



## Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	74	6	0	0	---	N/A	0	0	0	N/A
01	73	3	0	0	---	0	0	5	0	N/A
02	72	3	0	0	---	0	0	1	0	N/A
03	77	6	1	0	2	---	0	0	0	77
04	88	8	2	0	11	---	0	1	0	88
05	87	3	0	0	4	---	1	2	2	87
06	86	5	0	0	3	---	0	0	0	83
07	76	1	7	0	2	---	1	0	0	76
08	85	10	8	0	1	---	32	0	0	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	74	6	0	0	---	0	0	0	0	N/A
01	78	5	0	0	---	0	1	2	0	N/A
02	78	3	1	0	---	0	0	1	0	2
03	75	4	0	0	1	---	0	0	0	75
04	73	6	0	0	3	---	2	2	0	71
05	86	5	2	0	2	---	2	2	1	86
06	84	3	1	0	1	---	1	0	1	83
07	90	7	3	1	1	---	1	0	0	89
08	78	4	4	0	2	---	1	0	0	77

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

In order to address academic concerns in ELA and Math at BMV, the following have been implemented: A math special was continued for grades K-1 to promote math fluency and a STEM special was continued for grades 3-5. Intensive math and reading courses are established for upper school students. Students indicated as failing ELA and/or math and students scoring a Level 1 and 2 on the FSA receive extra instruction in his/her area of weakness. An extended learning opportunity (ELO) is offered to students predicted not proficient in reading and/or math as evidenced by the 2018-19 FSA as well as teacher input. Quarterly monitoring of all K-5 students' reading proficiency utilizing the school-based progress monitoring plan and common assessments. Data chats are conducted with all teachers and support staff/administration 4 times per year (aligned to the school-wide progress monitoring timeline) to target struggling students and discuss plans to remediate in the classroom and offer support outside the classroom. All students in grades kindergarten through eighth not making behavioral, academic, or social progress will be referred to a grade level case manager to facilitate the RTI process. Twice a month the CPST/RTI team meets to discuss student progress, academically and behaviorally. Interventions available to assist in this progress are suggested, discussed, and altered. Montessori materials and hands-on manipulatives will be utilized to enhance the math and ELA curriculum. In order to provide rigor, enrichment, and remediation, students in kindergarten through eighth grade will utilize the computer based programs including but not limited to Wordly Wise, IREADY, Achieve 3000 and Soar to Success. ELA teachers, school-wide, in grades two through eight are implementing the Core Connections writing strategies in order to align writing instruction with the rigor of the Language Arts Florida Standards (LAFS).

In order to address attendance concerns at BMV, the following has been implemented: In order to positively impact student achievement, increase daily average attendance, and decrease early sign-outs, BMV has created an attendance plan in alignment with Broward County's policies and procedures. Addressed in this plan are students with excessive absences, early sign-outs, and tardies. During the 2018-2019 school year, fourth grade students had the largest number of students with attendance below 90%. Our school social worker and guidance counselor are aware of students with excessive attendance concerns. They meet with parents and/or guardians in order to be proactive and offer assistance.

In order to address behavioral concerns at BMV, a school-wide behavior plan was created focusing on the Montessori values of "respect for self, respect for others, and respect for the environment." In order to involve parents in their child's growth socially, emotionally and educationally, Parent Universities addressing various topics will be presented at SAC monthly meetings.

## School Report Card

FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2041&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Our lowest subgroup was our Black/African American students in ELA. The goal we chose is to improve in Craft and Student. The overall goal is to increase our overall proficiency from 69% to 74% with this subgroup.	Workshops/trainings in the area of craft and structure (i.e. DBQ, core connections, in addition to PLC focusing on craft and structure	Literacy coach, PLC Facilitators, grade level teams	5/31/2020	IReady/ Achieve 3000	Accountability funds are being spent on Lion's Den (ELO)- all students in this subgroup will be invited.	Monthly data chats at team meetings which will include support/staff/administration	
We chose an ELA goal in the area of text-based writing in all grades. Our goal is to increase our overall proficiency scores in Reading from 90% to 93%.	Workshops/trainings in the area of text-based writing (i.e. DBQ, core connections, in addition to PLC focusing on writing	Literacy coach, PLC Facilitators, grade level teams	5/31/2020	IReady/ DBQ, core connections	Accountability funds are being spent on Lion's Den (ELO)	Writing samples each month will be shared at team meetings which will include support staff/administration	

## K-12 Comprehensive Reading Plan

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

The following adults are responsible for ensuring that classroom instruction is aligned to grade-level standards: teachers, administrators, Literacy Coach, Curriculum Facilitator, ESE Specialist, and Magnet Coordinator. Teachers collect data on data cards (letter names, COP, BAS levels, IReady levels). Additionally, teachers administer the FLKRS to kindergarten students. That evidence is collected to demonstrate that the instruction is aligned to grade-level standards. Also, teachers' lesson plans are aligned with state standards. During PLC meetings, teachers discuss the standards as well as the scope and sequence of teaching the standards. All of this information is discussed at quarterly data chats.

