

☆ School Info			
School Name	Boulevard Heights ES (0971)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> ---	ESSA School	<input type="checkbox"/> No
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0971_10112019_BHE-2019-Executive-Summary-Fi)		

☆ 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	93	16	0	0	---	N/A	2	3	0	N/A
01	92	15	0	0	---	0	0	0	0	N/A
02	117	19	0	0	---	0	0	1	0	N/A
03	97	21	0	0	20	---	1	3	0	86
04	124	24	3	0	39	---	1	0	0	112
05	146	18	0	0	42	---	0	0	0	140
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	107	23	0	0	---	0	1	1	0	N/A
01	96	18	1	0	---	0	0	2	0	N/A
02	92	12	1	0	---	0	0	3	0	N/A
03	124	22	1	0	27	---	11	4	0	109
04	107	16	0	0	21	---	7	4	0	97
05	126	15	8	0	39	---	7	1	0	110

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

- Boulevard Heights Elementary conducts Data Chats per grade level to analyze and discuss students needs who maybe as "at risk" based on early warning academic, behavioral, and social/emotional indicators identified through BASIS.
- Interventions and strategies are put into place to monitor progress through the RTI process and BASIS.
- Weekly Professional Learning Communities (PLCs) and quarterly data chats are also held in grades Pre-K-5 to work in conjunction with the Collaborative Problem Solving Team to address curriculum, assessments, remediation, and enrichment.
- Academic interventions will be identified through the following resources: Leveled Literacy Intervention (LLI), Phonics For Reading, Foundations, Quick Reads, Journey's Toolkit, Write-in-Reader, Touch Math, Go Math Reteach and other interventions appropriate to the students area of need.
- Behavior Interventions will be addressed through a school-wide positive behavior program called P.A.W.S-Practice Respect, Act Responsibly, Work Together, Show Self Students in each class receive a PAW Card that is filled by the teacher students are rewarded based on behavior at the end of the month the students with the most paws colored in are provided awards, treasure box and their name is displayed on a board in the cafeteria.
- Attendance concerns will be addressed through collaboration and communication with parents via administration. Parents received letters of concern if a child is out or late more than 3 times. If the problem persist the administration seeks support of the school social worker in order to provide help and strategies to the parents.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0971&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, the overall achievement of ELL students will increase from 24% to 30%, as indicated on ELA FSA scores.	iReady Camp, Small Group Instruction, Push In and/or Pull Out group, iReady prescription folders	Principal	6/3/2020	ESOL Scaffolded Instruction, iReady data-targeted instruction	Title 1 Budget iReady \$22,000.00	iReady Diagnostics Growth Monitoring and Standards Mastery	End of Year Proficiency gains resulting from effective instructional strategies
By June 2020, the overall achievement of SWD students will increase from 49% to 53%, as indicated on ELA FSA scores.	IReady Camp, Small group instruction, push in and or pull out groups and prescription folders.	Principal	6/3/2020	Structured Methods in Language Education, Supplemental Reading Program (Wilson/Foundations/LLI), iReady Toolbox, Making Reading Instruction Explicit Canvas Course	Title 1 Budget, IReady-\$22,000.00.	iReady Diagnostics, Growth Monitoring and Standards Mastery.	At the end of the school year this subgroup will demonstrate proficiency gains.

K-12 Comprehensive Reading Plan

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

The school administrator and literacy coach are responsible in ensuring classroom instruction is aligned to grade-level standards and what evidence is collected to demonstrate that classroom instruction is aligned to grade-level standards.

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

BAS, FAIR, STAR Literacy, Letter names, sounds and concepts of print are collected to determine that students by subgroups are progressing toward reading proficiency. Administration and the Literacy Coach 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?

Teachers monitor data, along with Literacy Coach, administration and Rti Team (CPST). Students are placed in interventions based on the Reading Decision Chart. Teachers will collect data through BAS, i-Ready and BAS Optional Assessments.

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

Our school is using Benchmark Assessment Systems (BAS), the Literacy Continuum, Leveled Literary Intervention (LLI) in select groups, Prompting Guides in Tier 1 instruction, small group guided reading planning and instruction. Select teachers are using Foundations explicit Phonics instruction as supplementary Reading program. Classroom teachers, select nonclassroom teachers, resource teachers, and literacy coach are responsible for administering Tier 2 & Tier 3. Groups are run 3-5 days a week for 20-30 minutes per meeting.

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

Our school have participated in numerous on campus and off campus staff development to ensure that all classroom instruction is accessible to the full range of learners. Our staff has participated in Responsive Literacy Intervention (which addresses UDL and SEL), BAS Target instruction, BAS Callibration, Small Group Guided Reading, Supplementary Reading Course (Foundations, Just Words, Wilson, LLI), Thinking Maps, DBQ, Making Reading Instruction Explicit (SEL and UDL inclusive), and Equity/Diversity (training by our Equity Liaison).

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

In order to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs, our school is implementing the Imagine Learning Computer based ELA program, Ellevation lessons for teachers, ESOL lessons/ activities from ESOL PD K-5, and stategies based on the ESOL Matrix. As a dual language school, select students are taught in their native language as well as in English in this language immersion program which utilizes iStation and SEL to measure ELL proficiency.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
4th and 5th Grade PLC	Thursday	1st, 2nd, 3rd, 4th	8/22/2019 - 5/28/2020	2:15 PM - 3:00 PM	4, 5
2nd and 3rd Grade PLC	Wednesday	1st, 2nd, 3rd, 4th	8/21/2019 - 5/27/2020	2:15 PM - 3:00 PM	2, 3
Pre-K - 1st Grade PLC	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	2:15 PM - 3:00 PM	Pre K, K, 1

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
2019-SAM--Boulevard-Heights-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_09042019_2019-SAM--Boulevard-Heights-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019
MTSS-Rtl-Action-Plan_BHE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10012019_MTSS-Rtl-Action-Plan_BHE.pdf)	Trelaina Butler	10/1/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/28/2019 - 3/18/2020	8:30 AM - 1:40 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
BHE-SEL-Action-Plan-2019-20-Final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10102019_BHE-SEL-Action-Plan-2019-20-Final.pdf)	Trelaina Butler	10/10/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
BHE-SPBP-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_05022019_BHE-SPBP-2019-20.pdf)	Sylvia Correa	5/2/2019
Boulevard-Heights_ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_05242019_Boulevard-Heights_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	712	396	55.62	213	29.92	89	12.50	14	1.97
2017 - 2018	697	358	51.36	216	30.99	101	14.49	22	3.16
2018 - 2019	651	328	50.38	205	31.49	105	16.13	13	2.00

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	107	43	40.19	39	36.45	25	23.36	0	0.00

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	96	43	44.79	31	32.29	22	22.92	0	0.00
2018 - 2019	02	92	53	57.61	26	28.26	10	10.87	3	3.26
2018 - 2019	03	124	66	53.23	35	28.23	20	16.13	3	2.42
2018 - 2019	04	106	53	50.00	35	33.02	15	14.15	3	2.83
2018 - 2019	05	126	70	55.56	39	30.95	13	10.32	4	3.17

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 50.4% 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 18.1% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.0% 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
0971_Attendance-Plan-Elementary_-BHE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10032019_0971_Attendance-Plan-Elementary_-BHE.pdf)	Trelaina Butler	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2019-2020-ASCP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_09242019_2019-2020-ASCP.pdf)	Trelaina Butler	9/24/2019

Equity Plan

File Name	File Uploaded By	Upload Date
BHE-Equity-School-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10032019_BHE-Equity-School-Action-Plan-2019-2020.pdf)	Trelaina Butler	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
0971_10252018_0971_10192017_BHE-BPIE-2017-18(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_09062019_0971_10252018_0971_10192017_BHE-BPIE-2017-18(1).pdf)	Trelaina Butler	9/6/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
BHE_SAF_October.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0971_10292019_BHE_SAF_October.pdf)	October	None	10/29/2019
BHE_SAC_October.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0971_10252019_BHE_SAC_October.pdf)	October	None	10/25/2019
SAC_SAF-meetings-dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0971_10102019_SAC_SAF-meetings-dates.pdf)	October	None	10/10/2019
BHE_SAF_September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0971_10042019_BHE_SAF_September.pdf)	October	None	10/4/2019
BHE_SAC_September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0971_10022019_BHE_SAC_September.pdf)	October	None	10/2/2019
SAF-Bylaws-_BHE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0971_09272019_SAF-Bylaws-_BHE.pdf)	September	SAF ByLaws	9/27/2019
SAC-ByLaws_BHE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0971_09272019_SAC-ByLaws_BHE.pdf)	September	SAC ByLaws	9/27/2019
BHE_SAC_August.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0971_09052019_BHE_SAC_August.pdf)	September	None	9/5/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Parent-Survey-021119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10162019_Parent-Survey-021119.pdf)	Sylvia Correa	10/16/2019
Staff-Survey_021119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10162019_Staff-Survey_021119.pdf)	Sylvia Correa	10/16/2019
Student-Survey-(Elementary)_021119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10162019_Student-Survey-(Elementary)_021119.pdf)	Sylvia Correa	10/16/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Catchthem-Being-Great-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_09192019_Catchthem-Being-Great-2019-2020.pdf)	Trelaina Butler	9/19/2019
Caught-Being-Great-List_September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_09192019_Caught-Being-Great-List_September.pdf)	Trelaina Butler	9/19/2019
BHE-Providing-Customer-Service-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_09252019_BHE-Providing-Customer-Service-19-20.pdf)	Trelaina Butler	9/25/2019
1st-Meeting-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_09252019_1st-Meeting-Sign-In.pdf)	Trelaina Butler	9/25/2019
FACE-SPACE1.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_09252019_FACE-SPACE1.jpg)	Trelaina Butler	9/25/2019
FACE-SPACE-2.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_09252019_FACE-SPACE-2.jpg)	Trelaina Butler	9/25/2019
Bobcat-Gaz-9_1_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10022019_Bobcat-Gaz-9_1_2019.pdf)	Sylvia Correa	10/2/2019
BHE-Customer-Service-feedback.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10032019_BHE-Customer-Service-feedback.pdf)	Sylvia Correa	10/3/2019
BHECultural-Awareness-FINAL.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10102019_BHECultural-Awareness-FINAL.pdf)	Trelaina Butler	10/10/2019
BHE-Prog-ServChecklist-2019-FINAL.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10102019_BHE-Prog-ServChecklist-2019-FINAL.pdf)	Trelaina Butler	10/10/2019
BHE_Face-Plan-SIP-2019Final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10102019_BHE_Face-Plan-SIP-2019Final.pdf)	Trelaina Butler	10/10/2019
BHE-Customer-Service_SIP-2019Final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10102019_BHE-Customer-Service_SIP-2019Final.pdf)	Trelaina Butler	10/10/2019
BHE-SEL-Action-Plan-2019-20-Final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10102019_BHE-SEL-Action-Plan-2019-20-Final.pdf)	Trelaina Butler	10/10/2019
BHE-Prog-ServChecklist-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_10142019_BHE-Prog-ServChecklist-2019.pdf)	Trelaina Butler	10/14/2019
Caught-Being-Great-List_October.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0971_11072019_Caught-Being-Great-List_October.pdf)	Trelaina Butler	11/7/2019

☆ School Info



School Name	Coral Park ES (3041)	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/3041_10082019_3041_Executive-Summary-CPE-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	84	11	5	0	---	N/A	1	4	0	N/A
01	124	13	3	0	---	0	4	11	0	N/A
02	119	17	5	0	---	0	4	12	1	N/A
03	102	14	0	0	22	---	4	12	1	99
04	100	10	3	0	19	---	2	4	2	93
05	98	11	2	0	22	---	3	2	2	94

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	88	19	2	0	---	0	1	1	0	N/A
01	92	9	3	0	---	0	1	6	0	N/A
02	109	11	9	0	---	0	2	5	0	N/A
03	124	19	0	0	27	---	21	22	2	116
04	89	15	1	0	15	---	15	15	1	86
05	91	9	5	0	18	---	18	18	2	85

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

Attendance - Classroom teachers monitor daily attendance and implement procedures for reviewing and completing missed assignments. In addition, if a student has been absent for more than 2 days without receiving a call or note that the student is out ill, the teacher will contact the parent to explain the importance of consistent attendance. Office staff records tardy students, as well as early sign-outs to identify other attendance issues. When a student is tardy or leaving early on a regular basis, the teacher will make initial contact to discuss the issue with the parent. If the teacher cannot contact the parent, the administration or the social worker is informed to reach out to the family.

The second strategy is to send personalized letters to the parent/guardian with report cards when students have been absent or tardy 10% or more of the school quarter.

The third strategy is for administration, support staff, or school counselor to identify the reason for the attendance issues and match resources when applicable to resolve the attendance concern. The administration reviews the monthly Dashboard Data Report to evaluate the effectiveness of the intervention strategies and revises the plan as needed.

Suspension - Coral Park Elementary takes a proactive approach to prevent behaviors that lead to suspension. The school-wide positive behavior plan (SWPBP) includes a leveled behavior plan in all classrooms, character education and a cafeteria behavior plan. Teachers collaborate with the Response to Intervention team for students demonstrating behavior concerns. Guidance lessons are provided by the school counselor for each grade. The administrative team communicates and collaborates with parents and guardians to implement interventions to reduce and eliminate inappropriate behavior.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3041&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 will ensure that curriculum guides and materials are aligned to the Florida Standards. The Literacy Coach is also responsible for training teachers in the use of common formative assessments as well as curriculum guides to ensure that instruction is aligned to standards. The Principal and Assistant Principal is responsible for collection of teachers' individual lesson plans to ensure alignment of instruction to grade-level standards.

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

Formative common assessments, such as Founts and Pinnell's Benchmark Assessment System and Curriculum Associates iReady Standards Mastery Assessments, are collected in order to determine that all students are progressing towards reading proficiency. The Principal, the Assistant Principal, the Literacy Coach, and the teachers will collect and review all progress monitoring data.

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

The Multi-Tiered System of Supports (MTSS) is used to ensure that students who are not meeting adequate progress towards grade level goals to identify student needs and guide decision making. This framework guides how to provide interventions and support which can be adjusted depending on a student's progress. MTSS strives to accelerate the performance of all students.

The four steps of this problem-solving process are

- 1) IDENTIFY the desired reading performance
- 2) ANALYZE why the desired reading performance is not being attained
- 3) DEVELOP and Implement the instruction/intervention PLAN
- 4) EVALUATE the response to the instruction/intervention plan.

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?

On a daily basis our Reading Resource teacher and our ESE support facilitators push into the general education classrooms to work closely with students providing the instructional support, differentiated instruction, and related ESE services need to reach IEP and RtI goals. Foundations, Rewards, Soar to Success, Super QAR, and iReady Toolbox Small Group Differentiated Reteach lessons programs are used to provide targeted intervention for Tier 2 and Tier 3 students, along with SWDs.

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

Teachers collaborate weekly with Instructional Coaches and grade level teams to design High Quality lessons to meet the needs of all learners.

Teachers use the UDL framework when developing lesson plans and assessments. A variety of instructional practices are incorporated into lesson plans, such as offering information in more than one format, Giving students more than one way to interact with material and show what they've learned, and by encouraging and motivating students by allowing them to make choices and collaborate with their peers.

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

To bridge the oral language and literacy gap for all our English language learners (ELL) we will utilize the Imagine Learning Language and Literacy program. In addition, our ELL instructor is using a variety of research-based programs to increase the percentage of ELLs who are proficient on the ACCESS for ELLs. Programs include; Let's Go, Saxon, Curious About Words, and On our way to English.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Intermediate - 3rd, 4th, and 5th	Wednesday	2nd, 4th	8/28/2019 - 5/28/2020	2:15 PM - 3:00 PM	3, 4, 5
Primary Pre-K, K, 1, and 2	Tuesday		8/27/2019 - 5/28/2020	2:15 PM - 3:00 PM	Pre K, K, 1, 2

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
2019-SAM--Coral-Park-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_09042019_2019-SAM--Coral-Park-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019
MTSS-RTI-Plan-CPE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_09102019_MTSS-RTI-Plan-CPE.pdf)	Laura Worthington	9/10/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/31/2020	8:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
3041_SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10082019_3041_SEL-Action-Plan-2019-2020.pdf)	Suzanne Lombardo	10/8/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
3041_CPE-2019_20-SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_05022019_3041_CPE-2019_20-SPBP.pdf)	Suzanne Lombardo	5/2/2019
Coral-Park-ES-SPBP-Feedback-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_05282019_Coral-Park-ES-SPBP-Feedback-19-20.pdf)	Debbie Boles	5/28/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	722	405	56.09	201	27.84	92	12.74	24	3.32
2017 - 2018	651	410	62.98	152	23.35	70	10.75	19	2.92
2018 - 2019	593	351	59.19	157	26.48	72	12.14	13	2.19

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	88	42	47.73	27	30.68	14	15.91	5	5.68
2018 - 2019	01	92	60	65.22	23	25.00	9	9.78	0	0.00
2018 - 2019	02	109	62	56.88	35	32.11	9	8.26	3	2.75
2018 - 2019	03	124	71	57.26	33	26.61	19	15.32	1	0.81
2018 - 2019	04	89	53	59.55	20	22.47	14	15.73	2	2.25
2018 - 2019	05	91	63	69.23	19	20.88	7	7.69	2	2.20

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 59.2% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 14.3% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.2% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
2019-2020-Attendanceplan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10182019_2019-2020-Attendanceplan.pdf)	Suzanne Lombardo	10/18/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2019-2020-School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_09042019_2019-2020-School-Counseling-Plan.pdf)	Suzanne Lombardo	9/4/2019

Equity Plan

File Name	File Uploaded By	Upload Date
3041_Equity-School-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10022019_3041_Equity-School-Action-Plan-2019-2020.pdf)	Suzanne Lombardo	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_FINAL.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_09132019_BPIE_FINAL.pdf)	Laura Worthington	9/13/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3041_10082019_SAC-ByLaws_2020.pdf)	October	SAC ByLaws	10/8/2019
SAC-MEETING-DOCS-9-25-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3041_10032019_SAC-MEETING-DOCS-9-25-2019.pdf)	October	Monitored	10/3/2019
SAC-COMPOSITION-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3041_10032019_SAC-COMPOSITION-19-20.pdf)	October	Monitored	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
E-Prove-Staff-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10022019_E-Prove-Staff-Survey-2019.pdf)	Suzanne Lombardo	10/2/2019
EPRove-Parent-Survey-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10022019_EPRove-Parent-Survey-19-20.pdf)	Suzanne Lombardo	10/2/2019
E-prove-Student-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10022019_E-prove-Student-Survey-2019.pdf)	Suzanne Lombardo	10/2/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Coral-Park-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10022019_Face-Plan-Coral-Park-2019_2020.pdf)	Laura Worthington	10/2/2019
FACE_Customer_Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10022019_FACE_Customer_Service.pdf)	Laura Worthington	10/2/2019
19-20_FACE-PLAN-PIC-1.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10082019_19-20_FACE-PLAN-PIC-1.jpg)	Suzanne Lombardo	10/8/2019
3041_19-20-FACE-PLAN-PIC-2.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10082019_3041_19-20-FACE-PLAN-PIC-2.jpg)	Suzanne Lombardo	10/8/2019
3041_19-20_FACE-PLAN-PIC-3.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10082019_3041_19-20_FACE-PLAN-PIC-3.jpg)	Suzanne Lombardo	10/8/2019
Cultural_Awareness_CPE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10082019_Cultural_Awareness_CPE.pdf)	Laura Worthington	10/8/2019
Catch_them_being_Great_CPE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10082019_Catch_them_being_Great_CPE.pdf)	Laura Worthington	10/8/2019
programs-and-services-checklist-CPE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3041_10092019_programs-and-services-checklist-CPE.pdf)	Laura Worthington	10/9/2019

