_20WatkinsES.pdf)	LaToya Flournoy	9/10/2019
MTSS-RtI-Action-Plan-Watkins.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_10032019_MTSS-RtI-Action-Plan-Watkins.pdf)	LoriAnn Mendez	10/3/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	9/4/2019 - 5/13/2020	8:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Watkins.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_10032019_SEL-Action-Plan-Watkins.pdf)	LoriAnn Mendez	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Watkins-Elem-SPBP-19-20.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_05202019_Watkins-Elem-SPBP-19-20.doc)	Tynee Hogan	5/20/2019
Watkins-ES_feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_05302019_Watkins-ES_feedback-form-2019-20.pdf)	Nichole Johnson	5/30/2019
PBIS-Watkins-Elem-SPBP-19-20-FINAL.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_10032019_PBIS-Watkins-Elem-SPBP-19-20-FINAL.pdf)	LoriAnn Mendez	10/3/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	655	355	54.20	176	26.87	100	15.27	24	3.66
2017 - 2018	610	316	51.80	182	29.84	85	13.93	27	4.43
2018 - 2019	557	269	48.29	164	29.44	99	17.77	25	4.49

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	78	33	42.31	23	29.49	18	23.08	4	5.13
2018 - 2019	01	84	42	50.00	21	25.00	18	21.43	3	3.57
2018 - 2019	02	97	43	44.33	35	36.08	16	16.49	3	3.09
2018 - 2019	03	90	36	40.00	30	33.33	17	18.89	7	7.78
2018 - 2019	04	102	56	54.90	26	25.49	15	14.71	5	4.90
2018 - 2019	05	106	59	55.66	29	27.36	15	14.15	3	2.83

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 48.3% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 22.3% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 4.5% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Watkins.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_10032019_Attendance-Plan-Elementary-Watkins.pdf)	LoriAnn Mendez	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Guidance-Counselor-Plan-Watkins-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_10032019_Guidance-Counselor-Plan-Watkins-19-20.pdf)	LoriAnn Mendez	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan---Watkins-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_10032019_Equity-Plan---Watkins-.pdf)	LoriAnn Mendez	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
WatkinsBPIE2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_09112019_WatkinsBPIE2018.pdf)	LoriAnn Mendez	9/11/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Watkins-SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0511_10172019_Watkins-SAC-ByLaws.pdf)	October	SAC ByLaws	10/17/2019
Watkins-SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0511_10172019_Watkins-SAC-Composition.pdf)	October	Monitored	10/17/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
Student-Survey-Watkins.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_10032019_Student-Survey-Watkins.pdf)	LoriAnn Mendez	10/3/2019
Staff-Survey-Watkins.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_10032019_Staff-Survey-Watkins.pdf)	LoriAnn Mendez	10/3/2019
Parent-Survey-Watkins.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_10032019_Parent-Survey-Watkins.pdf)	LoriAnn Mendez	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Template-Watkins.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0511_10032019_Face-Plan-Template-Watkins.pdf)	LoriAnn Mendez	10/3/2019