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

Kindergarten - FLKRS, Letter Names and Sounds, Concepts of Print, BAS, iReady  
 1st - 5th grade - BAS, Fluency, iReady  
 6th - 8th grade - FAIR, Achieve 3000, formative assessments

Progress monitoring data is collected by teachers and entered on a data cards. That information is shared and discussed at quarterly data chats, CPST, and individual conferences.

**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?**

Collaborative Problem Solving Team (CPST) meetings are held every 2 weeks. At those meetings the team discusses the studnets who are not meeting grade-level proficiency. The team makes sure that those studnets are in appropriate intrevention programs that address the students' needs. The Literacy Coach creates and montiors intervention groups, ensuring that the programs are implemented correctly and with fidelity. Data from interventions is collected and graphed. That information is shared with all members of the CPST.

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

The IEPs of SWDs dictate when and by whom services are provided. One of our ESE Facilitators services the K-5 studnets in a pull-out or push-in method. The other ESE Facilitator services the middle school students by pushing in and supporting the studnets in their core class setting. Also, our ESE Specialist is available to support students when needed to provide accommodations. The following resources are used for tier 2 and tier 3 students, depending on the deficit:

**For kindergaten through fifth grade** - iReady, Phonics for Reading, Cool Tools, Foundations, Wilson, Rewards, FCRR Resources, Phonics and Word Study Programs, fluency pasages, Imagine Learning (ELL), Visualizing and Verbalizing, Write in Reader, Literacy Toolkit (grades 4 and 5), Reading Toolkit (grades 1-3).

**For grades 6-8** - Achieve 3000, Wilson, Rewards, Inside, Impact, FCRR Resources, fluency passages, Newsela, Vocabulary.com.

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

Teachers have oportuntieis to attend professional learning during planning time, early release days, planning days, summer time, and pre-planning. Training has been and is regularly provided for the following: iReady, Achieve 3000, Dyslexia, CPST/Rtl, resource training (Literacy Coach trains staff on the intervention materials that we have at our school), unwrapping the Florida standards, Montessori, Accountable Talk, multisensory.

Also, teachers have attended the folloing literacy workshops: Leveled Literacy Intervention, BAS, Balanced Literacy, comprehension workshops, phonics workshops, DBQ, writing workshops, Small Group Guided Reading/Shared Reading, QAR, lexile levels, text complexity.

Additionally, the administrators train the leadership teams and PLC facilitators on the materials that they receive during cadre meetings from the Elementary Learning Department.

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

Our school currently has 17 students who are current ELL students. The Montessori materials are hands-on and are very conducive to increase ELA proficiency. Additionally, our ELL students have access to books on tape, Language Master, and other technology resources. Our Curriculum Facilitator monitors ELL students while they are utlizing the Imagine Learning Program ( a newly-purchase district program). Finally, our paraprofessional designated to help the ELL students (per the META Agreement) is available for assistance.

## Resources

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf))

## Professional Learning Communities (PLC)

### PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC 19-20 2041 7/8	Wednesday Thursday	1st, 3rd	8/14/2019 - 5/15/2020	8:40 AM - 9:10 AM	7, 8
PLC 19-20 2041 6 & Electives	Wednesday Thursday	1st, 3rd	8/14/2019 - 5/15/2020	8:40 AM - 9:10 AM	Pre K, K, 1, 2, 3, 4, 5, 6
PL 19-20 2041 4/5	Wednesday	2nd, 4th	8/14/2019 - 5/15/2020	9:30 AM - 10:30 AM	4, 5
PLC 19-20 2041 PK-K1	Thursday	1st, 3rd	8/14/2019 - 5/15/2020	10:35 AM - 11:35 AM	Pre K, K, 1
PLC 19-20 2041 2/3	Wednesday	2nd, 4th	8/14/2019 - 5/15/2020	1:05 PM - 2:05 PM	2, 3

## Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Beachside-K-8.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09042019_Broward-SAM--Beachside-K-8.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09042019_Broward-SAM--Beachside-K-8.pdf</a> )	Cortney Roberts	9/4/2019
MTSS-Rtl-Action-Plan-2019-2020-_Updated.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09272019_MTSS-Rtl-Action-Plan-2019-2020-_Updated.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09272019_MTSS-Rtl-Action-Plan-2019-2020-_Updated.pdf</a> )	Aimee Dolan	9/27/2019

### Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	2nd, 4th	9/9/2019 - 5/18/2019	9:30 AM - 3:30 PM
Monday	2nd	9/9/2019 - 5/18/2020	9:30 AM - 3:30 PM

## Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Beachside-SEL-Action-Plan-2019-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10012019_Beachside-SEL-Action-Plan-2019-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10012019_Beachside-SEL-Action-Plan-2019-20.pdf</a> )	Gigi Forsman	10/1/2019

## School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Beachside2019_2020SPBP.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_05172019_Beachside2019_2020SPBP.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_05172019_Beachside2019_2020SPBP.pdf</a> )	Desiree Montalvo	5/17/2019

File Name	File Uploaded By	Upload Date
Beachside-Feedback-Form.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_05302019_Beachside-Feedback-Form.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_05302019_Beachside-Feedback-Form.pdf</a> )	Tyney Hogan	5/30/2019

## Attendance Plan

### Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	710	483	68.03	184	25.92	38	5.35	5	0.70
2017 - 2018	719	512	71.21	163	22.67	44	6.12	0	0.00
2018 - 2019	716	478	66.76	187	26.12	51	7.12	0	0.00

### 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	74	47	63.51	20	27.03	7	9.46	0	0.00
2018 - 2019	01	78	50	64.10	23	29.49	5	6.41	0	0.00
2018 - 2019	02	78	52	66.67	23	29.49	3	3.85	0	0.00
2018 - 2019	03	75	47	62.67	23	30.67	5	6.67	0	0.00
2018 - 2019	04	73	51	69.86	14	19.18	8	10.96	0	0.00
2018 - 2019	05	86	61	70.93	18	20.93	7	8.14	0	0.00
2018 - 2019	06	84	60	71.43	19	22.62	5	5.95	0	0.00
2018 - 2019	07	90	55	61.11	28	31.11	7	7.78	0	0.00
2018 - 2019	08	78	55	70.51	19	24.36	4	5.13	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 <b>66.8%</b> 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 <b>7.1%</b> 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 <b>0.0%</b> of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Beachside-Attendance-Plan-2019_20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10152019_Beachside-Attendance-Plan-2019_20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10152019_Beachside-Attendance-Plan-2019_20.pdf</a> )	Gigi Forsman	10/15/2019

## School Counseling Plan

File Name	File Uploaded By	Upload Date
Beachside-School-Counseling-Plan-2019-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10012019_Beachside-School-Counseling-Plan-2019-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10012019_Beachside-School-Counseling-Plan-2019-20.pdf</a> )	Gigi Forsman	10/1/2019

## Equity Plan

File Name	File Uploaded By	Upload Date
Beachside-Equity-Plan-2019_20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10012019_Beachside-Equity-Plan-2019_20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10012019_Beachside-Equity-Plan-2019_20.pdf</a> )	Gigi Forsman	10/1/2019

## Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
2041_05102019_BPIE2018-19.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09102019_2041_05102019_BPIE2018-19.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09102019_2041_05102019_BPIE2018-19.pdf</a> )	Aimee Dolan	9/10/2019