☆ School Info



School Name	Country Isles ES (2981)	School Grade (2018 - 2019)	
Title 1 School	<input type="checkbox"/> No	Differentiated Accountability (DA)	
School of Excellence	<input type="checkbox"/> Yes	ESSA School	
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2981_09262019_CountryIslesElem_ExecutiveSumr) 		

☆ 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	152	22	1	0	---	N/A	3	4	0	N/A
01	154	20	1	0	---	0	1	2	1	N/A
02	167	14	0	0	---	0	0	5	0	N/A
03	184	16	0	0	36	---	1	5	3	178
04	184	23	1	0	34	---	0	4	0	169
05	194	28	0	0	49	---	1	3	0	187

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	141	9	0	0	---	0	0	1	0	N/A
01	166	18	1	0	---	0	1	2	0	N/A
02	151	15	0	0	---	0	1	6	1	N/A
03	179	16	1	0	31	---	6	2	0	171
04	193	30	0	0	35	---	29	26	0	185
05	187	26	0	0	28	---	18	13	0	177

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

We will communicate goals and expectations with all stakeholders.
 Small group instruction will be utilized in all classrooms to differentiate student needs.
 We will use Super QAR and Write-In Reader to address the needs of students who need assistance in Comprehension.
 We will use Foundations and Phonics for reading to address the need of student who need assistance in Phonics.
 We will use LLI as intensive reading instruction in grades K-3 for intervention for identified students.
 Double dose instruction will be utilized in all classrooms to meet the needs of identified students.
 Progress monitoring assessments (BAS) will be utilized in all classrooms to identify specific areas of weakness.
 Behavior Modification Plans and Positive Reinforcement will be utilized in all classrooms to maintain a safe environment.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2981&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
48% of SWD students in grades 3-5 will be proficient on the ELA portion of the FSA.	PLC collaboration on standard driven instruction, iReady standard mastery assessments, Keystone for standard mastery, interim assessments to review standard mastery, iReady interim assessments for standard mastery, conceptual units, intervention groups/resources and monitor progress of IEP goals to be aligned with grade level standards.	Administration, Instructional Staff, Support Staff	6/2/2020	iReady, BAS, Balanced Literacy	\$5,000 for FSA Camp and Materials	Through data conferences, PLC data reviews, iReady Standard Mastery Checks	

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 and classroom teachers are responsible to ensure classroom instruction is aligned to grade-level standards. Classroom teachers collect data from BAS, iReady diagnostics tests and standard mastery assessments.

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

School level progress is monitored through iReady and BAS. The BAS is administered three time a year and the iReady progress monitoring is administered three times a year. RTI intervention Programs are also being monitored through Phonics for Reading, Foundations, and Write-In Reader (on going in data and RTI meetings). Classroom Teachers are responsible for collecting and reviewing the student progress monitoring data.

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

The school ensures the fidelity of students not meeting school and district goals by monitoring them through the RTI/MTSS process, data meetings with administration to review the progress of students and discuss the interventions, PLCs to discuss team data and remediation/enrichment needed to move students to the next level. Students are referred to the RTI/MTSS team and the team works collaboratively to ensure that the needs of the students are being met. Identified students are placed on a progress monitoring plan to ensure that students are progressing towards individual and grade level goals. This information is share with all stakeholders.

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?

Leveled Literacy Intervention (LLI)
 Foundations
 Phonics for Reading
 Write-In Reader

Digital Resources Used:
 -Newsela
 -Readworks
 -iReady Toolbox
 -Journeys

Tier 2 interventions are used 2-3x per week by classroom teachers. Tier 3 intensive interventions are used 4-5x per week by classroom teachers. Additional resources provided for SWDs include Reading Mastery and SMILE. Supplemental/Intensive Interventions are provided by ESE Facilitators.

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

Teachers at our school have received professional development classes in Balanced Literacy, BAS, Leveled Literacy Intervention, Foundations, Shared Reading, Small Group Guided Reading, I-Ready, DBQ, Responsive Literacy Instruction and Imagine Literacy. After assessments are given, instruction is differentiated based on the students needs. Students are taught at their level in small group instruction in reading and math. Planning is based on the class make up and leveled books are chosen to teach the standards and enhance decoding skills.

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

Classroom teachers use ACCESS data to target specific needs of ELL students. Classroom teachers use ELL strategies throughout classroom instruction. ELL students participate in small group pull out, Imagine Literacy, and Language Enrichment Camp. Based on the needs of the students, their instruction is differentiated to include LLI and Foundation participation to become proficient.

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
Authentic Grade Level PLC	Tuesday Wednesday Thursday	1st, 2nd, 3rd, 4th	9/17/2019 - 4/30/2020	8:00 AM - 2:00 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
MTSS-Rtl-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09042019_MTSS-Rtl-Action-Plan-2019-2020.pdf)	Nicole Gandolfo	9/4/2019
2019-SAM--Country-Isles-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09042019_2019-SAM--Country-Isles-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019

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	8:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Country-Isles-SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09042019_Country-Isles-SEL-Action-Plan-2019.pdf)	Nicole Gandolfo	9/4/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Country-Isles_SPBP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_05162019_Country-Isles_SPBP-2019-2020.pdf)	Tyynne Hogan	5/16/2019
Country-Isles-ES-SPBP-Feedback-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_05282019_Country-Isles-ES-SPBP-Feedback-19-20.pdf)	Debbie Boles	5/28/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1061	620	58.44	301	28.37	122	11.50	18	1.70
2017 - 2018	1041	610	58.60	306	29.39	110	10.57	15	1.44
2018 - 2019	1014	572	56.41	316	31.16	112	11.05	14	1.38

Grade Level Breakdown

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

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	141	88	62.41	44	31.21	9	6.38	0	0.00
2018 - 2019	01	164	91	55.49	49	29.88	23	14.02	1	0.61
2018 - 2019	02	151	81	53.64	54	35.76	14	9.27	2	1.32
2018 - 2019	03	179	98	54.75	63	35.20	15	8.38	3	1.68
2018 - 2019	04	193	101	52.33	58	30.05	30	15.54	4	2.07
2018 - 2019	05	186	113	60.75	48	25.81	21	11.29	4	2.15

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 56.4% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 12.4% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.4% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-2019-2020-Country-Isles-Elementary.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09202019_Attendance-Plan-2019-2020-Country-Isles-Elementary.pdf)	Nicole Gandolfo	9/20/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
SchoolCounselingPlan-2019-2020-CountryIsles.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09042019_SchoolCounselingPlan-2019-2020-CountryIsles.pdf)	Nicole Gandolfo	9/4/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2019_2020_CountryIsles_KellyGrant.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09042019_Equity-School-Action-Plan-2019_2020_CountryIsles_KellyGrant.pdf)	Nicole Gandolfo	9/4/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09042019_BPIE-Plan-2019-2020.pdf)	Nicole Gandolfo	9/4/2019
BPIE_2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09042019_BPIE_2018.pdf)	Nicole Gandolfo	9/4/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2981_CountryIslesES_SACMeetingDates201920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2981_10072019_2981_CountryIslesES_SACMeetingDates201920.pdf)	September	None	10/7/2019
2981_CountryIslesES_SAFMeetingDates_201920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2981_10072019_2981_CountryIslesES_SAFMeetingDates_201920.pdf)	September	None	10/7/2019
2981_CountryIslesES_SAFBylaw201920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2981_10042019_2981_CountryIslesES_SAFBylaw201920.pdf)	September	ByLaws	10/4/2019
2981_CountryIslesESSACComposition_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2981_10042019_2981_CountryIslesESSACComposition_19_20.pdf)	September	None	10/4/2019
SACByLaws20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2981_10042019_SACByLaws20192020.pdf)	September	SAC ByLaws	10/4/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportParent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09042019_SurveysReportParent.pdf)	Nicole Gandolfo	9/4/2019
SurveysReportParentBilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09042019_SurveysReportParentBilingual.pdf)	Nicole Gandolfo	9/4/2019
SurveysReportPrintStaff.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09042019_SurveysReportPrintStaff.pdf)	Nicole Gandolfo	9/4/2019
SurveysReportPrintStudent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09042019_SurveysReportPrintStudent.pdf)	Nicole Gandolfo	9/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
CulturalAwareness_CountryIsles_2981.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09202019_CulturalAwareness_CountryIsles_2981.pdf)	Nicole Gandolfo	9/20/2019

File Name	File Uploaded By	Upload Date
FACEResourceTeamChecklistQuarter1_CountryIslesElem_2981.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09202019_FACEResourceTeamChecklistQuarter1_CountryIslesElem_2981.pdf)	Nicole Gandolfo	9/20/2019
FACEResourceTeam201920SignInSheetQuarter1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09202019_FACEResourceTeam201920SignInSheetQuarter1.pdf)	Nicole Gandolfo	9/20/2019
FaceResourceTeam201920_CountryIslesElem_2981.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09202019_FaceResourceTeam201920_CountryIslesElem_2981.pdf)	Nicole Gandolfo	9/20/2019
FACESLCompetenciesSignInSheetParents.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09202019_FACESLCompetenciesSignInSheetParents.pdf)	Nicole Gandolfo	9/20/2019
CaughtBeingGood_CountryIslesElem.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09262019_CaughtBeingGood_CountryIslesElem.pdf)	Nicole Gandolfo	9/26/2019
FACEResourceSpace_CountryIslesElem1.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09262019_FACEResourceSpace_CountryIslesElem1.jpg)	Nicole Gandolfo	9/26/2019
FACEResourceSpace_CountryIslesElem2.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09262019_FACEResourceSpace_CountryIslesElem2.jpg)	Nicole Gandolfo	9/26/2019
FACEResourceSpace_CountryIslesElem3.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09262019_FACEResourceSpace_CountryIslesElem3.jpg)	Nicole Gandolfo	9/26/2019
FACEResourceSpace_CountryIslesElem4.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09262019_FACEResourceSpace_CountryIslesElem4.jpg)	Nicole Gandolfo	9/26/2019
FACEResourceSpace_CountryIslesElem5.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09262019_FACEResourceSpace_CountryIslesElem5.jpg)	Nicole Gandolfo	9/26/2019
FACEResourceSpace_CountryIslesElem6.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_09262019_FACEResourceSpace_CountryIslesElem6.jpg)	Nicole Gandolfo	9/26/2019
2981_CountryIslesES_CustomerService.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_10022019_2981_CountryIslesES_CustomerService.pdf)	Lisette Diaz	10/2/2019
2981_CountryIslesES_FACECustomerService_Signin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2981_10042019_2981_CountryIslesES_FACECustomerService_Signin.pdf)	Lisette Diaz	10/4/2019

☆ School Info



School Name	Eagle Point ES (3461)	School Grade (2018 - 2019)	A
Title 1 School	<input type="checkbox"/> No	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> Yes	ESSA School	<input type="checkbox"/> No
Executive Summary	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3461_10032019_19-20-EPE-Executive-Summary.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	227	24	1	0	---	N/A	1	4	0	N/A
01	223	19	0	0	---	0	2	5	0	N/A
02	265	19	0	0	---	0	0	5	0	N/A
03	240	13	1	0	29	---	2	7	0	227
04	267	22	0	0	35	---	0	1	0	257
05	256	19	0	0	38	---	1	2	2	249

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	194	19	0	0	---	0	0	2	0	N/A
01	252	16	0	0	---	0	3	9	0	N/A
02	228	16	0	0	---	0	2	8	0	N/A
03	262	10	0	0	27	---	9	7	0	254
04	233	13	0	0	41	---	16	13	0	230
05	270	17	0	0	31	---	16	11	1	263

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

Student diagnostic data is analyzed frequently to plan targeted instructional interventions. Diagnostic data may include but is not limited to the following:

- Benchmark Assessment System (BAS)
- Broward Standards Assessment (BSA)
- LLI
- iReady Diagnostic & Growth Mastery Report Data
- Standards Mastery Assessments
- Go Math assessments
- Keystones

Students identified as being in the "lowest quartile" and those that have had a current or previous retention are a top priority for reading and/or math intervention instruction. Instruction may be provided through a variety of models (pull-out or push-in's).

Student data is discussed frequently in grade level and individual data chats as well as curriculum/support team meetings.

EPE has established PLCs that focus on addressing grade level and data-driven problem of practices. Teachers spend extended time deconstructing the standards and aligning Tier 1 instruction accordingly.

Student data is monitored on a continuous basis. As needed, students are placed on a Progress Monitoring Plan (PMP) and/or referred to the RTI team as needed.

Teachers maintain regular communication parents via conferences for any at risk students.

EPE offers several instructional camps. These camps include the following:

- FSA Camp
- Language Enrichment camps (LEC) for English Language Learners (ELLs) in need of support.

*Student falling in the lower quartile are given preference to attend said camps.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3461&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, at least 45% students with disabilities who are also identified as being in the lower quartile, will demonstrate a learning gain on the ELA section of the 2020 Florida Standards Assessment.	Improved collaboration between ESE Teachers and Gen Education Teachers. Implementation of push-in vs pull-out model as much as possible. Frequent data chats/monitoring by ESE staff to ensure student progress.	Instructional Staff	6/5/2020	Meeting the diverse needs of SWD's	\$10,000.00	iReady (Subgroup Monitoring), BSA & BAS	
By June 2020, at least 80% of students in grade 5 will demonstrate proficiency in Science standards by earning a level 3 or higher on the 2020 administration of the Florida State Assessment.	Create and monitor participation in open lab. Ensure all 5th grade classes transition through science specials at least twice per rotation. Ensure Science Specials teacher plans collaboratively with 5th grade team.	Instructional Staff	6/3/2020	Inquiry Science: Hands-On; Stem Scopes	\$10,000.00	BSA & Mid-Year Assessment	
By June 2020, at least 80% of students in grades 3-5 will demonstrate a learning gain on the Mathematic section of the 2020 Florida Standard Assessment.	Teachers will participate in math professional development that targets standards-based and small group instruction during the math block. Departmentalized math teachers will participate in math focused PLC groups. Teachers will participate in more frequent data chats to monitor and ensure student progress.	Instructional Staff	6/3/2020	Small Group Math Instruction	\$10,000.00	iReady and BSA data	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, at least 60% of lower quartile students in grades 3-5 will demonstrate a learning gain on the ELA section of the 2020 Florida Standards Assessment.	In addition to rigorous learning goals aligned to standards, teachers will continue to use PLC's to develop/evaluate their teaching practice. Teachers will participate in more frequent data chats to monitor lower quartile movement. Students in lower quartile will be required to participate in small group instruction a minimum of 5 times per week.	Instructional Staff	6/2/2019	Standards-based Instruction training/refresher; Small Group/Teacher-Guided reading refresher; ELL Small Group refresher; BAS Boosters as needed.	\$10,000.00	BAS, iReady & BSA	

K-12 Comprehensive Reading Plan

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

Classroom teachers, curriculum support and school leaders work collaboratively to ensure that classroom instruction is aligned to grade-level standards. School leaders frequently observe lesson delivery and provide on-going coaching, feedback and support as needed to instructional staff. Additionally, Instructional Focus Calendars(IFC's) are developed for each grade level and content area. IFC's are revised on an on-going basis and serve to ensure that all grade level standards are covered in depth throughout the school year. Ultimately, student data from frequent "checkpoints" serve as evidence that classroom instruction is properly aligned to grade level standards.

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

Kindergarten:

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 at least three times per school year.

Kindergarten through 5th Grade:

Teachers will 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 BAS assessment is administered three times per year. 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.

Additionally, all students will take the iReady Diagnostic assessment three times per year. iReady Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. The Diagnostic offers a complete picture of student performance and growth with built in interventions to increase reading and math proficiency. In addition to the diagnostics, student achievement is evaluated on iReady **Standards Mastery** tools-a standard-specific checkpoint given every two weeks.

English Language Learners (ELL) participate in the same progress monitoring assessments in addition to the ACCESS test. The ACCESS test is administered annually to ELLs to monitor English Language proficiency.

Most SWDs participate in the same progress monitoring assessments as their peers. Based on the specific intervention needed, student progress may be monitored daily, weekly or at another frequency and communicated on IEP progress reports.

Classroom teachers, curriculum/support staff and school leadership work collaboratively to collect and analyze data and plan for additional supports as needed.

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?

Instructional, administrative and support staff work collaboratively to regularly monitor a variety of student data, including iReady, BAS, BSA and Standards Mastery. Students who are not progressing towards individual and grade level goals receive targeted interventions as recommended through the RtI/MTSS process. Targeted interventions are based on reading deficiencies and may include alternative instructional materials as identified on the Intervention Reading Decision Chart.

Additionally, students not showing progress are given precedence to attend any and all extended all learning camps available during the school year.

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

Instructional Practices:

- small group instruction (classroom teachers, ESE Instructional Facilitator)
- one-on-one academic support with paraprofessional
- remediation group to address deficit foundational skills and/or reteaching of content
- extended learning opportunities (after-school tutoring/camps)
- iReady (Strive for 45 Program)

Resources:

- iReady
- Standards Mastery
- LLI
- Literacy Continuum
- Comprehensive Phonics, Spelling, and Word Study Guide
- Literacy Prompting Guides
- Benchmark Assessment Systems (BAS)
- Phonics for Reading
- F & P Phonics, Spelling, and Word Study System (Grades K-2)
- Go Math-Reteach/Remediation tools
- Touch Math

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)?