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## SAC Documentation

## SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Members.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_10252019_SAC-Members.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_10252019_SAC-Members.pdf</a> )	October	SAC ByLaws	10/25/2019
MaySACminutes2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_10042019_MaySACminutes2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_10042019_MaySACminutes2019.pdf</a> )	October	Developed	10/4/2019
SAC-BY-LAWS2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_09272019_SAC-BY-LAWS2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_09272019_SAC-BY-LAWS2019.pdf</a> )	September	Monitored	9/27/2019
SAF-BY-LAWS2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_09272019_SAF-BY-LAWS2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_09272019_SAF-BY-LAWS2019.pdf</a> )	September	Monitored	9/27/2019
SAC-SAFsign.in9.24.19.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_09272019_SAC-SAFsign.in9.24.19.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_09272019_SAC-SAFsign.in9.24.19.pdf</a> )	September	None	9/27/2019
SAC.SAF-Meetings-2019.20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_09272019_SAC.SAF-Meetings-2019.20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_09272019_SAC.SAF-Meetings-2019.20.pdf</a> )	September	None	9/27/2019
SAC-Agenda-Sept.24-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_09272019_SAC-Agenda-Sept.24-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_09272019_SAC-Agenda-Sept.24-2019.pdf</a> )	September	None	9/27/2019
BMV-SAF-Agenda-092419-(1).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_09272019_BMV-SAF-Agenda-092419-(1).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2041_09272019_BMV-SAF-Agenda-092419-(1).pdf</a> )	September	Monitored	9/27/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Beachside-Bilingual-Parent-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09102019_Beachside-Bilingual-Parent-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09102019_Beachside-Bilingual-Parent-Survey-2019.pdf</a> )	Shelley Lunde	9/10/2019
Beachside-Elementary-Student-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09102019_Beachside-Elementary-Student-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09102019_Beachside-Elementary-Student-Survey-2019.pdf</a> )	Shelley Lunde	9/10/2019
Beachside-Middle-School-Student-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09102019_Beachside-Middle-School-Student-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09102019_Beachside-Middle-School-Student-Survey-2019.pdf</a> )	Shelley Lunde	9/10/2019
Beachside-Parent-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09102019_Beachside-Parent-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09102019_Beachside-Parent-Survey-2019.pdf</a> )	Shelley Lunde	9/10/2019
Beachside-Staff-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09102019_Beachside-Staff-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09102019_Beachside-Staff-Survey-2019.pdf</a> )	Shelley Lunde	9/10/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Cultural-Awareness2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09272019_Cultural-Awareness2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09272019_Cultural-Awareness2019.pdf</a> )	Aimee Dolan	9/27/2019
Face-Plan-2019020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09272019_Face-Plan-2019020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09272019_Face-Plan-2019020.pdf</a> )	Aimee Dolan	9/27/2019
2041_10152018_10-things-you-should-know-about-BMV-(1).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09272019_2041_10152018_10-things-you-should-know-about-BMV-(1).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09272019_2041_10152018_10-things-you-should-know-about-BMV-(1).pdf</a> )	Aimee Dolan	9/27/2019

File Name	File Uploaded By	Upload Date
2041_9272019_BMV-harvest-Drive.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09272019_2041_9272019_BMV-harvest-Drive.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_09272019_2041_9272019_BMV-harvest-Drive.pdf</a> )	Aimee Dolan	9/27/2019
2041_09272019_2041_10162018_Counseling.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10042019_2041_09272019_2041_10162018_Counseling.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10042019_2041_09272019_2041_10162018_Counseling.pdf</a> )	Shelley Lunde	10/4/2019
Programs-and-Services-Checklist-(1).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10082019_Programs-and-Services-Checklist-(1).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10082019_Programs-and-Services-Checklist-(1).pdf</a> )	Aimee Dolan	10/8/2019
Catchthem-Being-Great-(3).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10082019_Catchthem-Being-Great-(3).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10082019_Catchthem-Being-Great-(3).pdf</a> )	Aimee Dolan	10/8/2019
Heads-Up-Week-of-10-7-19.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10082019_Heads-Up-Week-of-10-7-19.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2041_10082019_Heads-Up-Week-of-10-7-19.pdf</a> )	Aimee Dolan	10/8/2019

☆ School Info



<b>School Name</b>	Chapel Trail ES (2961)	<b>School Grade (2018 - 2019)</b>
<b>Title 1 School</b>	<input type="button" value="No"/>	<b>Differentiated Accountability (DA)</b>
<b>School of Excellence</b>	<input type="button" value="Yes"/>	<b>ESSA School</b>
<b>Executive Summary</b>	<input type="button" value="🔍"/> Executive Summary ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2961_09112019_2961_10032018_2961_10122017">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2961_09112019_2961_10032018_2961_10122017</a> )	

☆ 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	127	12	0	0	---	N/A	2	2	0	N/A
01	130	14	0	0	---	0	2	10	0	N/A
02	120	13	0	0	---	0	1	3	0	N/A
03	147	11	0	0	17	---	2	2	0	144
04	150	5	1	0	8	---	0	0	1	147
05	149	6	0	0	19	---	0	1	0	147

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	126	14	0	0	---	0	0	1	0	N/A
01	134	5	0	0	---	0	0	5	0	N/A
02	129	16	0	0	---	0	1	4	0	N/A
03	126	6	0	0	15	---	5	3	0	120
04	151	7	0	0	18	---	14	13	0	149
05	151	6	1	0	11	---	10	9	1	149

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

Students identified through BASIS, BAS, iReady or teacher assessment in need of intervention are referred to CPST. The CPST team and the classroom teacher discuss early warning indicators and the need for additional assessments to identify learning gaps, and decide on an appropriate intervention based on student needs and the Decision Tree. Data is collected for a period of 6-8 weeks, the CPST reconvenes and student progress is monitored and shared with the parents. If insufficient progress is made, Tier 3 Intervention are implemented and again monitored in 6-8 weeks to determine if the student is making adequate progress toward their goal.