- Guided Reading-Teacher-Led Small Group (K-2 & 4-5)
- Deconstructing the Standards
- ELA Standards-Based Literacy Block
- Aligning Standards and Centers
- Planning Standards-Aligned Lessons
- WIDA/Grading ELL's Equitably
- Intro to Standards-Based Elementary Science
- RtI/MTSS Training
- ESOL Scaffolding Instruction
- DBQ Training
- Personalized Learning

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

- A1 ELL's utilize Imagine Learning program
- Small Group pull out/push-ins (ELL Teacher)
- Hands-on, teacher-led small group instruction (general education classroom)
- ELL Enrichment Camp (Held during school year and 5 weeks during the summer)
- ESOL instruction in "sheltered" primary classes
- Implementation of ESOL instructional best practices/WIDA standards
- iReady participation monitoring
- Use of supplemental instructional tools for ELL's

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
Math & Science PLC	Wednesday	1st, 3rd, 5th	9/11/2019 - 5/27/2020	2:15 PM - 3:15 PM	4, 5
ELA PLC	Wednesday	1st, 3rd, 5th	9/11/2019 - 5/27/2020	2:15 PM - 3:15 PM	4, 5
ESE & ESOL PLC	Wednesday	1st, 3rd, 5th	9/11/2019 - 5/27/2020	2:15 PM - 3:15 PM	3, 4, 5
Data Team PLC	Wednesday	1st, 3rd, 5th	9/11/2019 - 5/27/2020	2:15 PM - 3:15 PM	Pre K, K, 1, 2, 3

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
2019-SAM--Eagle-Point-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_09042019_2019-SAM--Eagle-Point-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019
MTSS-Rtl-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_MTSS-Rtl-Action-Plan-2019-2020.pdf)	Kizzy Dailey	10/3/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/5/2018 - 5/27/2020	8:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
EPE-SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_EPE-SEL-Action-Plan-2019-2020.pdf)	Kizzy Dailey	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
EPE-19-20SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_05022019_EPE-19-20SPBP.pdf)	Kizzy Dailey	5/2/2019

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	1426	925	64.87	388	27.21	100	7.01	13	0.91
2017 - 2018	1502	983	65.45	397	26.43	112	7.46	10	0.67
2018 - 2019	1439	966	67.13	365	25.36	106	7.37	2	0.14

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	194	138	71.13	31	15.98	24	12.37	1	0.52
2018 - 2019	01	252	157	62.30	77	30.56	18	7.14	0	0.00
2018 - 2019	02	228	143	62.72	66	28.95	19	8.33	0	0.00
2018 - 2019	03	262	177	67.56	71	27.10	14	5.34	0	0.00
2018 - 2019	04	233	156	66.95	63	27.04	14	6.01	0	0.00
2018 - 2019	05	270	195	72.22	57	21.11	17	6.30	1	0.37

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 67.1% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school is among the lowest in the District with only 7.5% of students in chronic absenteeism (District average was 17.7%). Our goal is to maintain excellent attendance and provide assistance to families in need of support regarding attendance throughout 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 0.1% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
2020-Attendance-Plan-EPE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10152019_2020-Attendance-Plan-EPE.pdf)	Kizzy Dailey	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
19-20-ASCP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_19-20-ASCP.pdf)	Kizzy Dailey	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
19-20-EPE-Equity-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_19-20-EPE-Equity-Plan.pdf)	Kizzy Dailey	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_BPIE_2018.pdf)	Kizzy Dailey	10/3/2019
19-20-BPIE-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_19-20-BPIE-Plan-Template.pdf)	Kizzy Dailey	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Bylaw-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3461_10082019_SAF-Bylaw-2019-20.pdf)	September	SAF ByLaws	10/8/2019
Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3461_10082019_Committee-Membership.pdf)	September	Monitored	10/8/2019
EPE-SAC-Signin-9.17.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3461_10032019_EPE-SAC-Signin-9.17.19.pdf)	September	Developed	10/3/2019
EPE-SAC-Minutes-9.17.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3461_10032019_EPE-SAC-Minutes-9.17.19.pdf)	September	Developed	10/3/2019
SAC-Agenda-91719.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3461_10032019_SAC-Agenda-91719.pdf)	September	Developed	10/3/2019
2020-SAC-Bylaws-EPE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3461_10032019_2020-SAC-Bylaws-EPE.pdf)	September	SAC ByLaws	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
18-19-Bilingual-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_18-19-Bilingual-Parent-Survey.pdf)	Kizzy Dailey	10/3/2019
18-19-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_18-19-Parent-Survey.pdf)	Kizzy Dailey	10/3/2019
18-19-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_18-19-Staff-Survey.pdf)	Kizzy Dailey	10/3/2019
18-19-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_18-19-Student-Survey.pdf)	Kizzy Dailey	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Catchthem-Being-Great-Sept-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_Catchthem-Being-Great-Sept-2019.pdf)	Stephanie Garcia	10/3/2019
Face-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_Face-Plan-2019-2020.pdf)	Stephanie Garcia	10/3/2019
Cultural-Awareness-Sept.-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_Cultural-Awareness-Sept.-2019.pdf)	Stephanie Garcia	10/3/2019
Caught-being-Great.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_Caught-being-Great.jpg)	Stephanie Garcia	10/3/2019
Paella-Day.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_Paella-Day.jpg)	Stephanie Garcia	10/3/2019
Parent-Resource.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_Parent-Resource.jpg)	Stephanie Garcia	10/3/2019
Programs-and-Services-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_Programs-and-Services-2019-20.pdf)	Michele Laudanno	10/3/2019
19-20-Customer-Service-Scenario.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3461_10032019_19-20-Customer-Service-Scenario.pdf)	Kizzy Dailey	10/3/2019

☆ School Info



School Name	Everglades ES (2942)	School Grade (2018 - 2019)	A
Title 1 School	<input type="checkbox"/> No	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> Yes	ESSA School	<input type="checkbox"/> No
Executive Summary	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2942_10042019_ExecutiveSummary_2019.pdf)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	149	20	0	0	---	N/A	1	6	0	N/A
01	154	7	0	0	---	0	0	2	0	N/A
02	191	19	0	0	---	0	1	2	0	4
03	188	8	0	0	8	---	1	3	1	169
04	218	20	0	0	23	---	0	1	1	203
05	241	19	0	0	22	---	1	1	2	222

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	140	13	0	0	---	0	0	3	0	N/A
01	147	10	0	0	---	0	1	4	0	N/A
02	160	16	0	0	---	0	0	0	0	N/A
03	195	14	0	0	18	---	6	11	0	179
04	177	4	0	0	6	---	4	2	0	164
05	220	15	0	0	16	---	11	11	0	208

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

Our school uses the following progress monitoring tools/assessments: BAS (ELA) is performed quarterly, Reading/Math/Science assessments performed quarterly, Classroom Assessments (ELA, Math, Science, Social Studies) are given weekly or biweekly. keystones (ELA, Science, Social Studies) are given monthly. BSA (ELA, Math, Science) is given in January. FSA (ELA, Math, Science) is given in April and May. End of the Year Tests are given in May.

The following instructional materials are used at our school: Journeys (Core/Remediation/Enrichment), GoMath (Core/Remediation/Enrichment), Phonics for Reading (Intervention), Sadlier Reading Phonics program (Remediation/Intervention), Early Reading Intervention (Intervention), Journeys Toolkits (Intervention), Broward Schools Interdisciplinary Instruction through Broward Schools Conceptual Topics (Remediation/Enrichment). Intergrated Learning Systems- NewsELA, iStation, Imagine Learning, Accelerated Reader, Vocabulary.com (Remediation/Enrichment)

Our school ensures fidelity by meeting with instructional staff on a regular basis to disaggregate data and plan curriculum in order to meet the needs of all students. These meetings include Faculty Meetings, Leadership Meetings, Data Chats, RtI and Professional Learning Communities. Our school ensures that all classroom instruction is accessible to a full range of learners through use of Differentiated Instruction, Small Group Instruction, Intergrated Learning Systems, Multimedia Presentations, a variety of classrooms resources and digital devices.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2942&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Based on data derived from 2018-19 Florida Standards Assessment test, students in our Students with Disabilities subgroup achieved at 54% as evidenced by FSA ELA. For the 2019-20 school year, Students in this subgroup will achieve at 58%. In addition, our lowest quartile group within this subgroup will be targeted for a 3% gain in achievement as evidenced by FSA ELA.	Ensure students' needs are met through consistent progress monitoring of IEP goals and interventions.	Administration, ESE Specialists, Classroom Teachers	5/26/2020			Throughout the year.	
Based on data derived from 2018-19 Florida Standards Assessment test, students in our Students with Disabilities subgroup achieved at 54% as evidenced by FSA ELA. For the 2019-20 school year, Students in this subgroup will achieve at 58%. In addition, our lowest quartile group within this subgroup will be targeted for a 3% gain in achievement as evidenced by FSA ELA.	Provide Differentiated Instruction through small group Reading Application, Journeys Intervention/Enrichment, Phonics For Reading, and Reading Pull-out/Push-in programs and After School Tutorial Camps	Administrators, Reading Coach, Instructional Coach, ESE Specialist, Classroom Teachers	5/26/2020	District offered Reading Training sessions as needed	\$5,533.90	Throughout the year.	
Based on data derived from 2018-19 Florida Standards Assessment test, students in our Students with Disabilities subgroup achieved at 54% as evidenced by FSA ELA. For the 2019-20 school year, Students in this subgroup will achieve at 58%. In addition, our lowest quartile group within this subgroup will be targeted for a 3% gain in achievement as evidenced by FSA ELA.	Formative assessments will be given quarterly. Results will be used to guide student instruction.	Administrators, Curriculum coach, ESE Specialist, Classroom Teachers	5/26/2020			Throughout the year.	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Based on data derived from 2018-19 Florida Standards Assessment test, students in our Students with Disabilities subgroup achieved at 54% as evidenced by FSA ELA. For the 2019-20 school year, Students in this subgroup will achieve at 58%. In addition, our lowest quartile group within this subgroup will be targeted for a 3% gain in achievement as evidenced by FSA ELA.	PLC teams will work together to develop meaningful learning goals, and relevant performance scales in order to monitor student progress and ensure all IEP goals/interventions are being successfully implemented.	Administrators, PLC Facilitator, ESE Specialist, Classroom Teachers	5/26/2020			Throughout the year.	
Based on data derived from 2018-19 Florida Standards Assessment test, students in our Students with Disabilities subgroup achieved at 54% as evidenced by FSA ELA. For the 2019-20 school year, Students in this subgroup will achieve at 58%. In addition, our lowest quartile group within this subgroup will be targeted for a 3% gain in achievement as evidenced by FSA ELA.	Utilization of Integrated Learning Systems such as: iStation, Vocabulary.com, Accelerated Reader, and NewsELA.	Administrators, Reading Coach, Facilitator, ESE Specialist, Classroom teachers	5/26/2020	Oct. 18, 2019	\$11,500.00	Throughout the year.	

K-12 Comprehensive Reading Plan

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

Administration and school leadership is responsible to ensure classroom instruction is aligned to grade-level standards throughout the school year. Informal classroom observation and District instructional practice guides serve as evidence that instruction is aligned to appropriate grade-level standards.

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

School level progress monitoring is collected by use of BAS, Keystones, standards assessments, curriculum aligned assessments, integrated learning system assessments such as iStation, NewsELA, and Renaissance Learning STAR assessments, as well as FSA data. Collection of reading group data for fluidity and monitoring of student progress. School level progress monitoring occurs on the Broward County Assessment Period schedule AP1-AP3, and on a monthly basis per grade level.

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?

Fidelity of students not progressing toward school and district goals is ensured by monitoring student progress through the RTI process and PMP plans. Through the use of iStation, progress will be monitored amongst the different tiers. Small group interventions will be used consistently in the classroom, with regular progress reviews.

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 provide Tier 2 and intensive Tier 3 interventions daily/weekly, as well as our resource teachers providing pull-out and push-in services for intervention.

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

Everglades ensures that all teachers plan high quality instruction to meet the needs of all learners by involving effective teaching practices and differentiation of instruction based on student need and instructional levels. Collaborative planning and PLCs support teachers with individual classroom needs. Teachers have been encouraged to take the Pathways to Learning professional development courses as well as in house professional development.

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

Students are given consistent ELL support in the classroom and are regularly accessing Imagine Learning for level 1's and A1 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
2942 ELA K	Wednesday	2nd, 4th	8/28/2019 - 4/29/2020	2:00 PM - 3:00 PM	K
2942 ELA 1	Wednesday	2nd, 4th	8/28/2019 - 4/29/2020	2:00 PM - 3:00 PM	1
2942 ELA 2	Wednesday	2nd, 4th	8/28/2019 - 4/29/2020	2:00 PM - 3:00 PM	2
2942 ELA 3	Wednesday	2nd, 4th	8/28/2019 - 4/29/2020	2:00 PM - 3:00 PM	3
2942 ELA 4	Wednesday	2nd, 4th	8/28/2019 - 4/29/2020	2:00 PM - 3:00 PM	4
2942 ELA 5	Wednesday	2nd, 4th	8/28/2019 - 4/29/2020	2:00 PM - 3:00 PM	5
2942 ELA ESE/PreK	Wednesday	2nd, 4th	8/28/2019 - 4/29/2020	2:00 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5
2942 ELA STEAM 4	Wednesday	2nd, 4th	8/28/2019 - 4/29/2020	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
2019-SAM--Everglades-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_09042019_2019-SAM--Everglades-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019
Everglades_MTSS-Rtl-Action-Plan_2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10042019_Everglades_MTSS-Rtl-Action-Plan_2019-20.pdf)	Jessica Schneider	10/4/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd, 4th	9/9/2019 - 5/26/2020	8:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_09102019_SEL-Action-Plan_2019.pdf)	Jessica Schneider	9/10/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Everglades-ES-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_05242019_Everglades-ES-Feedback-Form-2019-20.pdf)	Valerie Blackwell	5/24/2019
SPBP_Everglades-2019_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_09102019_SPBP_Everglades-2019_20.pdf)	Jessica Schneider	9/10/2019
2019_20_SPBP_Everglades.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10082019_2019_20_SPBP_Everglades.pdf)	Jessica Schneider	10/8/2019

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	1167	706	60.50	355	30.42	93	7.97	13	1.11
2017 - 2018	1144	736	64.34	313	27.36	81	7.08	14	1.22
2018 - 2019	1039	672	64.68	283	27.24	71	6.83	13	1.25

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	140	86	61.43	40	28.57	13	9.29	1	0.71
2018 - 2019	01	146	89	60.96	46	31.51	9	6.16	2	1.37
2018 - 2019	02	161	90	55.90	52	32.30	16	9.94	3	1.86
2018 - 2019	03	195	136	69.74	43	22.05	14	7.18	2	1.03
2018 - 2019	04	177	129	72.88	42	23.73	5	2.82	1	0.56
2018 - 2019	05	220	142	64.55	60	27.27	14	6.36	4	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 64.7% 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.

Attendance Type	School Goal
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 8.1% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.3% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_09102019_Attendance-Plan-Elementary-2019.pdf)	Jessica Schneider	9/10/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
SchoolCounselingPlan_SIP_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10032019_SchoolCounselingPlan_SIP_2019.pdf)	Jessica Schneider	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
EquityPlan_SIP_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10142019_EquityPlan_SIP_2019.pdf)	Jessica Schneider	10/14/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_SIP_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10042019_BPIE_SIP_2019.pdf)	Jessica Schneider	10/4/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF2019-SignIn-Agenda_Nov4.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2942_11052019_SAF2019-SignIn-Agenda_Nov4.pdf)	November	None	11/5/2019
SAC2019-SignIn-Agenda-Minutes_Nov4.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2942_11052019_SAC2019-SignIn-Agenda-Minutes_Nov4.pdf)	November	A+ Funds	11/5/2019
SAC2019_Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2942_10252019_SAC2019_Composition.pdf)	October	None	10/25/2019
SAF2019-SignIn-Agenda-Minutes_Oct21.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2942_10212019_SAF2019-SignIn-Agenda-Minutes_Oct21.pdf)	October	None	10/21/2019
SAC2019-SignIn-Agenda-Minutes_Oct21.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2942_10212019_SAC2019-SignIn-Agenda-Minutes_Oct21.pdf)	October	Monitored	10/21/2019
SAC_meetingdates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2942_10212019_SAC_meetingdates.pdf)	October	None	10/21/2019
SAF_BYLAWS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2942_10082019_SAF_BYLAWS.pdf)	October	SAF ByLaws	10/8/2019
SAC_BYLAWS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2942_10082019_SAC_BYLAWS.pdf)	October	SAC ByLaws	10/8/2019
SAF2019-SignIn-Agenda_Sept16.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2942_09182019_SAF2019-SignIn-Agenda_Sept16.pdf)	September	A+ Funds	9/18/2019
SAC2019-SignIn-Agenda-Minutes_Sept16.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2942_09182019_SAC2019-SignIn-Agenda-Minutes_Sept16.pdf)	September	A+ Funds	9/18/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
eProve_StaffSurveysReport2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10042019_eProve_StaffSurveysReport2018.pdf)	Jessica Schneider	10/4/2019
eProve_ParentSurveysReport2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10042019_eProve_ParentSurveysReport2018.pdf)	Jessica Schneider	10/4/2019
eProve_Student3-5_SurveysReport2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10042019_eProve_Student3-5_SurveysReport2018.pdf)	Jessica Schneider	10/4/2019
eProveParentBilingual_SurveyReport2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10042019_eProveParentBilingual_SurveyReport2018.pdf)	Jessica Schneider	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
How-Customer-Friendly-Is-Your-School-Chambers.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10032019_How-Customer-Friendly-Is-Your-School-Chambers.pdf)	Jessica Schneider	10/3/2019
facultymtg_signinSept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10032019_facultymtg_signinSept.pdf)	Jessica Schneider	10/3/2019

File Name	File Uploaded By	Upload Date
FACEplan_school_pictures.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10032019_FACEplan_school_pictures.pdf)	Jessica Schneider	10/3/2019
FACEplan_Cultural-Awareness_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10032019_FACEplan_Cultural-Awareness_2019.pdf)	Jessica Schneider	10/3/2019
FACE_SELsignin2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2942_10032019_FACE_SELsignin2019.pdf)	Jessica Schneider	10/3/2019

☆ School Info



School Name	Forest Hills ES (2631)	School Grade (2018 - 2019)	A
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> ---	ESSA School	<input type="checkbox"/> No
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2631_10012019_FHE-Executive-Summary-2019-20)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	107	11	7	0	---	N/A	1	2	0	N/A
01	129	19	5	0	---	0	1	8	0	N/A
02	119	24	1	0	---	0	2	6	0	N/A
03	95	11	0	0	31	---	1	6	0	91
04	116	15	2	0	33	---	1	1	2	112
05	118	20	1	0	30	---	0	0	0	111

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	115	23	2	0	---	0	2	1	0	N/A
01	107	11	2	0	---	0	0	5	0	N/A
02	116	12	1	0	---	0	1	1	0	N/A
03	121	20	1	0	51	---	42	41	1	117
04	90	8	1	0	11	---	11	11	0	87
05	108	6	2	0	24	---	24	24	3	104

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

Classroom Walkthroughs: Administration, Instructional Coach, Pull-Out Teachers, and peer-to-peer observations.
 RtI Team meets (Tuesdays) to discuss Tier 2 and Tier 3 (academic and behavior) students along with any other classroom hurdles that need to be addressed.
 Think Tank (PLCs; by grade levels) meet biweekly with Instructional Coach, Resource Teachers, and Administration to target specified areas of the curriculum.
 Teachers work with the Guidance Counselor to collect individual student data. This will identify if the student is progressing or not.
 CLI (Children's Literacy Initiative) Coach will help monitor classroom teaching and learning practices, as well as provide in-service related to literacy.
 New teachers will be supported with mentoring through TIER and additional Power Planning sessions with the team members and administrative support.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2631&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Increase proficiency for lowest subgroup (SWD) from 51% up to at least 53% proficiency.	Instructional materials to assist with Math strategies.	Classroom Teachers at grades 3, 4, and 5, as well as select Resource Teachers	5/29/2020	In house PLC's/Think Tanks, Power Planning Sessions, Guided Reading Workshops, and Math Routines Workshops	\$1,680.00	Instructional Coach; Resource Teachers; Classroom Teachers, Administrators; software	
Increase in ELA Increase proficiency for lowest subgroup (SWD) from 31.4% up to at least 35% proficiency.	Instructional materials to assist with Reading strategies.	Classroom Teachers at grades 3, 4, and 5, as well as select Resource Teachers	5/29/2020	In house PLC's/Think Tanks (book study), Power Planning Sessions, and Guided Reading Workshops	\$1,800.00	Instructional Coach; Resource Teachers; Classroom Teachers, Administrators; software	
Grades 3, 4, and 5 will have an overall average of 70% proficiency as evidenced on the ELA portion of the FSA.	High Quality classroom instruction, iReady & School-City monthly assessments, and monitoring RtI data.	Administration, Instructional Coach, ESE Specialist, and Guidance Counselor, and Resource Teacher.	5/29/2020	Monthly district meetings and PD offerings as needed	N/A	Administration, Instructional Coach, ESE Specialist, and Guidance Counselor, and Resource Teacher.	

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, the Instructional Coach, the ESE Specialist, and Resource Teachers ensure classroom instruction is aligned to grade-level standards during Tier 1 standards-based classroom instruction. The team ensures that instruction is being implemented properly and effectively by having an instructional focus calendar that paces out the standards in a logical progression. In addition, the leadership team meets with grade levels during Power Planning sessions, where teachers pace out instruction and plan with the end in mind.

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 school began the school year with beginning-of-year data collection from iReady Checkpoint #1. This checkpoint provided areas of strength as well as weaknesses for each student. In addition, it also provided the school to view weaknesses for each class, grade level, and school. The school has a 3-week assessment cycle. After set standards (according to reading, writing, math, and science instructional focus calendars) are taught, the standards are assessed using School City. School City provides instant results by class, grade level, and subgroups. This allows the school to then have pertinent data chats with individual teachers and have valuable "next step" re-teaching strategies tailored to meet the needs of each student. The school will also have monthly growth monitoring assessments provided to fragile students and mid-point/end-of-year assessments to measure growth in a more holistic fashion.

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

The school ensures progress monitoring by practicing in Power Planning sessions, where teachers plan with the end in mind towards academic goals, anticipating errors and misunderstandings from students. We also have monthly data chats where teachers lead the conversation regarding student progress towards mastery. Students who are not meeting the current benchmark are referred to the school's response to intervention (RTI) team. Specific diagnostics are administered in order to analyze specific areas of need as well as strengths. These diagnostics are reviewed during the response to intervention team meeting in which the parents are also invited. At that time, rigorous interventions are prescribed to the individual student. The intervention is then provided on a regular basis by a specific individual with fidelity. Usually, weekly progress monitoring data is collected so that when the response to intervention team meets, the team can determine whether the intervention is being successful. In addition, the instructors, as well as the response to intervention team, can determine if the student's goal is being met.

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 will use grade-appropriate, standards-based practices and resources as interventions during progress monitoring for students who require additional interventions. Students who are not meeting the current benchmark are referred to the school's response to intervention team. Specific diagnostics are administered in order to analyze specific areas of need as well as strengths. These diagnostics are reviewed during the response to intervention team meeting in which the parents are also invited. At that time, rigorous interventions are prescribed to the individual student, as needed (i.e. LLI, Reading Mastery, Touch Math, iReady Individualized Lessons, Small Group Tailored Instruction, etc.). The intervention is then provided on a specified basis (either daily or three times a week) by a specific individual with fidelity. Weekly progress monitoring data is collected so that when the response to intervention team meets, the team can determine whether the intervention is being successful. In addition, the instructors, as well as the response to intervention, team can determine if the student's goal is being met.

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 instruction begins with the Florida Standards. The individual grade levels have carefully used the Florida Standards to create instructional focus calendars that pace out the year's instruction. The standards are deconstructed by the teams on a regular basis during team meetings as well as PLCs and Power Planning sessions to further deepen the teacher's individual knowledge of each standard. Through PLCs, professional development, and grade level planning, teachers work together to differentiate classroom instruction so that all students including lowest quartile, ELL, and ESE students can access the curriculum

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

Guided reading will continue to be a focus during our bi-weekly PLCs in order to support and scale up this practice. Student data including BAS diagnostics, School City results, and iReady growth monitoring, will be used during our PLCs for learning experiences. Teachers will brainstorm next steps from BAS as well as other diagnostics to support ELLs in their progress. These next steps will be implemented during the guided reading times. Guided reading provides students with the teacher scaffolding needed to stretch the student to the next goal. In addition, ESOL strategies will be used daily to support ELL progress towards proficiency on the ACCESS for ELLs. Teachers will review the materials provided on iReady and discuss extra lessons, interventions, and continued progress monitoring using iReady.

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
Think Tanks	Monday Tuesday Wednesday	2nd, 4th	9/3/2019 - 2/26/2020	1:30 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
2019-SAM--Forest-Hills-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_09042019_2019-SAM--Forest-Hills-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019
MTSS-Rtl-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10012019_MTSS-Rtl-Action-Plan-2019-2020.pdf)	Besamil Suero	10/1/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 3rd, 4th	9/9/2019 - 3/31/2020	7:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-FHE-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10012019_SEL-Action-Plan-FHE-2019-2020.pdf)	Besamil Suero	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-2020-SPBP-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_05022019_2019-2020-SPBP-.pdf)	Derrick Huff	5/2/2019
Forest-Hill-ES-Feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_05242019_Forest-Hill-ES-Feedback-form-2019-20.pdf)	Vince Watson	5/24/2019
2019-2020-FHE-SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_2019-2020-FHE-SPBP.pdf)	Besamil Suero	10/3/2019

Attendance Plan

Total School AVG

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

School Year	Population	Regular Attenders (0%-4.9% Absent)	At Risk (5%-9.9% Absent)	Chronic (10%-19.9% Absent)	Severe Chronic (20% or more Absent)
2016 - 2017	699	411	184	87	17
2017 - 2018	700	375	222	84	19
2018 - 2019	657	351	217	81	8

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	115	46	40.00	44	38.26	24	20.87	1	0.87
2018 - 2019	01	107	51	47.66	44	41.12	12	11.21	0	0.00
2018 - 2019	02	116	71	61.21	32	27.59	9	7.76	4	3.45
2018 - 2019	03	121	61	50.41	39	32.23	19	15.70	2	1.65
2018 - 2019	04	90	54	60.00	26	28.89	9	10.00	1	1.11
2018 - 2019	05	108	68	62.96	32	29.63	8	7.41	0	0.00

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 53.4% 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 13.5% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.2% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Forest-Hills-Elementary-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_Attendance-Plan-Forest-Hills-Elementary-2019-2020.pdf)	Besamil Suero	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2631_FHE-School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_2631_FHE-School-Counseling-Plan.pdf)	Besamil Suero	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
2019-2020-Equity-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_2019-2020-Equity-Plan-.pdf)	Besamil Suero	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
2019-2020-BPIE-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_2019-2020-BPIE-Plan.pdf)	Besamil Suero	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
November-SAC-Documents-Including-A+-Process.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2631_11062019_November-SAC-Documents-Including-A+-Process.pdf)	November	A+ Funds	11/6/2019
October-SAC-Documents.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2631_10242019_October-SAC-Documents.pdf)	October	Monitored	10/24/2019
SAC-&SAF-DATES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2631_10102019_SAC-&SAF-DATES.pdf)	August	None	10/10/2019
FHE-SAF-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2631_10102019_FHE-SAF-Bylaws.pdf)	October	SAF ByLaws	10/10/2019
Forest-Hills-Elem-SAC-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2631_10032019_Forest-Hills-Elem-SAC-Bylaws.pdf)	August	SAC ByLaws	10/3/2019
Forest-Hills-Elem-SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2631_10012019_Forest-Hills-Elem-SAC-Composition.pdf)	September	None	10/1/2019
September-SAC-Documents.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2631_09102019_September-SAC-Documents.pdf)	September	None	9/10/2019
August-SAC-Documents.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2631_09102019_August-SAC-Documents.pdf)	September	SAC ByLaws	9/10/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Student-SurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_Student-SurveysReport.pdf)	Besamil Suero	10/3/2019
Staff-SurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_Staff-SurveysReport.pdf)	Besamil Suero	10/3/2019

File Name	File Uploaded By	Upload Date
Parent-eProveSurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_Parent-eProveSurveysReport.pdf)	Besamil Suero	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
FACE-Plan-FHE-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_FACE-Plan-FHE-2019-2020.pdf)	Besamil Suero	10/3/2019
Cultural-Awareness-for-FACE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_Cultural-Awareness-for-FACE.pdf)	Besamil Suero	10/3/2019
FHE-Customer-Service-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_FHE-Customer-Service-Survey.pdf)	Besamil Suero	10/3/2019
Catchthem-Being-Great-for-FACE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_Catchthem-Being-Great-for-FACE.pdf)	Besamil Suero	10/3/2019
Programs-and-Services-Checklist-for-FACE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_Programs-and-Services-Checklist-for-FACE.pdf)	Besamil Suero	10/3/2019
Power-of-Three-Kudos-for-FACE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_Power-of-Three-Kudos-for-FACE.pdf)	Besamil Suero	10/3/2019
Staff-LE-Pass-for-FACE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_Staff-LE-Pass-for-FACE.pdf)	Besamil Suero	10/3/2019
FACE-Space.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_FACE-Space.pdf)	Besamil Suero	10/3/2019
FACE-Resource-Team-Members-List.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_FACE-Resource-Team-Members-List.pdf)	Besamil Suero	10/3/2019
Catch-Them-Being-Great-Awards.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2631_10032019_Catch-Them-Being-Great-Awards.pdf)	Besamil Suero	10/3/2019

☆ School Info



School Name	Gator Run ES (3642)	School Grade (2018 - 2019)	A
Title 1 School	<input type="checkbox"/> No	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> Yes	ESSA School	<input type="checkbox"/> No
Executive Summary	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3642_09252019_Executive-Summary-GRE.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	174	11	0	0	---	0	1	2	0	N/A
01	196	10	0	0	---	0	0	3	0	N/A
02	214	11	0	0	---	0	0	5	0	N/A
03	222	14	0	0	20	---	2	5	1	215
04	255	21	0	0	22	---	1	2	0	248
05	251	14	0	0	25	---	0	3	0	247

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	163	17	0	0	---	0	0	1	0	N/A
01	205	15	0	0	---	0	0	2	0	N/A
02	224	7	0	0	---	0	0	2	0	N/A
03	242	14	1	0	23	---	5	4	0	230
04	247	12	0	0	19	---	5	5	1	236
05	277	28	0	0	16	---	6	5	0	268

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

Gator Run will address the early warning indicator identified for both the 2018-2019 and the 2019-2020 school year of the % of student's level 1 in ELA. We are implementing the following intervention strategies to improve academic performance with the use of the GatorAid afterschool camp in reading, Quarterly Data Chats, Double Dosing, the RTI process, and IReady an online reading program.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3642&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Incorporating grade appropriate ELA (English Language Arts) Standards to our SWD population to best increase student achievement from 50% to 55%, through understanding of the content area using an afterschool learning program, twice a week.	GatorAid Camp for early indicator and ESE students in ELA	Lori Knapik, Angela Davis & Ashley Saba	5/29/2020	Training for classroom teachers who are instructing the program	\$9,520 Towards GatorAid camp	Progress monitoring will be completed weekly during the camp	2020 FSA score

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?

Lori Knapik-Literacy Coach is responsible to ensure classroom instrctcution is aligned to grade-level standards. BAS and FSA scores are collected to demonstrate that classroom instruction is aligned to grade- level standards.

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

The computer adaptive IReady assessment is administered to all kindergarten- 5th grade 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 monitorin

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 computer adaptive IReady assessment is administered to all kindergarten through 5th grade students the first 30 school days and data are automatically uploaded in the Progress Monitoring and Reporting Network (PMRN) and it is used as a baseline to inform early literacy strengths and needs. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments quarterly for additional progress monitoring. In addition, teachers in grades K-5 administer the Benchmark Assessment System (BAS) and enter students' independent, instructional, and frustration reading levels into BASIS 3.0 at a minimum three (3) assessment periods per year. However, when data indicates students are reading two or more levels below instructional levels at any point in time, it is recommended to monitor students' progress more frequently. The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is also administered three assessment periods a year to all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring and also entered into BASIS 3.0.

Further qualitative data analysis can be conducted through student protocols to support the identification of multi-tiered systems of support for all students that include response to intervention (RTI) as determined through the school-based collaborative problem-solving process.

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?

Through our ESE push in and pull out program, students receive district approved prgrams such as Foundations, Great Leaps, LLI, Super QAR and Phonics for Reading. Classroom teachers also use prescriptive programs as their Tier 2 and or Tier 3 interventions 2 to 3 times a week.

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

All teachers are ESOL endorsed, newer teachers are working towards endorsement. ELlevation is used to monitor student progress. Inside of Ellevation is InClass-teachers have access to specific instructional strategies to meet ESOL students' needs. **All level 1s and A1s** are using Imagine Learning daily. ESOL specialist pushes in classrooms, provides support to all teachers, students and parents. We hold ESOL parent nights (this year 3).

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
Team PLCs	Thursday	3rd	9/19/2019 - 4/23/2020	2:30 PM - 3:00 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
2019-SAM--Gator-Run-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09042019_2019-SAM--Gator-Run-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019
MTSS-RtI-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09252019_MTSS-RtI-Action-Plan.pdf)	Jackie Grasinger	9/25/2019
MTSS-for-Math-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09262019_MTSS-for-Math-.pdf)	Jackie Grasinger	9/26/2019
RtI-PPT.pptx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09262019_RtI-PPT.pptx)	Jackie Grasinger	9/26/2019
Comprehensive-Literacy-Intervention-Resources.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09262019_Comprehensive-Literacy-Intervention-Resources.pdf)	Jackie Grasinger	9/26/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	8/28/2019 - 5/20/2020	8:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09052019_SEL-Action-Plan-2019.pdf)	Jackie Grasinger	9/5/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP_GatorRunElem_1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_05202019_SPBP_GatorRunElem_1920.pdf)	Desiree Montalvo	5/20/2019
GATOR-RUN-FEEDBACK-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_06182019_GATOR-RUN-FEEDBACK-19-20.pdf)	Desiree Montalvo	6/18/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1317	870	66.06	354	26.88	81	6.15	12	0.91
2017 - 2018	1319	875	66.34	362	27.45	69	5.23	13	0.99
2018 - 2019	1356	840	61.95	399	29.42	103	7.60	14	1.03

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	163	93	57.06	48	29.45	20	12.27	2	1.23
2018 - 2019	01	205	117	57.07	70	34.15	16	7.80	2	0.98
2018 - 2019	02	223	139	62.33	73	32.74	10	4.48	1	0.45
2018 - 2019	03	242	168	69.42	57	23.55	14	5.79	3	1.24
2018 - 2019	04	247	156	63.16	74	29.96	15	6.07	2	0.81
2018 - 2019	05	276	167	60.51	77	27.90	28	10.14	4	1.45

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 61.9% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 8.6% 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.

Attendance Type	School Goal
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09112019_Attendance-Plan-SIP.pdf)	Jackie Grasinger	9/11/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
SchoolCounselingPlanGRE1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09052019_SchoolCounselingPlanGRE1920.pdf)	Jackie Grasinger	9/5/2019

Equity Plan

File Name	File Uploaded By	Upload Date
EquityPlanGRE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09252019_EquityPlanGRE.pdf)	Jackie Grasinger	9/25/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-GatorRun.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09112019_BPIE-Plan-GatorRun.pdf)	Jackie Grasinger	9/11/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF_Agenga_SignIn_Minutes-101619.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3642_10172019_SAF_Agenga_SignIn_Minutes-101619.pdf)	October	Monitored	10/17/2019
SAC_Agenda_SignIn_Minutes-101619.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3642_10172019_SAC_Agenda_SignIn_Minutes-101619.pdf)	October	Monitored	10/17/2019
SAF_ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3642_09252019_SAF_ByLaws.pdf)	September	SAF ByLaws	9/25/2019
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3642_09232019_SAC-ByLaws.pdf)	September	SAC ByLaws	9/23/2019
Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3642_09232019_Committee-Membership.pdf)	September	None	9/23/2019
SAF_Sep91819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3642_09192019_SAF_Sep91819.pdf)	September	Developed	9/19/2019
SAC_Sep91819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3642_09192019_SAC_Sep91819.pdf)	September	Developed	9/19/2019
SAC_SAF_MeetingDates_1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3642_09182019_SAC_SAF_MeetingDates_1920.pdf)	September	None	9/18/2019
SAF_SignIn_82819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3642_08302019_SAF_SignIn_82819.pdf)	August	None	8/30/2019
SAC_SignIn_82819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3642_08302019_SAC_SignIn_82819.pdf)	August	None	8/30/2019
SAF_Agenda_8.28.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3642_08292019_SAF_Agenda_8.28.19.pdf)	August	None	8/29/2019
SAC_Agenda_82819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3642_08292019_SAC_Agenda_82819.pdf)	August	None	8/29/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
AdvancEDParent.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09162019_AdvancEDParent.pdf)	Jackie Grasinger	9/16/2019
GRE_Student_Survey_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09182019_GRE_Student_Survey_19.pdf)	Jackie Grasinger	9/18/2019
GRE_Staff-Survey_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09182019_GRE_Staff-Survey_19.pdf)	Jackie Grasinger	9/18/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-GatorRun.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09162019_Face-Plan-GatorRun.pdf)	Jackie Grasinger	9/16/2019

File Name	File Uploaded By	Upload Date
CatchThemBeingGreatGRE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09162019_CatchThemBeingGreatGRE.pdf)	Jackie Grasinger	9/16/2019
CulturalAwarenessGRE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09162019_CulturalAwarenessGRE.pdf)	Jackie Grasinger	9/16/2019
Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_09162019_Programs-and-Services-Checklist.pdf)	Jackie Grasinger	9/16/2019
CustomerServiceGRE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_10032019_CustomerServiceGRE.pdf)	Jackie Grasinger	10/3/2019
FACE_Resources.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3642_10082019_FACE_Resources.jpeg)	Jackie Grasinger	10/8/2019

☆ School Info



School Name	Hollywood Park ES (1761)	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/1761_10172019_Hollywood-Park-Elem-Executive-S 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	65	16	0	0	---	N/A	0	0	0	N/A
01	91	19	1	0	---	0	3	9	0	N/A
02	84	24	0	0	---	0	3	6	0	N/A
03	98	10	1	0	26	---	1	11	2	94
04	90	15	5	0	31	---	6	12	3	84
05	87	15	1	0	26	---	3	2	6	83

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	57	12	0	0	---	0	0	1	0	N/A
01	82	19	0	0	---	0	5	11	0	N/A
02	80	12	0	0	---	0	0	3	0	N/A
03	85	20	1	0	16	---	17	17	1	71
04	93	13	1	0	18	---	15	15	1	82
05	77	17	0	0	16	---	15	12	3	60

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

Students reading below grade level will be identified using both the Benchmark Assessment System and prior year Florida Standards Assessment data. Students who are identified as having a potential reading deficiency will undergo the Reading Decision Tree Process. The process will identify the students area of reading weakness. Once an area is identified, the student will be placed in an intervention. Interventions used at Hollywood Park include: Leveled Literacy Intervention, Foundations, Phonics for Reading, Soar to Success, Quickreads. Student intervention data will be closely monitored and discussed during bi-weekly Response to Intervention meetings to determine if the interventions are meeting the students needs, or need to be increased.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1761&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
55% percent of low quartile Black students (ESSA SUBGROUP) will demonstrate a learning gain as measured by the 2020 ELA Florida Standards Assessment (compared from 50% in 2019).	All Rtl staff and classroom teachers will participate in the Elementary Learning Decision Tree Training. All low quartile students will be screened using the decision tree process to target appropriate Tier 2 and or 3 interventions in addition to their research based Tier 1 instruction. In addition, the school ESE Support Faciliator will participate in a PD to learn how to write appropriate IEP goals to support skills ESE students will need, in order to achieve grade level standards mastery. Student subgroup data will be closely monitored/tracked and used to drive instruction.	CPST Team/ESE Specialist/Administration	5/1/2020	Decision Tree Training with Elementary Learning; Writing Effective IEP Goals; Driven By Data Book Study	\$800.00	CPST Team/Admin	

K-12 Comprehensive Reading Plan

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

Teachers plan together weekly, and attend Professional Learning Communities with Instructional Coaches to ensure classroom instruction is aligned to the grade-level standards. Instructional Coaches ensure the focus and supporting standards are broken down by utilizing the item specifications and resources from our district's elementary learning canvas site, as well as CPALMS. The evidence collected varies. Qualitative data is compiled by the teachers through observations that include various learning modalities, and daily observations through rigorous tasks. Quantitative data from STAR, I-Ready Diagnostic Assessments, Unit Assessments, teacher assigned lessons, and Standards Mastery Assessments are collected and disaggregated during PLCs to ensure students are not only mastering the standards, but that teachers are continuing to plan lessons that align to the cognitive level required of the standards. During PLCs teachers not only share data, but they share best practices grounded in researched based strategies that have increased student achievement. Administrators attend PLCs, and progress monitor daily to ensure the plan of action created with their pacing guides, and PLC notes are implemented to fidelity. Administrators also meet with Instructional Coaches weekly for updates in relation to the Action Plan status.