## School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2961&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, the percentage of students with disabilities scoring proficient on the ELA FSA will increase from 55% to 57%.	ESE Specialist, Support Facilitator and Administration will work closely with the classroom ELA teachers and monitor the ESE students' progress continuously.	ESE Specialist, Support Facilitator and Administration	7/1/2020	Our ESE Specialist will attend monthly district meetings and disseminate strategies to our Support Facilitator and ELA teachers.	n/a	ESE Specialist, Support Facilitator and Administration will continuously monitor the ESE students' ELA progress.	
By June 2020, the percent of students scoring proficient on the FSA ELA will increase by 2%, from 81% to 83%.	Teachers are implementing balanced literacy instruction within the ELA Reading block. Students are using iReady to help close learning gaps. The lowest 25% of students in grades 3-5 will be invited to FSA Reading Camp.	Classroom teachers, Literacy Coach, and administration.	7/1/2020	Literacy Coach will attend monthly trainings and will then train classroom ELA teachers.	n/a	Administration and Literacy Coach will conduct informal and/or formal classroom observations.	

## K-12 Comprehensive Reading Plan

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

The school's administration, the Literacy Coach, and the classroom teacher are responsible for ensuring that classroom instruction is aligned to grade-level standards. Data is collected in both formal (iObservation) and informal classroom walkthroughs, 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?**

The Principal collects monthly progress monitoring data from teachers (Classroom assessments or School City Assessments). Students in grades K-3 and students in grades 4 & 5 that scored a level 1 on the FSA Reading assessment are administered the Benchmark Assessment (BAS) three times a year. All students in grades K-5 are administered three Reading Diagnostics assessments 3x a year. Students in grades 2-5 are also administered Standards Mastery assessments using iReady. This data is reviewed by classroom teachers during grade level PLC meetings and data chats with Administration.

**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 MTSS team meets twice a month to review the needs of students not meeting individual and grade level goals and to assist teachers in choosing the best intervention to meet the student's needs in alignment with the Reading Decision Chart.

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

Targeted supplemental intervention for Tier 2 students are provided by the classroom teacher. Resources include Write in Reader, Literacy Toolkit, Reading Tool Kit, Imagine Learning,, Intensive Skills ans Strategies. Interventions are provided in small group 3 times a week. Tier 3 students receive interventions 5 times a week using a resource that addresses their specific needs. ESE students receive services by the ESE provider using Wilson Foundations, Willson Reading, and Write in Reader.

**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 the school have attended In-house professional development in how to deliver quality Tier 1 instruction to all students and to provide deliberate differentiation as needed. (UDL) All teachers that teach reading have been trained in BAS administration and in using BAS data to plan small group instruction and to select goals using the Literacy Continuum. Teachers have also received in-house professional training on Balanced Literacy. Additionally teachers are encouraged to participate in District trainings such as DBQ, Small Group Guided Reading, Differentiated ,m Responsive Literacy Instruction etc.

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

ELL students that are an A1 or LY1 utilize Imagine Learning Online program to increase their English Language acquisition. ESOL students participate in full inclusion or Dual Language classes and are exposed to the same curriculum and experiences as non ELL students in an effort to increase their English vocabulary. ELL students are provide a dictionary in their home language and instructed in how to use it. All ELL students are given opportunities to write across the curriculum so that they can perform on the writing portion of ACCESS.

**Resources**

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf))

☆ **Safe and Supportive Environment**



**Professional Learning Communities (PLC)**

**PLC Meeting Schedule**

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade Level PLC	Monday		9/16/2019 - 5/4/2020	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

**Response to Intervention (MTSS/RtI) Plan**

File Name	File Uploaded By	Upload Date
Broward-SAM--Chapel-Trail-Elementary-School.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2961_09042019_Broward-SAM--Chapel-Trail-Elementary-School.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2961_09042019_Broward-SAM--Chapel-Trail-Elementary-School.pdf</a> )	Cortney Roberts	9/4/2019
MTSS-RtI-Action-Plan-.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2961_09272019_MTSS-RtI-Action-Plan-.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2961_09272019_MTSS-RtI-Action-Plan-.pdf</a> )	Frances Blocker	9/27/2019

## Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/24/2019 - 5/26/2020	8:00 AM - 2:00 PM

## Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-2019-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09272019_SEL-2019-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09272019_SEL-2019-20.pdf</a> )	Frances Blocker	9/27/2019

## School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
CTE-2019.20-4.18.19.docx ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_05172019_CTE-2019.20-4.18.19.docx">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_05172019_CTE-2019.20-4.18.19.docx</a> )	Desiree Montalvo	5/17/2019
Chapel-Trail_ES-Feedback-Form-2019-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_05242019_Chapel-Trail_ES-Feedback-Form-2019-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_05242019_Chapel-Trail_ES-Feedback-Form-2019-20.pdf</a> )	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	852	552	64.79	223	26.17	68	7.98	9	1.06
2017 - 2018	837	542	64.76	233	27.84	49	5.85	13	1.55
2018 - 2019	817	496	60.71	259	31.70	57	6.98	5	0.61

## 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	126	69	54.76	41	32.54	13	10.32	3	2.38
2018 - 2019	01	134	84	62.69	44	32.84	6	4.48	0	0.00
2018 - 2019	02	129	65	50.39	46	35.66	17	13.18	1	0.78
2018 - 2019	03	126	81	64.29	38	30.16	6	4.76	1	0.79
2018 - 2019	04	151	98	64.90	45	29.80	8	5.30	0	0.00
2018 - 2019	05	151	99	65.56	45	29.80	7	4.64	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 <b>60.7%</b> 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 <b>7.6%</b> 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 <b>0.6%</b> 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
CTE-Attendance-Plan-Elementary-Template-SIP-(2).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09112019_CTE-Attendance-Plan-Elementary-Template-SIP-(2).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09112019_CTE-Attendance-Plan-Elementary-Template-SIP-(2).pdf</a> )	Richard Schreidell	9/11/2019

## School Counseling Plan

File Name	File Uploaded By	Upload Date
AGP-2019_2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09172019_AGP-2019_2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09172019_AGP-2019_2020.pdf</a> )	Susy Suarez	9/17/2019

## Equity Plan

File Name	File Uploaded By	Upload Date
2961_Equity-Plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09252019_2961_Equity-Plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09252019_2961_Equity-Plan-2019-2020.pdf</a> )	Johanna Giunta	9/25/2019

## Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
CTE-2961_12032018_Chapel-Trail-BPIE-2018.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09112019_CTE-2961_12032018_Chapel-Trail-BPIE-2018.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09112019_CTE-2961_12032018_Chapel-Trail-BPIE-2018.pdf</a> )	Richard Schreidell	9/11/2019

### ☆ Effective Communication



## SAC Documentation

## SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Chapel-Trail-ES-SAC-Composition.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10252019_Chapel-Trail-ES-SAC-Composition.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10252019_Chapel-Trail-ES-SAC-Composition.pdf</a> )	October	None	10/25/2019
SAC10-8-19.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10222019_SAC10-8-19.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10222019_SAC10-8-19.pdf</a> )	October	Developed	10/22/2019
20191010085916164.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10102019_20191010085916164.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10102019_20191010085916164.pdf</a> )	October	Monitored	10/10/2019
Dates-of-School-Advisory-Council.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10102019_Dates-of-School-Advisory-Council.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10102019_Dates-of-School-Advisory-Council.pdf</a> )	October	None	10/10/2019
2961_10022019_SAC-Meeting-Septemeber.pdf-(1).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10082019_2961_10022019_SAC-Meeting-Septemeber.pdf-(1).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10082019_2961_10022019_SAC-Meeting-Septemeber.pdf-(1).pdf</a> )	September	Developed	10/8/2019
2961_10022019_SAC9-17-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10082019_2961_10022019_SAC9-17-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10082019_2961_10022019_SAC9-17-2019.pdf</a> )	September	Developed	10/8/2019
SAC-ByLaws.html ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10072019_SAC-ByLaws.html">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10072019_SAC-ByLaws.html</a> )	October	SAC ByLaws	10/7/2019
20191002074942465-(1).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10022019_20191002074942465-(1).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2961_10022019_20191002074942465-(1).pdf</a> )	September	Developed	10/2/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Chapel-Trail-Bilingual-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09112019_Chapel-Trail-Bilingual-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09112019_Chapel-Trail-Bilingual-Parent-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Chapel-Trail-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09112019_Chapel-Trail-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09112019_Chapel-Trail-Parent-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Chapel-Trail-Staff-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09112019_Chapel-Trail-Staff-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09112019_Chapel-Trail-Staff-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Chapel-Trail-Student-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09112019_Chapel-Trail-Student-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09112019_Chapel-Trail-Student-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Template-(3).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09272019_Face-Plan-Template-(3).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2961_09272019_Face-Plan-Template-(3).pdf</a> )	Frances Blocker	9/27/2019