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?

Admin, Instructional Coaches and teachers have created various Instructional Groups to track and monitor specific subgroups to determine if they are progressing towards reading proficiency. The senior leadership team which consists of the Principal, Assistant Principal, Instructional Coaches, Guidance Counselor, and ESE Specialist are all made aware of the subgroups teachers are tracking (Lower quartile, Bubble, Sliders, ESE, ELL, etc) and work closely with the teachers during PLCs, CPST, and Leadership meetings to review student progress. Each senior leadership member is assigned a grade level to meet with regularly to track student progress, and mentor students to ensure they are on track to make learning gains this school year. Specific data collected is students' FSA Data, End of Year Assessment Data, STAR data, I-Ready Diagnostic data, and ACCESS data, as Benchmark Assessment System (BAS) 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?

Each student who entered this school year 2 or more grade levels below on the Benchmark Assessment System (BAS) was given the BAS during the first few weeks of school, and was discussed during an Initial Meeting with the CPST. During this meeting, we strategically devised a system of support moving forward based on previous support, and the various data points collected. The Decision Tree process was

initiated to decide which researched based program would ensure growth. If any systems of support were already in place we decided to keep and adjust if needed to ensure all students received the appropriate interventions based on his/her areas of need. Various interventions provided on site are Leveled Literacy Intervention (LLI), Soar to Success, and Phonics for Reading.

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

All special education teachers are collaborative members of General Education Curriculum Team. General and special education teachers regularly plan instruction together. Inclusion and general ed teachers of Students with disabilities attend PLCs with the ESE Specialist and Instructional Coaches. Our SWD teachers also utilize our school-wide approach for planning and implementing Universal Design for Learning. Teachers of SWDs who spend less than 80% of their day in general education classes use formative assessment data to identify effective instructional and behavioral interventions.

Supplemental and intensive Intervention programs used are Attainment, learning A to Z, Phonics for Reading, Foundations, and Little People Curriculum for Pre-Kindergarten.

Intensive intervention is supported by our two Support Facilitators, and tier 2 intervention take place in the classroom by the teacher.

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

Our Administration, Instructional Coaches and teachers have attended, and are currently registered in ongoing district and in-house professional development on using Universal Designs for Learning. Along with implementing the "Growth Mindset" throughout our school, all of Broward County's elementary learning options focus on the WHAT, WHY and HOW of learning. We also have a district support Master Coach from our CADRE who attends district trainings along with our school-based coaches to support our teachers and coaches in the process. During our PLCs our teachers focus on the "WHAT" of learning by planning appropriate options for comprehension, activating background knowledge, and providing multiple options for perception.

Because teachers know students have various learning styles, teachers plan for multiple intelligences. They provide options for physical movement, expression and communication which connects with our kinesthetic, visual and verbal learners. Teachers provide options for language, mathematical expressions, and symbols which connect better with our logical, auditory, and solitary learners.

Teachers, coaches, and administration are involved in all aspects of learning from professional development to data disaggregation, and it fosters collaboration and

community which strongly supports the "WHY" of the Universal Learning Design. Administration attends trainings with the faculty and staff to optimize value, relevance and autonomy.

So far this school year, teachers have participated in I-Ready training, Phonics Word Study, Equity in Instruction (Schoolwide Equity Plan), Writing, and the Support for Identification and Intervention of students with Reading Deficiencies (Decision Tree)

Support facilitators attend trainings and adjust IEPs based on data provided and progress monitoring of student instruction.

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

Our students are utilizing Imagine Learning is an adaptive literacy program for K through fifth grade students. Through playing games and completing short lessons, students improve foundational skills, and teachers and administrators receive reports on student progress. This is the first year of Imagine Learning. The expectation is that WIDA ACCESS scores will show significant growth. Teachers provide ESOL Instructional Strategies from the ESOL Matrix when planning student lessons, and add the cross- cultural variables like experiential, social and emotional, linguistic and cultural practices to engage in student learning. Teachers closely monitor ELL Data in BASIS through the ACCESS tab to receive all cluster data. Teachers also post anchor charts in areas that students are struggling in, and make it a practice to include in their lessons. For example, our students are struggling in listening, and speaking, so they make sure they plan for collaboration and turn and talks throughout the lessons. The goal is for ELL students to make connections, learning gains, and thoroughly engage in the learning process.

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 5 Standards Based Instruction	Thursday	2nd, 4th	8/22/2019 - 5/28/2020	2:10 PM - 3:10 PM	5
Grade 4 Standards Based Instruction	Wednesday	2nd, 4th	8/21/2019 - 5/27/2020	2:10 PM - 3:10 PM	4
Grade 3 Standards Based Instruction	Tuesday	2nd, 4th	8/20/2019 - 5/26/2020	2:10 PM - 3:10 PM	3
Grade 2 Standards Based Instruction	Thursday	2nd, 4th	8/22/2019 - 5/28/2020	2:10 PM - 3:10 PM	2
Grade 1 Standards Based Instruction	Wednesday	2nd, 4th	8/21/2019 - 5/27/2020	2:10 PM - 3:10 PM	1
Grade K Standards Based Instruction	Tuesday	2nd, 4th	8/20/2019 - 5/26/2020	2:10 PM - 3:10 PM	K

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
2019-SAM--Hollywood-Park-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_09042019_2019-SAM--Hollywood-Park-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019
HPE-MTSS-Action-Plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_HPE-MTSS-Action-Plan-1920.pdf)	Mari Menendez	10/1/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	8/20/2019 - 6/2/2020	8:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
HPE-SEL-Action-Plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_09232019_HPE-SEL-Action-Plan-1920.pdf)	Mari Menendez	9/23/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Hollywood-Park-Elem-SPBP-2019-20-SPBP-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_05202019_Hollywood-Park-Elem-SPBP-2019-20-SPBP-.pdf)	Desiree Montalvo	5/20/2019
Hollywood-Park-Elementary-SPBP-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_05242019_Hollywood-Park-Elementary-SPBP-Feedback-Form.pdf)	Monique Pernell	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	509	273	53.63	140	27.50	71	13.95	25	4.91
2017 - 2018	530	298	56.23	132	24.91	82	15.47	18	3.40
2018 - 2019	474	241	50.84	133	28.06	78	16.46	22	4.64

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	57	28	49.12	17	29.82	11	19.30	1	1.75
2018 - 2019	01	82	34	41.46	27	32.93	17	20.73	4	4.88
2018 - 2019	02	80	50	62.50	16	20.00	11	13.75	3	3.75
2018 - 2019	03	85	39	45.88	25	29.41	14	16.47	7	8.24
2018 - 2019	04	93	49	52.69	30	32.26	10	10.75	4	4.30
2018 - 2019	05	77	41	53.25	18	23.38	15	19.48	3	3.90

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 50.8% 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 21.1% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.

Attendance Type	School Goal
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 4.6% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Hollywood-Park-Elem-Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10172019_Hollywood-Park-Elem-Attendance-Plan.pdf)	Sara Darley	10/17/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
HPE-ASCP-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_HPE-ASCP-1920.pdf)	Mari Menendez	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-HPE-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_Equity-Plan-HPE-.pdf)	Mari Menendez	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-HPE-2019--2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_BPIE-Plan-HPE-2019--2020.pdf)	Mari Menendez	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Hollywood-Park-Elem-SAC-SAF-Meeting-Dates-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1761_10172019_Hollywood-Park-Elem-SAC-SAF-Meeting-Dates-2019-2020.pdf)	October	Monitored	10/17/2019
Hollywood-Park-Elementary-SAF-ByLaws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1761_10172019_Hollywood-Park-Elementary-SAF-ByLaws-2019-2020.pdf)	October	SAF ByLaws	10/17/2019
Hollywood-Park-Elem-SAC-ByLaws-2019-2010.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1761_10172019_Hollywood-Park-Elem-SAC-ByLaws-2019-2010.pdf)	October	SAC ByLaws	10/17/2019
Hollywood-Park-Elementary-09182019-merged-Agenda-SignIn-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1761_10032019_Hollywood-Park-Elementary-09182019-merged-Agenda-SignIn-Minutes.pdf)	October	Monitored	10/3/2019
HollywoodParkElem_SAC_CompositionReport19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1761_10012019_HollywoodParkElem_SAC_CompositionReport19_20.pdf)	October	Developed	10/1/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_Staff-Survey.pdf)	Mari Menendez	10/1/2019
Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_Student-Survey.pdf)	Mari Menendez	10/1/2019
Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_Parent-Survey.pdf)	Mari Menendez	10/1/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Hollywood-Park-Elem-Programs-and-Services.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_Hollywood-Park-Elem-Programs-and-Services.pdf)	Sara Darley	10/1/2019
Hollywood-Park-Elem-Catch-Them-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_Hollywood-Park-Elem-Catch-Them-Being-Great.pdf)	Sara Darley	10/1/2019
Hollywood-Park-Elem-Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_Hollywood-Park-Elem-Cultural-Awareness.pdf)	Sara Darley	10/1/2019
Hollywood-Park-Elem-Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_Hollywood-Park-Elem-Customer-Service.pdf)	Sara Darley	10/1/2019
Hollywood-Park-Elem-FACE-Space-1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_Hollywood-Park-Elem-FACE-Space-1.pdf)	Sara Darley	10/1/2019
Hollywood-Park-Elem-FACE-Space-2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_Hollywood-Park-Elem-FACE-Space-2.pdf)	Sara Darley	10/1/2019
Hollywood-Park-Elem-FACE-Resource-Team-Members.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10012019_Hollywood-Park-Elem-FACE-Resource-Team-Members.pdf)	Sara Darley	10/1/2019
HollywoodParkElem-SEL-Competencies-Sign-In-Sheets.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1761_10032019_HollywoodParkElem-SEL-Competencies-Sign-In-Sheets.pdf)	Elena Cardet	10/3/2019

☆ School Info



School Name	Hunt, James ES (1971)	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/1971_10242019_HUNT_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	98	26	2	0	---	N/A	1	0	0	N/A
01	90	21	2	0	---	0	3	6	0	N/A
02	110	18	1	0	---	0	0	6	0	N/A
03	119	20	3	0	44	---	10	22	11	113
04	111	9	2	0	37	---	1	4	2	109
05	125	15	2	0	42	---	1	1	5	120

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	91	12	1	0	---	0	1	1	0	N/A
01	104	22	1	0	---	0	4	13	0	N/A
02	96	16	2	0	---	0	2	10	0	N/A
03	107	10	3	0	30	---	11	8	1	103
04	118	13	3	0	46	---	35	34	0	116
05	118	12	9	0	32	---	27	24	1	117

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 academic performance identified by the early warning system, we will target students in grades 4 and 5 who scored a level 1 on the Florida Standards Assessment in reading and math to move students toward proficiency and learning gains. We will monitor assessment data, engage in data chats with teacher and student, reteach/reassess, and provide explicit instruction in areas of deficiency. Teachers will use flexible grouping based on data and pull-out support will be provided for students in ELA and math. Third grade retainees will receive tiered instruction. Students will create Goal folders that will assist with tracking their progress.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1971&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By Spring 2020, Hunt Elementary will increase their SWD from 43% to 45% in ELA for students in grades 3-5 as evidenced by the Florida Standards Assessment and the Federal Index calculation.	Professional learning communities will focus on differentiated and scaffolded instruction and target specific needs of students. Data driven instructional planning and utilizing effective instructional strategies will help to increase learning gains for students in grades 3-5 for ELA.	Rendolyn Amaker - Shawana Smith	5/29/2020	Teach Like A Champion 2.0	\$500.00	Principal will monitor effectiveness of strategies used	

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?

Principal, Literacy Coach, and Teachers will be responsible to ensure that classroom instruction is aligned to grade-level standards. This will be evidenced by classroom walk throughs, literacy coach meeting notes, and teacher lesson plans.

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

School City and I-Ready data will be used to determine that students by subgroups are progressing toward reading proficiency. The literacy coach will be responsible for collecting the data. The Principal and literacy coach will review 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?

Teachers will 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. In addition, Administration, literacy coach, and teachers will monitor School City and I-Ready.

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 are implementing balanced literacy with explicit instruction where teachers provide whole language learning opportunities through interactive read-alouds, shared reading, shared writing, while also providing explicit phonics instructions during independent and guided small group reading. Teachers are using research-based interventions including phonics for reading, reaching for new standards, and reading mastery. The ESE department, literacy coach, teachers and teacher assistants provides targeted supplemental tier 2 and tier 3 as pull out 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)?

All Professional learning communities target and align to the universal design for learning framework. Teaching are engaging Marzano's Essentials for learning series through each PLC. The series focuses on planning high quality core instruction to meet the needs of all students. Teachers are learning techniques to identify critical content, create and use learning targets, record and represent knowledge, and engage in cognitive complex tasks.

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

ESOL team conducts additional student assessments to identify specific gaps in students' academic knowledge. ESOL resource teacher push in as support to set goals to close knowledge gaps and identify instructional interventions/strategies to help students. In addition, the ESOL resource teacher monitors students progress regularly and adjust as needed.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Wisdom Wednesdays with Marzano	Wednesday Thursday	1st, 2nd, 3rd, 4th	9/25/2019 - 5/20/2020	8:30 AM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
2019-SAM--James-S.-Hunt-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_09042019_2019-SAM--James-S.-Hunt-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019
1971_09262019_MTSS-Rtl-Action-Plan-2019-2020-(1)-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10082019_1971_09262019_MTSS-Rtl-Action-Plan-2019-2020-(1)-(1).pdf)	Shawana Smith	10/8/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st	10/2/2019 - 5/4/2020	12:00 PM - 2:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
1971_SEL-Action-Plan--2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10082019_1971_SEL-Action-Plan--2019-2020.pdf)	Shawana Smith	10/8/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Behavior-Plan-2019-2020-Hunt-EL-042419.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_05022019_Behavior-Plan-2019-2020-Hunt-EL-042419.pdf)	Christina Monroe	5/2/2019
Hunt--James-Elementary-SPBP-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_05242019_Hunt--James-Elementary-SPBP-Feedback-Form.pdf)	Monique Pernell	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	744	463	62.23	170	22.85	76	10.22	35	4.70
2017 - 2018	699	418	59.80	154	22.03	95	13.59	32	4.58
2018 - 2019	632	383	60.60	160	25.32	75	11.87	14	2.22

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	91	50	54.95	29	31.87	12	13.19	0	0.00
2018 - 2019	01	104	51	49.04	29	27.88	18	17.31	6	5.77
2018 - 2019	02	94	60	63.83	18	19.15	14	14.89	2	2.13
2018 - 2019	03	106	71	66.98	25	23.58	7	6.60	3	2.83
2018 - 2019	04	119	80	67.23	26	21.85	12	10.08	1	0.84
2018 - 2019	05	118	71	60.17	33	27.97	12	10.17	2	1.69

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 60.6% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 14.1% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.

Attendance Type	School Goal
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.2% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Template-SIP-(6).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10112019_Attendance-Plan-Elementary-Template-SIP-(6).pdf)	Shawana Smith	10/11/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Hunt-School-Counseling-Annual-School-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_09262019_Hunt-School-Counseling-Annual-School-Plan-2019-2020.pdf)	Shawana Smith	9/26/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10162019_Equity-Diversity-Action-Plan-2019-2020.pdf)	Sabine Seide	10/16/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
1971_BPIE-Plan-Template-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10082019_1971_BPIE-Plan-Template-19-20.pdf)	Shawana Smith	10/8/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SACmeetingminutesagendasignin10-16-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1971_10222019_SACmeetingminutesagendasignin10-16-19.pdf)	October	None	10/22/2019
SACdates2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1971_10222019_SACdates2019-2020.pdf)	October	None	10/22/2019
Committee-Membership-SAC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1971_10222019_Committee-Membership-SAC.pdf)	October	None	10/22/2019
Hunt-SACbylaws19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1971_10222019_Hunt-SACbylaws19-20.pdf)	October	SAC ByLaws	10/22/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Hunt_Parent_Bilingual_Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10162019_Hunt_Parent_Bilingual_Survey.pdf)	Sabine Seide	10/16/2019
Hunt_Staff_Survey_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10162019_Hunt_Staff_Survey_19.pdf)	Sabine Seide	10/16/2019
Hunt_Student_Survey_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10162019_Hunt_Student_Survey_19.pdf)	Sabine Seide	10/16/2019
Hunt_Parent_Survey_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10162019_Hunt_Parent_Survey_19.pdf)	Sabine Seide	10/16/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Cultural-Awareness-SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10102019_Cultural-Awareness-SIP.pdf)	Shawana Smith	10/10/2019
Catchthem-Being-Great-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10112019_Catchthem-Being-Great-(1).pdf)	Shawana Smith	10/11/2019
Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10112019_Programs-and-Services-Checklist.pdf)	Shawana Smith	10/11/2019
Customer-Service-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10112019_Customer-Service-(2).pdf)	Shawana Smith	10/11/2019
resources-pictures.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1971_10222019_resources-pictures.pdf)	Shawana Smith	10/22/2019

☆ School Info



School Name	Indian Trace ES (3181)	School Grade (2018 - 2019)	A
Title 1 School	<input type="button" value="No"/>	Differentiated Accountability (DA)	<input type="button" value="No"/>
School of Excellence	<input type="button" value="Yes"/>	ESSA School	<input type="button" value="No"/>
Executive Summary	<input type="button" value="🔗"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3181_09242019_Executive-Summary-2019.pdf)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	93	11	0	0	---	N/A	0	0	0	N/A
01	115	9	0	0	---	0	1	2	0	N/A
02	115	6	0	0	---	0	1	3	0	N/A
03	125	2	0	0	12	---	1	4	0	123
04	127	10	0	0	11	---	1	1	0	124
05	151	10	0	0	12	---	0	0	0	148

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	113	16	1	0	---	0	0	0	0	N/A
01	102	11	1	0	---	0	1	5	0	N/A
02	114	7	0	0	---	0	0	2	1	N/A
03	129	11	1	0	10	---	5	5	0	127
04	134	11	0	0	22	---	6	1	0	132
05	139	19	1	0	13	---	2	1	0	132

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

The following strategies are being implemented to improve the academic performance of students identified by the early warning system:
 Students attend before school computer lab Monday-Thursday mornings for 20 minute sessions of iReady reading and math.
 Students receive reading interventions in 30 minute pull out session with a certified teacher on Monday-Thursdays.
 Students receive math interventions in their classrooms Monday-Friday.
 The ELL groups are receiving intervention strategies.
 The lowest quartile students in math and reading are receiving intervention strategies in a pull-out setting.