☆ School Info



<b>School Name</b>	Coral Springs K-8 (2551)	<b>School Grade (2018 - 2019)</b>	D
<b>Title 1 School</b>	<input type="checkbox"/> Yes	<b>Differentiated Accountability (DA)</b>	<input type="checkbox"/> Yes
<b>School of Excellence</b>	<input type="checkbox"/> No	<b>ESSA School</b>	<input type="checkbox"/> Yes
<b>Executive Summary</b>	<a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2551_09102019_2551_10082018_executive-summm">🔗 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2551_09102019_2551_10082018_executive-summm)</a>		

☆ High Quality Instruction



## Early Warning Indicators

## Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	73	14	2	0	---	N/A	1	2	0	N/A
01	97	22	5	0	---	0	7	12	1	N/A
02	97	20	5	0	---	0	3	8	1	N/A
03	116	24	5	0	46	---	8	24	7	109
04	94	20	2	0	37	---	9	5	18	85
05	105	15	6	0	44	---	9	8	21	102
06	47	4	4	3	19	---	0	0	0	44
07	30	0	4	2	15	---	0	0	0	28
08	23	3	2	0	13	---	0	0	3	20

## 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	87	35	1	0	---	0	4	4	0	N/A
01	79	24	2	0	---	0	3	7	1	N/A
02	91	14	6	0	---	0	0	4	1	N/A
03	105	16	3	0	40	---	24	17	2	93
04	110	19	2	0	49	---	14	3	3	105
05	82	12	2	0	36	---	11	1	2	75
06	41	3	6	2	21	---	9	0	4	40
07	43	3	18	2	17	---	13	0	0	40
08	22	3	3	0	9	---	3	0	0	22

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

The following intervention strategies are employed to improve the academic performance of students identified by the early warning system.

1. Leadership Team (administration and support staff) facilitate Data Chat meetings with individual teachers on a rotating three week cycle to review student assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Administration and MTSS Team will monitor the implementation of high quality instructional practices at the core and implementation of interventions of students in Tiers 2/3 levels.
3. Administration will review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
5. Facilitate a push in model using support facilitators and classroom assistants to offer additional support to struggling students.
6. Facilitate the implementation of specific programs (e.g., Extended Learning Camps, and After Care tutoring, that provide intervention support to students identified as having academic difficulties.
7. Determine the school-wide professional development needs of faculty and staff and arrange professional development opportunities to enhance teacher proficiency on state standards, curriculum, and student assessment.
8. Provide teachers with Instructional Focus Calendar developed by school based coaches (math, reading) and assist and monitor teacher use of the calendar to target instruction. Monthly assessments, aligned to the IF calendar will be administered in ELA, mathematics and science. These assessments will be developed through the iReady, and School City by school based instructional coaches and team leaders. These assessments will be recorded and reviewed at Individual Teacher Data Chat sessions every three weeks and during weekly PLCs.
9. Strengthen the Tier 1 (core curriculum) instruction through the implementation solid standards-based instruction.
10. Administrative walk-throughs ensure that teachers are utilizing these core instructional programs and materials effectively (e.g. walkthroughs during
11. Teachers will used Data Folders/Walls to track and monitor student data. Teachers will increase their knowledge and experience in examining class and student data and use that data to make instructional decisions.

## School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2551&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?**

CSPK8 uses district adopted curriculum guides and materials that are aligned to the Florida Standards as well as additional resources that are aligned with the Florida Standards. Teachers also receive instructional focus calendar to follow. Teachers meet with Literacy Team for Data Chat meetings to review their compliance with meeting Instructional Focus Calendar timeline as well share student assessment data towards mastery of standards. Strategies and interventions to remediate skills for struggling students are discussed and monitored. Teachers follows research based Marzano tools that are aligned to unpacking the standards to identify critical content and instructional practices. Administrative walk-throughs ensure that teachers are utilizing these core instructional programs and materials effectively .