School Report Card

FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3181&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, 60% of our ELL subgroup will make a learning gain in ELA as evidenced by the FSA ELA data results.	We will have targeted intervention groups for the ELL students using small group instruction based upon specific ELA needs. We will have after-school ELL Camps focused on ELA strategies. We will host a Family Literacy Night to provide parents with strategies they can use at home to support their students' learning. We will integrate content area reading through school-wide Project Based Learning quarterly units of study in grades K-5. Additionally, we will utilize and progress monitor the iReady computer-based, fiction/non-fiction reading program in grades K-5.	Literacy Coach, Team Leaders, Classroom Teachers, ELL teacher assistant	6/2/2020		\$2,000.00	iReady Diagnostics 3 times per year	

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?

Grade level teams worked to create Instructional Focus calendars outlining which standards were to be taught each month. Grade level teams meet during PLC meetings to share best practices and plan instruction to teach each standard. Teachers use resources, such as iReady Teacher ToolBox, to ensure text is grade level appropriate and aligned to the standards. Students are assessed monthly using iReady Standard Mastery and grade level teams meet to share data and come up with a plan to remediate students that did not meet mastery. Data is collected and reviewed by teachers, administration and support team. Administrators visit classrooms and review lesson plans to ensure classroom instruction is aligned to grade level standards.

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

Student data is monitored by subgroups using iReady. Support team meets weekly to review student data, each support team member is responsible for reporting on each subgroup. Assistant Principal reports on the lowest quartile in math, Literacy Coach reports on lowest quartile in reading and ELL students, School Counselor reports on FRL students, ESE Specialist reports on ESE students. Students BAS data, iReady data and quarterly grades are monitored. Students not making progress are referred to RtI.

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 performing toward individual and grade level goals are referred to RtI. Students that are more than two BAS levels below grade level expectation are provided additional assessments as determined by the Reading Decision Chart. These assessments are administered by the Literacy Coach. Data meetings are held with administration, the classroom teacher and Literacy Coach to determine which interventions are needed based on each student's area of need. Interventions are targeted and individualized. RtI progress monitoring meetings are held for each student every 6 to 8 weeks to determine if the intervention is effective or if it is to be intensified. These students are also on a Progress Monitoring Plan (PMP).

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 use interventions such as Leveled Literacy Intervention (LLI), Phonics for Reading, Explode the Code, Journey's Toolkit to target student's intervention needs. Literacy Coach, ELL Resource paraprofessional and Assistant Principal provide additional small group instruction to students in the lowest quartile and ELL subgroups using standards-based lessons. ESE Support Facilitator uses LLI, Foundations, as well as standards-based lessons. ELL students use Imagine Learning, an online program focusing on language acquisition.

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

Our school's Professional Development Team uses FSA data to determine professional learning needed. This year's plan for professional learning includes a training with the iReady team to learn new data reports, iReady features and implementation of teacher led Lessons for instruction. Professional development on math by Broward's Elementary Learning department is scheduled, focusing on small group instruction to meet the needs of the lowest quartile. Professional learning on Nearpod will be delivered for integration of science, social studies and technology into the literacy block. Weekly Coffee and Conversation professional learning focuses on instructional strategies for differentiation and planning for small group instruction in all subject areas.

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

Teachers provide all ELL students with ESOL strategies within the classroom. ELL students receive support from our ELL Resource paraprofessional receiving small group instruction four days a week. During this time, students are taught how to use translation dictionaries and strategies to acquire the English language. In January, our school offers ELL after school camp that is taught by my certified teachers twice a week after school. Level A1 students have access to Imagine Learning, a program designed to increase student language acquisition.

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (<http://www.fldoe.org/core/fileparse.php/7539/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
3181 ELA, 3181 Math	Tuesday Thursday	1st, 3rd	9/5/2019 - 4/30/2020	2:00 PM - 2:50 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
2019-SAM--Indian-Trace-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_09042019_2019-SAM--Indian-Trace-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019
MTSS-Rtl-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_09262019_MTSS-Rtl-Action-Plan-2019.pdf)	Renell Schultz	9/26/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd, 5th	9/9/2019 - 5/22/2020	8:30 AM - 11:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_09242019_SEL-Action-Plan-2019.pdf)	Renell Schultz	9/24/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
3181_2019_20-SPBP-Indian-Trace.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_10172019_3181_2019_20-SPBP-Indian-Trace.pdf)	Sabine Seide	10/17/2019
3181_Indian-Trace-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_10172019_3181_Indian-Trace-Feedback-Form.pdf)	Sabine Seide	10/17/2019

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	756	444	58.73	232	30.69	68	8.99	12	1.59
2017 - 2018	737	488	66.21	197	26.73	42	5.70	10	1.36
2018 - 2019	730	435	59.59	214	29.32	70	9.59	11	1.51

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	113	62	54.87	34	30.09	16	14.16	1	0.88
2018 - 2019	01	102	60	58.82	30	29.41	10	9.80	2	1.96
2018 - 2019	02	114	74	64.91	33	28.95	6	5.26	1	0.88
2018 - 2019	03	129	77	59.69	40	31.01	9	6.98	3	2.33
2018 - 2019	04	134	89	66.42	33	24.63	12	8.96	0	0.00
2018 - 2019	05	138	73	52.90	44	31.88	17	12.32	4	2.90

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 59.6% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 11.1% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.5% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Indian-Trace-Elementary-SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_10172019_Attendance-Plan-Indian-Trace-Elementary-SIP.pdf)	AmyE Winder	10/17/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCPSept2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_09242019_ASCPSept2019.pdf)	Renell Schultz	9/24/2019

Equity Plan

File Name	File Uploaded By	Upload Date
3181_Equity-Diversity-Action-Plan-Indian-Trace-Elementary-School-2019-2020-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_10172019_3181_Equity-Diversity-Action-Plan-Indian-Trace-Elementary-School-2019-2020-.pdf)	Sabine Seide	10/17/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_09262019_BPIE_2018-(2).pdf)	Renell Schultz	9/26/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-10.25.19-signin-agenda-and-9.13.19-minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3181_10292019_SAF-10.25.19-signin-agenda-and-9.13.19-minutes.pdf)	October	None	10/29/2019
10.25.19-SAC-signin-agenda-and-9.13.19-minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3181_10292019_10.25.19-SAC-signin-agenda-and-9.13.19-minutes.pdf)	October	Monitored	10/29/2019
SAC-Composition-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3181_10212019_SAC-Composition-2019_2020.pdf)	October	None	10/21/2019
SAC-and-SAF-Meeting-Dates-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3181_10172019_SAC-and-SAF-Meeting-Dates-2019-2020.pdf)	September	None	10/17/2019
SAC-SAF-joint-meeting-9.13.19-sign-in_agenda_May-minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3181_09262019_SAC-SAF-joint-meeting-9.13.19-sign-in_agenda_May-minutes.pdf)	September	Developed	9/26/2019
SAF-bylaws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3181_09262019_SAF-bylaws-2019-2020.pdf)	September	SAF ByLaws	9/26/2019
SAC-ByLaws-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3181_09262019_SAC-ByLaws-2019_2020.pdf)	September	SAC ByLaws	9/26/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
eProve-Parent-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_09122019_eProve-Parent-Survey-2019.pdf)	Renell Schultz	9/12/2019
eProve-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_09122019_eProve-Staff-Survey.pdf)	Renell Schultz	9/12/2019
eProve-Student-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_09122019_eProve-Student-Survey-2019.pdf)	Renell Schultz	9/12/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_09272019_Face-Plan.pdf)	Renell Schultz	9/27/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_09272019_Cultural-Awareness.pdf)	Renell Schultz	9/27/2019
FACE-Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_09272019_FACE-Customer-Service.pdf)	Renell Schultz	9/27/2019
FACE-training-9.24.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_10012019_FACE-training-9.24.19.pdf)	Renell Schultz	10/1/2019
Catch-Them-Being-Great-September.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_10012019_Catch-Them-Being-Great-September.pdf)	Renell Schultz	10/1/2019
FACE-resource-center-picture.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3181_10172019_FACE-resource-center-picture.jpg)	Renell Schultz	10/17/2019

☆ School Info



School Name	Manatee Bay ES (3841)	School Grade (2018 - 2019)	A
Title 1 School	<input type="checkbox"/> No	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> Yes	ESSA School	<input type="checkbox"/> No
Executive Summary	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	161	28	0	0	---	N/A	0	0	0	N/A
01	165	29	2	0	---	0	2	3	0	N/A
02	206	25	0	0	---	0	2	14	0	N/A
03	216	16	0	0	17	---	2	8	1	201
04	250	20	0	0	15	---	1	4	1	238
05	267	31	0	0	28	---	1	2	3	252

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	163	35	0	0	---	0	0	1	0	N/A
01	185	23	0	0	---	0	2	6	0	N/A
02	185	14	0	0	---	0	0	2	0	N/A
03	228	20	1	0	11	---	7	10	0	212
04	245	18	0	0	17	---	5	7	1	233
05	267	25	0	0	16	---	11	12	1	260

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

All student diagnostic data (I-Ready, BAS) is analyzed frequently. Additionally, identified lowest quartile students are pulled out for extra support as needed. In reading, small group support is implemented using the Continuum for intervention strategies tailored to the students' levels. For students in tier 3 instruction for reading comprehension, a reading interventionist will utilize LLI to support students. Student data is discussed frequently in grade-level data teams, one on one teacher data chats, as well as Curriculum and Support meetings. PIC will focus on deconstructing the standards aligning Tier 1 instruction accordingly. Students will continuously be monitored following the criteria of the district proficiency timeline and placed on progress monitoring plan (PMP) and/or RTI as needed. Teachers will maintain communication on a regular basis with parents via conferences for any at-risk students. Additionally, FSA camps will be offered for targeted students, as well as Language Enrichment Camps (LEC) for English Language Learners (ELLs) in need of support.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3841&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Based on Manatee Bay's results of the SES Band data, the content area of focus for improving student achievement for our students here at Manatee Bay will be in Reading learning gains, particularly our students with disabilities. Our SWD in the lowest quartile increased their scores in 2017 to 2018 from 35 to 48. This year, our SWD population will increase their scores from 56 to 58 in ELA based on the FSA 2019-2020.	We are implementing grade/content area based professional learning communities (PLCs) with objectives aligned to the Florida Standards. As the school's initiative to scale up, PLCs are designed to allow colleagues the opportunity to share best practices while following the C.A.R.E (curriculum, assessment, remediation, enrichment) model for progress monitoring of student performance. PLC's will be standard based driven, with deconstructing the standards and examining the DOK levels. We will be implementing the I-Ready reading program with the goal of improving student achievement. This program provides an opportunity for our students to engage in differentiated instruction for non-fiction and literary reading, aligned to the Florida standards and to each student's Lexile reading level. This will also provide teacher's with data specific to each student, along with intervention and small guided group resources. In addition, the implementation of Balanced Literacy, along with Literacy Centers will be integra	Training will be provided for ELA standards based learning goals that guide progress toward mastery. The leadership team will facilitate grade levels with available resources focused on enhancing instructional centers. Administration will monitor alignment of classroom instruction to Florida Standards. Grade level data chats will be implemented,with focus on bottom quartile students with disabilities. Each grade level will maintain a PLC binder, with standard based pre and post assessments for each classroom teacher. The leadership team will conduct regular walkthroughs during literacy blocks to monitor the alignment of Tier 1 instruction to the standards.	6/2/2020	A school based RLI professional development will be held.	\$3000.00 for FSA camps.	Benchmark Assessment (BAS) data is collected 3 times a year, in grades K-3 along with students in Grades 4 and 5 that received scores of a 1 in the FSA Reading the year prior. I-Ready conducts a Diagnostic Assessment 3 times throughout the year in both reading and math. PLC standard specific assessments are given monthly, with feedback on how to enrich and remediate students. Students are also assessed in their classroom on a regular basis through comprehension assessments.	

K-12 Comprehensive Reading Plan

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

First, teachers are responsible to ensure classroom instruction is aligned to grade-level standards. They have access to the Florida Standards through several tools...CPalms, Canvas, Elementary Learning Sharepoint...to be sure they know the standards for their grade level. They are responsible for creating standards-based lesson plans and administration conducts a lesson plan check quarterly. Administration and the Literacy Coach will conduct observations in the classroom to confirm that instruction is aligned to the standards.

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

Our school uses iReady to progress monitor our Reading data. We conduct Diagnostic tests in Reading three times a year. That data is collected and placed on a One Drive created by administration. From there, the curriculum/leadership team disaggregates the data to determine the progression of our students by sub-groups.

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

Teachers have identified those students that are scoring two or more levels below the grade-level on BAS. Those teachers have brought that data to RTI for the CPST team to discuss. The literacy coach provided the teachers with a copy of the Intervention Reading Decision Chart and she uses the Reading Protocol to help guide the teachers through each step of the decision chart. Once the teacher provides the optional assessments and other data, the CPST uses that information to determine if students need intensive Tier 3 Reading Instruction or Tier 2 Instruction. Parents are made aware and based on the findings, the proper intervention is put into place to help close the gaps.

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 work hard to ensure that their Tier 1 instruction is strong by aligning it to the grade-level standards. When students are identified as needing Tier 2 interventions, those students are instructed through either the Journey's Reading Tool Kit or Literacy Tool Kit in small groups. They also receive differentiated instruction through iReady and teachers create standards and skill-based centers based on the needs of their students. For those identified as needing intensive instruction/Tier 3, an interventionist pulls small groups and instructs them using LLI. Students with disabilities are also pulled for small groups and are instructed in Foundations and Phonics for Reading.

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 ESE/Cluster teachers received a professional development on UDL and communication devices for students with disabilities. Teachers of A1 and LY1 students will be trained in Imagine Learning that also uses UDL to engage or ELL population. Our gifted teachers participate in distance learning by way of SKYPE with students in Japan. I-ready consultants have conducted trainings for our staff.

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

Our school will be using Imagine Learning for our A1 and LY1 students instead of I-ready reading. This program gives supports in the native languages of the students. The students also are monitored by the ESOL contact. The ESOL contact also meets with ELL students in a small group setting to work on areas of weakness based on last years ACCESS scores. Our school has partnered with Cypress Bay High school Latinos in Action program. This program matches elementary students with high school school peers to support language acquisition in an academic setting by peer mentors.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Data Teams PLC Meetings	Tuesday	3rd	9/17/2019 - 5/19/2020	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
2019-SAM--Manatee-Bay-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09042019_2019-SAM--Manatee-Bay-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019
3841_09262019_MTSS-Rtl-Action-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10092019_3841_09262019_MTSS-Rtl-Action-Plan-.pdf)	Alma Gonzalez	10/9/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	9/3/2019 - 5/29/2020	8:30 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
3841_09252019_SEL-Action-Plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10092019_3841_09252019_SEL-Action-Plan-1920.pdf)	Alma Gonzalez	10/9/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019_20-SPBP-MBE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_05022019_2019_20-SPBP-MBE.pdf)	kathleen White-Ortiz	5/2/2019
Manatee-Bay-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_05242019_Manatee-Bay-Feedback-Form.pdf)	LaToya Flournoy	5/24/2019

Attendance Plan

Total School AVG

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

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1232	761	61.77	346	28.08	103	8.36	22	1.79
2017 - 2018	1277	787	61.63	335	26.23	137	10.73	18	1.41
2018 - 2019	1273	734	57.66	389	30.56	132	10.37	18	1.41

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	163	73	44.79	52	31.90	30	18.40	8	4.91
2018 - 2019	01	185	95	51.35	65	35.14	22	11.89	3	1.62
2018 - 2019	02	184	117	63.59	51	27.72	15	8.15	1	0.54
2018 - 2019	03	229	138	60.26	70	30.57	19	8.30	2	0.87
2018 - 2019	04	245	148	60.41	75	30.61	20	8.16	2	0.82
2018 - 2019	05	267	163	61.05	76	28.46	26	9.74	2	0.75

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 11.8% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.4% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary--SIP-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10092019_Attendance-Plan-Elementary--SIP-.pdf)	Alma Gonzalez	10/9/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Scanned_from_a_Lexmark_Multifunction_Product09-09-2019-121612.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09182019_Scanned_from_a_Lexmark_Multifunction_Product09-09-2019-121612.pdf)	Alma Gonzalez	9/18/2019

Equity Plan

File Name	File Uploaded By	Upload Date
MBE-equity-action-plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10162019_MBE-equity-action-plan.pdf)	Alma Gonzalez	10/16/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
3841_10252018_BPIE-Manatee-Bay-2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09182019_3841_10252018_BPIE-Manatee-Bay-2018.pdf)	Alma Gonzalez	9/18/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
OCTSACupload.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3841_11072019_OCTSACupload.pdf)	October	Monitored	11/7/2019
Manatee-Bay-SAC-SAF-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3841_10182019_Manatee-Bay-SAC-SAF-Dates.pdf)	October	None	10/18/2019
Sept.-SAC-upload.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3841_10172019_Sept.-SAC-upload.pdf)	October	A+ Funds	10/17/2019
SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3841_10172019_SAC-Composition.pdf)	October	A+ Funds	10/17/2019
SAFESOLZONENIGHT201920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3841_10022019_SAFESOLZONENIGHT201920.pdf)	October	A+ Funds	10/2/2019
SACbylaws1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3841_10022019_SACbylaws1920.pdf)	October	SAC ByLaws	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
MBE_Parent-Survey_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09182019_MBE_Parent-Survey_19.pdf)	Alma Gonzalez	9/18/2019
MBE_Staff-Survey_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09182019_MBE_Staff-Survey_19.pdf)	Alma Gonzalez	9/18/2019
MBE_Student-Survey_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09182019_MBE_Student-Survey_19.pdf)	Alma Gonzalez	9/18/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Dual-language-Flamenco.JPG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09272019_Dual-language-Flamenco.JPG)	Alma Gonzalez	9/27/2019
PTA-board-info.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09272019_PTA-board-info.jpg)	Alma Gonzalez	9/27/2019
AR-SHIRT-EARNERS.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09272019_AR-SHIRT-EARNERS.jpg)	Alma Gonzalez	9/27/2019
School-wide-token-system.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09272019_School-wide-token-system.jpg)	Alma Gonzalez	9/27/2019
PTA-Dollars.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09272019_PTA-Dollars.jpg)	Alma Gonzalez	9/27/2019
NURSE-KIM.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09272019_NURSE-KIM.jpg)	Alma Gonzalez	9/27/2019
PTA-Board.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09272019_PTA-Board.jpg)	Alma Gonzalez	9/27/2019
Peace-Week.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09272019_Peace-Week.jpg)	Alma Gonzalez	9/27/2019
AR-BOARD.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09272019_AR-BOARD.jpg)	Alma Gonzalez	9/27/2019
Boxtops.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09272019_Boxtops.jpg)	Alma Gonzalez	9/27/2019
Parent-flyers1.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09302019_Parent-flyers1.jpg)	Alma Gonzalez	9/30/2019
MBe-2.0.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09302019_MBe-2.0.jpg)	Alma Gonzalez	9/30/2019
PTA-did-that.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09302019_PTA-did-that.jpg)	Alma Gonzalez	9/30/2019
pta-EVENTS.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09302019_pta-EVENTS.jpg)	Alma Gonzalez	9/30/2019
PTA-sponser.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09302019_PTA-sponser.jpg)	Alma Gonzalez	9/30/2019
PTA-Info.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09302019_PTA-Info.jpg)	Alma Gonzalez	9/30/2019
School-Theme-INfo.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_09302019_School-Theme-INfo.jpg)	Alma Gonzalez	9/30/2019
FACEPlan1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10092019_FACEPlan1920.pdf)	Alma Gonzalez	10/9/2019
Catchthem-Being-Great-AWC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10092019_Catchthem-Being-Great-AWC.pdf)	Alma Gonzalez	10/9/2019
Anthony-Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10092019_Anthony-Catchthem-Being-Great.pdf)	Alma Gonzalez	10/9/2019
Cultural-Awareness-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10092019_Cultural-Awareness-1920.pdf)	Alma Gonzalez	10/9/2019
cypressbayzone2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10092019_cypressbayzone2019.pdf)	Alma Gonzalez	10/9/2019

File Name	File Uploaded By	Upload Date
cypressbayzone2019v1POR-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10092019_cypressbayzone2019v1POR-(1).pdf)	Alma Gonzalez	10/9/2019
cypressbayzone2019v1SPA.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10092019_cypressbayzone2019v1SPA.pdf)	Alma Gonzalez	10/9/2019
hispanicheritageoct.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10142019_hispanicheritageoct.jpg)	Alma Gonzalez	10/14/2019
mbe2.0oct.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10142019_mbe2.0oct.jpg)	Alma Gonzalez	10/14/2019
octptacal.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10142019_octptacal.jpg)	Alma Gonzalez	10/14/2019
ptafundraiser.oct.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_10142019_ptafundraiser.oct.jpg)	Alma Gonzalez	10/14/2019
Coffee-with-Devaughn.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3841_11072019_Coffee-with-Devaughn.pdf)	Alma Gonzalez	11/7/2019

☆ School Info



School Name	Orange Brook ES (0711)	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		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	100	20	0	0	---	N/A	0	0	0	N/A
01	125	31	1	0	---	0	1	1	0	N/A
02	116	18	1	0	---	0	1	0	0	N/A
03	124	17	0	0	57	---	5	19	4	118
04	146	18	0	0	58	---	3	2	5	141
05	121	22	0	0	40	---	0	0	6	111

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	24	0	0	---	0	0	0	0	N/A
01	108	17	1	0	---	0	0	0	0	N/A
02	122	16	1	0	---	0	1	1	0	N/A
03	113	18	1	0	46	---	22	15	1	110
04	115	14	1	0	38	---	9	1	2	105
05	149	24	3	0	62	---	18	0	3	144

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

The Multi-Tiered System of Supports Problem Solving Team process at Orange Brook Elementary is used to review students identified in the Early Warning System as having 2 or more indicators of risk. Tier II intervention services are provided by classroom teachers using researched based materials and progress monitoring data is collected. Tier III services are provided with increased intensity using research based intervention programs. Progress monitoring data is collected and entered into BASIS, a data tracking system. Teachers, administrators meet during RtI meetings to review student performance and make adjustments to interventions. At grades 3-5 students with multiple risk factors are invited to participate in after school tutoring hosted by our teachers.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0711&district=06>)

K-12 Comprehensive Reading Plan

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

Administration and the leadership team is responsible to ensure that classroom instruction is aligned to grade level standards. Uncommon School Phase 2 whole group instruction lessons are being implemented. Student work samples are evidence that classroom instruction is aligned to grade level standards. To ensure that all students are being exposed to grade level text and standards students participate in a combination of small group skilled based and guided reading instruction. For skilled based small group instructions students will be exposed to a variety of rigorous text from the Ready LAFS books as well as NEWSELA, Achieve 3000 and other grade level resources. During small guided reading instruction, text is differentiated by students' instructional level as determined by BAS. Leveled text is provided through the Scholastic Bookroom as well as fiction and nonfiction Scholastic Short reads. It is during this time that students can practice with appropriate level text to continue building fluency and learning and practicing reading strategies that will help them become more skilled readers.

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?

A variety progress monitoring data is collected on the OBE Data Sharepoint to measure student progress toward reading proficiency, while highlighting specific student subgroups and their progress. Previous year FSA data (to determine growth needed for learning gains), Iready Diagnostic reports for beginning, mid and end of year, School City common formative assessment data measuring specific standards from the Uncommon Phase 2 Instructional focus calendar, BAS (AP #1 - #3), and District BSA. Teachers are always checking for understanding on a day to day basis using formative assessments as well as informal observations.

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

All students who are not progressing towards individual and grade level goals are identified and referred to RTI. The Multi-Tiered System of Supports and the K-5 reading decisions charts are followed to determine if children are in need of Tier 2 – supplemental intervention and/or Tier 3 – intensive Interventions. Once a academic intervention plan is created students are instructed with documented intervention and progress is monitored for about six to eight weeks, at which time data is graphed and the Collaborative Problem Solving Team reconvenes to analyze students' progress and determine a plan of action.

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?

Uncommon School Phase 2, Tier 1 whole group instruction lessons are being implemented in 3-5 grade. To ensure that all students are being exposed to grade level text and standards students participate in a combination of small group skilled based and guided reading instruction. A variety of leveled text, Ready LAFS lessons, Ready Toolbox lessons, Newsela, Readworks, and Achieve 3000, are just some of the resources used for TIER 1 Instruction. For students with disabilities the support facilitator provides special designed instruction to meet the needs of the students as documented on their Individual Education Plan. Programs include: Foundations K-2, Phonics for Reading for 1-3 grade, Milestones in Reading and Zoom In for 3- 5 grade, as well as Moving with Math. Accommodations are being offered and documented both in the classroom setting and during testing.

Interventions for Tier 2 and Tier 3 include the resources listed above as well as Journeys Reading/Literacy Tool Kit and Journeys Write in Reader. In the primary grades the Phonics Spelling and Word Study system is implemented in Kindergarten and Superkids Reading Program is used in 1st and 2nd grade. Primary students in grade PK- 1 participate in the Smarty Ants Foundational Literacy computer program. The goal is that students are being taught standards-based instruction while building a solid foundation that will make them better prepared to achieve proficiency from year to year.

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

Teachers are receiving ongoing professional development and support on the Uncommon Lesson Plans specifically in the use of Teach Like A Champion Strategies. Teachers are also participating in the Equity Based TIF 5 Trainings for example: Building Frame Work for Equity Schools and Cultivating Belonging for Students of Color. Alignment of whole group and small group instruction to State standards is ongoing through PLCs, specifically targeting lowest quartile population.

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

Our goal is to increase the number of students demonstrating proficiency on the ACCESS for ELLs. English language Learners receive standard based instruction through the mainstream program. Using the ESOL Strategy Matrix, Addendum, WIDA Can Do Descriptors and a variety of supplemental instructional materials; teachers provide students supports and differentiation to facilitate their learning of the English language. Our ELLs are also offered accommodations during instruction and on district and state assessments. Identified students who can read in their home language are also provided word to word dictionaries to support their learning. All English Language Learners classified as Level 1 or A1, non-English Speakers, also participate in Imagine Language and Literacy computer program.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA and MATH PLCs	Monday Tuesday Wednesday Thursday Friday	1st, 2nd, 3rd, 4th, 5th	9/16/2019 - 6/3/2020	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
2019-SAM--Orange-Brook-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_09042019_2019-SAM--Orange-Brook-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019
OBE_MTSS-RTI2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10042019_OBE_MTSS-RTI2019-20.pdf)	Natasha Braynen	10/4/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	8/14/2019 - 6/3/2020	8:00 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10032019_SEL-Action-Plan2019.pdf)	Natasha Braynen	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
OBE-SPBP-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_05012019_OBE-SPBP-2019-20.pdf)	Natasha Braynen	5/1/2019
Orangebrook-feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_05242019_Orangebrook-feedback-Form.pdf)	Teresa Kelly	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	772	426	55.18	192	24.87	131	16.97	23	2.98
2017 - 2018	756	428	56.61	191	25.26	112	14.81	25	3.31
2018 - 2019	704	377	53.55	194	27.56	110	15.63	23	3.27

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	42	43.30	28	28.87	21	21.65	6	6.19
2018 - 2019	01	108	61	56.48	26	24.07	19	17.59	2	1.85
2018 - 2019	02	122	65	53.28	34	27.87	19	15.57	4	3.28
2018 - 2019	03	113	64	56.64	29	25.66	18	15.93	2	1.77
2018 - 2019	04	115	65	56.52	34	29.57	14	12.17	2	1.74
2018 - 2019	05	149	80	53.69	43	28.86	19	12.75	7	4.70

Attendance Type	School Goal

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 53.6% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 18.9% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 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-Elementary-OBE-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10152019_Attendance-Plan-Elementary-OBE-2019-20.pdf)	Natasha Braynen	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP2019-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10032019_ASCP2019-(1).pdf)	Natasha Braynen	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
OBE-Equity-Diversity-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10022019_OBE-Equity-Diversity-Action-Plan-2019-20.pdf)	Natasha Braynen	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
OBE-BPIE2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10022019_OBE-BPIE2019-20.pdf)	Natasha Braynen	10/2/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC.SAF-Dates-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0711_10042019_SAC.SAF-Dates-2019-20.pdf)	October	A+ Funds	10/4/2019
SAC-9.17.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0711_10032019_SAC-9.17.19.pdf)	October	Developed	10/3/2019
SAF-By-Laws-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0711_10032019_SAF-By-Laws-19-20.pdf)	October	SAF ByLaws	10/3/2019
OBE-SAC-ByLaws19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0711_10032019_OBE-SAC-ByLaws19-20.pdf)	October	SAC ByLaws	10/3/2019
OBE-SAC-Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0711_10012019_OBE-SAC-Composition-Report.pdf)	October	A+ Funds	10/1/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
OBE-Parent-survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10032019_OBE-Parent-survey.pdf)	Natasha Braynen	10/3/2019
OBE-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10032019_OBE-Staff-Survey.pdf)	Natasha Braynen	10/3/2019
OBE-student-survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10032019_OBE-student-survey.pdf)	Natasha Braynen	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
OBE-Face-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10022019_OBE-Face-Plan-2019-20.pdf)	Natasha Braynen	10/2/2019
OBE-Customer-Service-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10022019_OBE-Customer-Service-2019-20.pdf)	Natasha Braynen	10/2/2019
OBE-Programs-and-Services-Checklist2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10022019_OBE-Programs-and-Services-Checklist2019-20.pdf)	Natasha Braynen	10/2/2019
OBE-Catchthem-Being-Great2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10032019_OBE-Catchthem-Being-Great2019-20.pdf)	Natasha Braynen	10/3/2019
OBE-Cultural-Awareness-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10032019_OBE-Cultural-Awareness-2019-20.pdf)	Natasha Braynen	10/3/2019
FACEpic.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0711_10042019_FACEpic.jpg)	Natasha Braynen	10/4/2019

☆ School Info



School Name	Park Springs ES (3171)	School Grade (2018 - 2019)	
Title 1 School	<input type="checkbox"/> No	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/3171_09102019_3171_PSE_Executive-Summary_0)		

☆ 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	152	24	0	0	---	N/A	0	0	0	N/A
01	143	12	1	0	---	0	0	1	0	N/A
02	178	10	0	0	---	0	1	2	0	N/A
03	179	15	4	0	26	---	4	18	0	171
04	153	16	1	0	32	---	2	7	1	147
05	145	17	2	0	30	---	1	4	2	141

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	168	26	1	0	---	0	0	0	0	N/A
01	160	22	2	0	---	0	0	0	0	N/A
02	146	11	1	0	---	0	0	0	0	N/A
03	170	11	0	0	28	---	16	13	0	165
04	176	10	1	0	22	---	22	23	1	169
05	151	17	2	0	34	---	34	35	0	141

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

For the 2019-20 school year, we will continue to implement a 30-minute Intervention block as part of the ELA 120 minute block. In Kindergarten and first grade, we will continue to use Wilson Foundations and LLI for our reading interventions. In Second grade, LLI will be used as the intervention for reading. In third grade, Phonics for Reading, LLI and I-Ready will be used as the reading interventions, teachers will also use Teacher Toolbox Ready lessons for Small Strategy Groups/Skills Groups. In fourth grade, teachers will use Iready, Journey's Write In Reader, and Teacher Toolbox Ready lessons for their Strategy Groups/Skills Groups. In fifth grade, teachers will use IReady teacher-led lessons, Super QAR, and Teacher Toolbox Ready lessons for their Strategy Groups/Skills Groups. For math intervention, we will continue to utilize Reflex Math for grades 2-5 to practice fluency and Small Strategy groups/Skills Groups for remediation. For our Intermediate Grades, we will use Iready, and Teacher Toolbox Ready lessons for math Strategy Groups/Skills Groups, and Go Math Reteach.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3171&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 3, 2020, the students with disabilities (SWD) will improve in ELA learning gains from 46% to 49%, demonstrating a 3% increase as measured by the 2020 FSA.	Research based intervention strategies will be utilized during a 30 minute intervention block, The guided reading library and Science A-Z will be utilized to provide leveled texts to all students, PLCs that occur monthly and are focused on Standards-Based Instruction and progress monitoring of student data, all teachers will utilize Learning Goals and Scales to track progress, small group instruction using the Guided Reading Model.	Classroom Teachers, Reading Coach, Administrators	6/3/2020	PLC/Staff Development	n/a	Progress Monitoring	
By June 3, 2020, overall achievement proficiency will improve for math learning gains by 3%, as measured by the 2020 FSA.	Iready Program, Wylie's Warm-Ups for Math Spiral Review, Academic Notebooks will be implemented throughout the core curriculum areas with a focus on revising knowledge and tracking student progress, differentiated classroom instruction based on Formative Assessments data, implementation of progress monitoring calendar to realign instruction based on student needs.	Classroom Teachers, Reading Coach, Administrators	6/3/2020	Professional Learning Communities, Staff Development and Training	n/a	Progress Monitoring	
By June 3, 2020, the students who are in the Lowest Quartile will improve ELA learning gains by 3%, as measured by the 2020 FSA.	Research based intervention strategies will be utilized during a 30 minute intervention block, Guided reading library and Science A-Z will be utilized to provide leveled texts to all students, PLCs that occur monthly and are focused on Standards-Based Instruction and progress monitoring of student data, all teachers will utilize Learning Goals and Scales to track progress, small group instruction using the Guided Reading Model.	Classroom Teachers, Reading Coach, Administrators	6/3/2019	PLC/Staff Development	n/a	Progress Monitoring	
By June 3, 2020, the students who are in the Lowest Quartile will improve ELA learning gains by 3%, as measured by the 2020 FSA.	The BAS System will be utilized to evaluate K-5 proficiency.	Classroom Teachers, Reading Coach	6/3/2020	PLC/Staff Development	n/a	BAS Protocols	
By June 3, 2020, the students who are in the Lowest Quartile will improve ELA learning gains by 3%, as measured by the 2020 FSA.	Grades 4-5 will complete monthly writing assessments aligned with the Florida Standards and samples will be provided to Administration for feedback/coaching.	Classroom Teachers, Reading Coach, Administrators	6/3/2020	PLC/Staff Development	n/a	Progress Monitoring	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 3, 2020, the students who are in the Lowest Quartile will improve ELA learning gains by 3%, as measured by the 2020 FSA.	After school tutoring for ELA, math and Grades 3-5 as well as ELL students.	Principal, Assistant Principal, Reading Coach, Teachers	6/3/2020	n/a	\$3,000.00	Progress Monitoring	
By June 3, 2020, the students who are in the Lowest Quartile will improve ELA learning gains by 3%, as measured by the 2020 FSA.	Utilize Iready Program	Classroom Teachers	6/3/2020	PLC/Staff Development	\$15,000.00	Progress Monitoring	

K-12 Comprehensive Reading Plan

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

- The administrative team and the literacy coach ensure classroom instruction is aligned to grade-level standards. Grade levels plan over the summer and create an instructional calendar for the school year. The calendars are submitted for review to administration and the coach. Feedback is provided to each team.
- Weekly classroom walk-throughs are conducted by administration and the literacy coach. Feedback is provided to teachers.
- Teachers participate in weekly team meetings and PLCs in order to plan standards based instruction and disaggregate data. Support staff members attend team meetings and PLCs. Adjustments are made to instructional calendars as needed.
- Professional learning sessions facilitated by the district are held onsite to assist with the planning of standards based instruction. Sessions include, but are not limited to, Interactive Read Alouds and FSA Writing.

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

- School administration, literacy coach, autism coach / RtI Coordinator, and classroom teachers collect and review progress monitoring data.
- iReady - Subgroups were created in iReady in order to progress monitor all 2nd-5th grade students as well as the following subgroups:
 - lowest 30th percent in ELA and Math
 - ELL students in ELA and Math
 - 3rd Grade retained students (ELA and Math)
- BAS data
- FLKRS

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?

- Support staff / RtI team met to discuss students who were 2 or more BAS levels below grade level as well as pending and current RtI students
- Teachers administer baseline assessments at the start of the school year. Teams disaggregate data to determine students needs in the area of Reading. Students are placed in intervention groups based on their area of concern. Each grade level (K-5) has a designated 30-minute intervention block. Interventions are delivered by classroom teachers or students go to another classroom to receive their intervention (walk to intervention).
- Quarterly data chats are held to discuss students
- RtI team meets with teachers every Tuesday
- Support staff attends weekly team meetings and PLCs
- iReady and BAS data is pulled by coach and administration and reviewed with teams.

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?

- Grade level intervention blocks
- After school Reading Camp (8 sessions)
- Morning Technology Camp (10 weeks - daily session)
- Language Enrichment camp for ELL students in grades 3-5
- Push in small group support
- Research based materials are used to support students

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

- District on site trainings
- Small Group Guided Reading
- BAS Training
- BAS Calibration (K-3)
- FSA Writing
- Interactive Read Alouds
- Math Training
- Zones of Regulation presentation by Pre-K Team

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

- Language Enrichment Camp- LEC grant is written to provide additional instruction to our ELL students in grades 3-5.
- Latinos in Action
- Participation in the intervention block (if needed)

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3171 SBI-Standards Based Instruction GR PK	Thursday	4th	8/8/2019 - 5/14/2020	1:45 PM - 2:45 PM	Pre K
3171 SBI-Standards Based Instruction GRK	Thursday	4th	8/8/2019 - 5/14/2020	1:45 PM - 2:45 PM	K
3171 SBI-Standards Based Instruction GR1	Thursday	4th	8/8/2019 - 5/14/2020	1:45 PM - 2:45 PM	1
3171 SBI-Standards Based Instruction GR2	Thursday	4th	8/8/2019 - 5/14/2020	1:45 PM - 2:45 PM	2
3171 SBI-Standards Based Instruction GR3	Thursday	4th	8/8/2019 - 5/14/2020	1:45 PM - 2:45 PM	3
3171 SBI-Standards Based Instruction GR4	Thursday	4th	8/8/2019 - 5/14/2020	1:45 PM - 2:45 PM	4
3171 SBI-Standards Based Instruction GR5	Thursday	4th	8/8/2019 - 5/14/2020	1:45 PM - 2:45 PM	5

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
2019-SAM--Park-Springs-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09042019_2019-SAM--Park-Springs-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019
3171_PSE_MTSS-Rtl-Action-Plan_2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09102019_3171_PSE_MTSS-Rtl-Action-Plan_2019-20.pdf)	Meghan Gavagni	9/10/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/3/2019 - 5/26/2020	8:15 AM - 1:45 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Topics-by-Month-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09082019_SEL-Topics-by-Month-19-20.pdf)	Meghan Gavagni	9/8/2019
3171_PSE_SEL-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09102019_3171_PSE_SEL-Action-Plan-2019-20.pdf)	Meghan Gavagni	9/10/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
3171_ParkSpringsBehaviorPlan_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_04232019_3171_ParkSpringsBehaviorPlan_19-20.pdf)	Rebecca Cimaglia	4/23/2019
ParkSpringsElementary_2019-20-SPBPFeedback.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_08282019_ParkSpringsElementary_2019-20-SPBPFeedback.pdf)	Vince Watson	8/28/2019
3171_PSE_behavior-plan-2019-20-updated-09052019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09102019_3171_PSE_behavior-plan-2019-20-updated-09052019.pdf)	Meghan Gavagni	9/10/2019

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	974	597	61.29	268	27.52	96	9.86	13	1.33
2017 - 2018	969	571	58.93	299	30.86	83	8.57	16	1.65
2018 - 2019	970	547	56.39	317	32.68	95	9.79	11	1.13

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	168	82	48.81	59	35.12	25	14.88	2	1.19
2018 - 2019	01	160	81	50.63	57	35.63	17	10.63	5	3.13
2018 - 2019	02	145	79	54.48	54	37.24	11	7.59	1	0.69
2018 - 2019	03	170	106	62.35	52	30.59	11	6.47	1	0.59
2018 - 2019	04	176	109	61.93	53	30.11	13	7.39	1	0.57
2018 - 2019	05	151	90	59.60	42	27.81	18	11.92	1	0.66

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 56.4% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 10.9% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.1% 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
3171_PSE_Attendance-Plan-Elementary-2019-2020_Updated-10212019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_10212019_3171_PSE_Attendance-Plan-Elementary-2019-2020_Updated-10212019.pdf)	Meghan Gavagni	10/21/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
SEL-Topics-by-Month-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09082019_SEL-Topics-by-Month-19-20.pdf)	Meghan Gavagni	9/8/2019
3171_PSE_ASCP-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09232019_3171_PSE_ASCP-2019-20.pdf)	Meghan Gavagni	9/23/2019

Equity Plan

File Name	File Uploaded By	Upload Date
3171_PSE-Equity-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_10032019_3171_PSE-Equity-Action-Plan-2019-20.pdf)	Meghan Gavagni	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
3171_BPIE-Plan-Sheet---2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09302019_3171_BPIE-Plan-Sheet---2019-20.pdf)	Meghan Gavagni	9/30/2019
3171_BPIE_2018-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09302019_3171_BPIE_2018-19.pdf)	Meghan Gavagni	9/30/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3171_PSE_SAC-Composition-Sheet-and-Composition-Checklist-10012019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3171_10082019_3171_PSE_SAC-Composition-Sheet-and-Composition-Checklist-10012019.pdf)	October	Monitored	10/8/2019
3171_PSE_2019-2020-SAC-and-SAF-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3171_10082019_3171_PSE_2019-2020-SAC-and-SAF-Meeting-Dates.pdf)	October	Monitored	10/8/2019
3171_PSE_SAC-Meeting-09182019-Agenda-Minutes-Sign-In-Sheets-Handouts.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3171_10022019_3171_PSE_SAC-Meeting-09182019-Agenda-Minutes-Sign-In-Sheets-Handouts.pdf)	October	Monitored	10/2/2019
SAC-Composition-Report-10012019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3171_10012019_SAC-Composition-Report-10012019.pdf)	October	Monitored	10/1/2019

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/2020/3171_10092019_Parent-Survey-18-19.pdf)	Meghan Gavagni	10/9/2019
Staff-Survey-2018-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_10092019_Staff-Survey-2018-19.pdf)	Meghan Gavagni	10/9/2019
Student-Survey-18-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_10092019_Student-Survey-18-19.pdf)	Meghan Gavagni	10/9/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
3171_PSE_Face-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09212019_3171_PSE_Face-Plan-2019-20.pdf)	Meghan Gavagni	9/21/2019
3171_PSE_FACE-Space-at-Literacy-Night-on-09182019.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09232019_3171_PSE_FACE-Space-at-Literacy-Night-on-09182019.jpg)	Meghan Gavagni	9/23/2019

File Name	File Uploaded By	Upload Date
3171_PSE_Coral-Springs-Fall-Fun-Guide-2019.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09232019_3171_PSE_Coral-Springs-Fall-Fun-Guide-2019.jpg)	Meghan Gavagni	9/23/2019
3171_PSE_Panther-Pride-Awards-2019-20.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09232019_3171_PSE_Panther-Pride-Awards-2019-20.jpg)	Meghan Gavagni	9/23/2019
3171_PSE_Positive-Kudos-Forms-2019-20.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09232019_3171_PSE_Positive-Kudos-Forms-2019-20.jpg)	Meghan Gavagni	9/23/2019
3171_PSE_Staff-Kudos-Board-2019-20.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09232019_3171_PSE_Staff-Kudos-Board-2019-20.jpg)	Meghan Gavagni	9/23/2019
3171_PSE_WAG-Newsletter_Bucket-Fillers-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09242019_3171_PSE_WAG-Newsletter_Bucket-Fillers-2019-20.pdf)	Meghan Gavagni	9/24/2019
3171_PSE_FACE-SPACE-front-office-09242019.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09242019_3171_PSE_FACE-SPACE-front-office-09242019.jpg)	Meghan Gavagni	9/24/2019
3171_PSE_ESE-Advisory-Council-Flyer-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09242019_3171_PSE_ESE-Advisory-Council-Flyer-2019-20.pdf)	Meghan Gavagni	9/24/2019
3171_PSE_Curbsmart-App-Flyer-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09242019_3171_PSE_Curbsmart-App-Flyer-2019-20.pdf)	Meghan Gavagni	9/24/2019
3171_PSE_FACE-Programs-and-Services-Checklist-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09242019_3171_PSE_FACE-Programs-and-Services-Checklist-2019-20.pdf)	Meghan Gavagni	9/24/2019
3171_PSE_Parent-Literacy-Night-Flyer.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09242019_3171_PSE_Parent-Literacy-Night-Flyer.pdf)	Meghan Gavagni	9/24/2019
3171_PSE_Catch-Them-Being-Great_Panther-Pride-Awards.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09242019_3171_PSE_Catch-Them-Being-Great_Panther-Pride-Awards.pdf)	Meghan Gavagni	9/24/2019
3171_PSE_Catch-Them-Being-Great_Positive-Principal-Panther-Award.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09242019_3171_PSE_Catch-Them-Being-Great_Positive-Principal-Panther-Award.pdf)	Meghan Gavagni	9/24/2019
3171_PSE_Building-Student-Relationships-Training-Sign-In-Sheets-08092019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09242019_3171_PSE_Building-Student-Relationships-Training-Sign-In-Sheets-08092019.pdf)	Meghan Gavagni	9/24/2019
3171_PSE_Staff-Meeting_Customer-Service-and-Relationships-08132019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09242019_3171_PSE_Staff-Meeting_Customer-Service-and-Relationships-08132019.pdf)	Meghan Gavagni	9/24/2019
3171_PSE_Staff-Operational-Meeting_Parent-Comminucation-09072019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_09242019_3171_PSE_Staff-Operational-Meeting_Parent-Comminucation-09072019.pdf)	Meghan Gavagni	9/24/2019
Equity-and-Diversity-Trainings-Fall-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_10012019_Equity-and-Diversity-Trainings-Fall-2019.pdf)	Meghan Gavagni	10/1/2019
PSE-Multicultural-Day-parade-Email-and-Flyer-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_10012019_PSE-Multicultural-Day-parade-Email-and-Flyer-2019.pdf)	Meghan Gavagni	10/1/2019
PSE-Hispanic-Heritage-Month-Email-and-Resources-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_10012019_PSE-Hispanic-Heritage-Month-Email-and-Resources-2019.pdf)	Meghan Gavagni	10/1/2019
3171_PSE_Customer-Service-Survey-1-10022019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_10022019_3171_PSE_Customer-Service-Survey-1-10022019.pdf)	Meghan Gavagni	10/2/2019
3171_PSE_Customer-Service-Survey-2-10022019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_10022019_3171_PSE_Customer-Service-Survey-2-10022019.pdf)	Meghan Gavagni	10/2/2019
3171_PSE_Cultural-Awareness-Form-1-10022019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_10022019_3171_PSE_Cultural-Awareness-Form-1-10022019.pdf)	Meghan Gavagni	10/2/2019
3171_PSE_Cultural-Awareness-Form-2-10022019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_10022019_3171_PSE_Cultural-Awareness-Form-2-10022019.pdf)	Meghan Gavagni	10/2/2019

File Name	File Uploaded By	Upload Date
3171_PSE_Aftercare-Agendas-Sign-in-Sheets-for-Customer-Service-and-Cultural-Awareness-08072019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3171_10022019_3171_PSE_Aftercare-Agendas-Sign-in-Sheets-for-Customer-Service-and-Cultural-Awareness-08072019.pdf)	Meghan Gavagni	10/2/2019

☆ School Info



School Name	Pembroke Pines ES (1221)	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/1221_09102019_2019-2020-PPE-Executive-Summ)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	86	11	1	0	---	N/A	0	3	0	N/A
01	97	8	2	0	---	0	5	10	4	N/A
02	99	9	1	0	---	0	1	2	2	N/A
03	99	9	3	0	23	---	4	3	2	95
04	102	9	1	0	21	---	0	0	1	97
05	116	7	3	0	32	---	0	0	1	113

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	114	11	4	0	---	0	0	1	0	N/A
01	80	5	2	0	---	0	2	5	0	N/A
02	95	10	2	0	---	0	1	7	1	N/A
03	86	6	2	0	21	---	5	2	1	85
04	102	6	6	0	24	---	20	18	0	98
05	99	8	0	0	23	---	21	21	2	89

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

Track student attendance mid and end of each quarter - see Attendance Plan. In addition, Rtl meetings will discuss these indicators with fidelity for each student.

- RTI meetings held weekly. Summative meetings held mid- and end of each quarter to discuss those students with multiple warning indicators.
- RTI provided to all students with level 1 in ELA and Math that are not ESE or ESOL.
- Data tracked for all Tier 1 and RTI interventions for all lowest quartile students.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1221&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
To increase the percentage of Students With Disabilities(SWD) who are proficient on the FSA ELA from 43% to 48% as measured on the 2020 FSA.	Creating student centered classrooms, where students are able to effectively collaborate on their learning	Classroom teachers, Administration, Literacy Coach	12/20/2019	Creating and using stations/centers in the classroom	\$3,500.00	This will be monitored by classroom observations and feedback.	
To increase the percentage of students with disabilities who make learning gains on the 2020 ELA FSA Assessment.	Targeted small group instruction	Classroom teachers, Administration, Literacy Coach	10/31/2019		\$3,500.00	This will be monitored through classroom observations and feedback	

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, Autism Coach, and classroom teachers are responsible in ensuring classroom instruction that aligned to grade-level standards. The evidence that we collect to demonstrate classroom instruction is I-Observation, Classroom Walkthroughs, Lesson Plans and Success Folders.

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?

We are using I-Ready as a progress monitoring data tool to collect data for students by subgroups. Administration, Support staff, and support facilitators are responsible for collecting and reviewing student progress monitoring data on I-ready and tracking in Success Folders.

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 monitors students that are not progressing towards individual and grade level goals are being monitored through the RTI process. Our school uses the K-5 Intervention Reading Decision Chart to provide students with individualized interventions.

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

Some of the instructional practices and resources we use at our school are Foundations, Literacy Tool Kit, Reading Tool Kit, and I-Ready. We use these resources to provide targeted interventions to our Tier 2 and Tier 3 students. Classroom teachers, ESE certified teachers, and support facilitators use the resources in small groups. They either pull out the students or push in to the classroom to work on the students in small groups and provide the targeted supplemental intervention on a daily basis.

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

Our teachers participate in professional learning throughout the school year. They meet with their grade level teams and as a faculty. The teachers professional learning ensure classroom instruction that is accessible to the full range of learners using the UDL design. teacher plan together on a weekly basis. they unwrap the standards and analyze data.

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

Our school is implementing Imagine Learning program to increase the percentage of ELL's proficiency level. ELL students are also receiving interventions in small group instruction.

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
Pembroke Pines PLC	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/27/2020	2:20 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
2019-SAM--Pembroke-Pines-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_09042019_2019-SAM--Pembroke-Pines-Elementary-School.pdf)	Kerry-Ann Tracey	9/4/2019
Pembroke-Pines-Elementary-MTSS-RTI-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_09272019_Pembroke-Pines-Elementary-MTSS-RTI-Plan-2019-20.pdf)	Amadis Esquivel	9/27/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/12/2019 - 5/21/2020	8:30 AM - 3:00 PM
Thursday	1st, 2nd, 3rd, 4th, 5th	9/5/2019 - 6/4/2020	8:30 AM - 3:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL_Plan_2019-2020_FINAL.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10082019_SEL_Plan_2019-2020_FINAL.pdf)	Lisa Rodriguez	10/8/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
PPE-SBPB-Positive-Behavior-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_04302019_PPE-SBPB-Positive-Behavior-Plan-2019-2020.pdf)	Lisa Rodriguez	4/30/2019
PembrokePines_-2019-20-SPBPFeedback-1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_06192019_PembrokePines_-2019-20-SPBPFeedback-1.pdf)	Vince Watson	6/19/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	680	421	61.91	187	27.50	57	8.38	15	2.21
2017 - 2018	615	413	67.15	144	23.41	41	6.67	17	2.76
2018 - 2019	576	354	61.46	165	28.65	50	8.68	7	1.22

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	114	60	52.63	39	34.21	13	11.40	2	1.75
2018 - 2019	01	80	49	61.25	25	31.25	5	6.25	1	1.25
2018 - 2019	02	95	49	51.58	35	36.84	9	9.47	2	2.11
2018 - 2019	03	86	61	70.93	17	19.77	8	9.30	0	0.00
2018 - 2019	04	102	68	66.67	26	25.49	8	7.84	0	0.00
2018 - 2019	05	99	67	67.68	23	23.23	7	7.07	2	2.02

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 61.5% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 9.9% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.2% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-2019-2020-FINAL.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10012019_Attendance-Plan-2019-2020-FINAL.pdf)	Lisa Rodriguez	10/1/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2019-2020-PPE-School-Counseling-Plan-ASCP-Principal-Signature-Page.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_09122019_2019-2020-PPE-School-Counseling-Plan-ASCP-Principal-Signature-Page.pdf)	Lisa Rodriguez	9/12/2019
2019-2020-PPE-School-Guidance-Plan-FINAL.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_09132019_2019-2020-PPE-School-Guidance-Plan-FINAL.pdf)	Lisa Rodriguez	9/13/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Master-Plan-BCPS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10032019_Equity-Master-Plan-BCPS.pdf)	Lisa Rodriguez	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
1221-BPIE-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10072019_1221-BPIE-2019.pdf)	Lisa Rodriguez	10/7/2019
BPIE-Plan-PPE-2019-2020_FINAL.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10082019_BPIE-Plan-PPE-2019-2020_FINAL.pdf)	Lisa Rodriguez	10/8/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
October-28-2019-SAC-SAF-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1221_10292019_October-28-2019-SAC-SAF-Meeting.pdf)	October	Monitored	10/29/2019
PPE_Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1221_10172019_PPE_Committee-Membership.pdf)	October	None	10/17/2019
2019-2020-SAF-Maating-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1221_09202019_2019-2020-SAF-Maating-Dates.pdf)	September	SAF ByLaws	9/20/2019
2019-2020-SAC-Meeting-Dates.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1221_09202019_2019-2020-SAC-Meeting-Dates.pdf)	September	SAC ByLaws	9/20/2019
2019-2020-SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1221_09202019_2019-2020-SAC-ByLaws.pdf)	September	SAC ByLaws	9/20/2019
Sept-16-2019-SAC-&-SAF-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1221_09182019_Sept-16-2019-SAC-&-SAF-Meeting.pdf)	September	SAC ByLaws	9/18/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
Parent-Bilingual-ePROVE-2018-2019-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10032019_Parent-Bilingual-ePROVE-2018-2019-Results.pdf)	Lisa Rodriguez	10/3/2019
Parent-ePROVE-2018-2019-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10032019_Parent-ePROVE-2018-2019-Results.pdf)	Lisa Rodriguez	10/3/2019
Student-ePROVE-2018-2019-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10032019_Student-ePROVE-2018-2019-Results.pdf)	Lisa Rodriguez	10/3/2019
Staff-ePROVE-2018-2019-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10032019_Staff-ePROVE-2018-2019-Results.pdf)	Lisa Rodriguez	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Service-Documents-PPE-2019-2020_final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10082019_Customer-Service-Documents-PPE-2019-2020_final.pdf)	Lisa Rodriguez	10/8/2019
FACE-Plan-PPE-2019-2020_final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10082019_FACE-Plan-PPE-2019-2020_final.pdf)	Lisa Rodriguez	10/8/2019
FACE-Catch-Them-Being-Great-2019-2020_final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10082019_FACE-Catch-Them-Being-Great-2019-2020_final.pdf)	Lisa Rodriguez	10/8/2019
FACE-Programs-&-Services-Checklist-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10082019_FACE-Programs-&-Services-Checklist-2019-2020.pdf)	Lisa Rodriguez	10/8/2019
FACE-PPE-Bulletin-Board-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10112019_FACE-PPE-Bulletin-Board-2019-2020.pdf)	Lisa Rodriguez	10/11/2019

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PPE_FACE-Cultural-Awareness-2019-2020_final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1221_10172019_PPE_FACE-Cultural-Awareness-2019-2020_final.pdf)	Sabine Seide	10/17/2019