**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?**

Teachers review formative assessment data every 2 weeks based on standards-based assessments and name specific obstacles and strengths in order to inform their daily instruction. Students are grouped based on performance levels (deficient, struggling, proficient, mastery) and remediation and enrichments activities determined based on where students perform. Teachers analyze the data to determine their students level of mastery of the standards, use performance tasks, formative/summative assessments, and adjust instruction based on the data. The Grade Level PLCs use a cycle of inquiry tool during their data deep dive to name specific areas of growth and share best practices in order to grow their students and improve their achievement. The Literacy Coach, Resource Teacher, and Principal have the responsibility for collecting and reviewing student data and tracking their progress.

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

These students are pulled by the resource teacher and provided small group instruction, remediation, and targeted intervention based on need. Parents were notified of the students current progress, and we will continue to keep that line of communication open. The Reading Decision Chart is reviewed by the Literacy Coach on an ongoing basis to ensure we are meeting the needs of the students.

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

ESE Support Facilitators will work with general education teachers in a Co-teaching model in grades 3rd - 5th. Bi-weekly progress monitoring through I-Ready standards mastery component of the program. Students progress is also being monitored through PCs, data chats, grade level meetings and RTI. SWD will also have the opportunity to participate in our after school Bear Camp for math and or reading. Students are monitored by the Literacy Coach, Resurce Teacher, and Math Coach.

Resources used with SWD students include, but are not limited to: Core Instruction - Journeys, Leveled Readers  
Intervention - LLI, Phonics for Reading, and Super QAR.

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

Classroom teachers attend to students different learning styles by implementing UDL for effective instruction: Posted lesson goals, assignment options, flexible work spaces, ongoing feedback to students, variety of materials (audio, visual, manipulatives, digital text), Small group instruction, variety of activities in learning centers.

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

An IDEA funded classroom assistant will provide pull out support to our English Language Learners. The ELLs will access the District approved Imagine Learning program which focuses on foundational skills, Literacy, Differentiation, and Explicit instruction in the student's native language. ELLs will also be offered opportunities to attend our after school Bear Camp. ELLs will engage in visual learning tools through District approved Thinking Maps Program. Tier II and Tier III instruction will provide students with standards based remediation during small group instruction and pull out support from our resource teacher.

**Resources**

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf))

☆ **Safe and Supportive Environment**



**Professional Learning Communities (PLC)**

**PLC Meeting Schedule**

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Literacy By Grade Level - Middle School Content Area PLCs	Monday	3rd	9/9/2019 - 5/15/2020	8:30 AM - 3:30 PM	Pre K, K, 1, 2, 3, 4, 5, 6, 7, 8

**Response to Intervention (MTSS/RtI) Plan**

File Name	File Uploaded By	Upload Date
RTI-MTSS.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_09242019_RTI-MTSS.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_09242019_RTI-MTSS.pdf</a> )	Shannon Oliver	9/24/2019
Coral-Springs-K-8-SAM-Scoring-Sheet.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10022019_Coral-Springs-K-8-SAM-Scoring-Sheet.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10022019_Coral-Springs-K-8-SAM-Scoring-Sheet.pdf</a> )	Valerie Blackwell	10/2/2019

## Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	9/24/2019 - 5/30/2020	8:00 AM - 2:30 PM

## Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2551_10012019_CSPK8_SEL-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10102019_2551_10012019_CSPK8_SEL-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10102019_2551_10012019_CSPK8_SEL-2020.pdf</a> )	Shelley Lunde	10/10/2019

## School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Coral-Springs-K-8-SPBP-Feedback-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_05282019_Coral-Springs-K-8-SPBP-Feedback-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_05282019_Coral-Springs-K-8-SPBP-Feedback-19-20.pdf</a> )	Debbie Boles	5/28/2019
2551_05162019_CSPK8-School-Wide-Positive-Behavior-Plan-(SPBP)-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10102019_2551_05162019_CSPK8-School-Wide-Positive-Behavior-Plan-(SPBP)-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10102019_2551_05162019_CSPK8-School-Wide-Positive-Behavior-Plan-(SPBP)-2019-2020.pdf</a> )	Shelley Lunde	10/10/2019

## 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	750	426	56.80	193	25.73	109	14.53	22	2.93
2017 - 2018	741	423	57.09	180	24.29	111	14.98	27	3.64
2018 - 2019	661	360	54.46	163	24.66	109	16.49	29	4.39

## 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	87	25	28.74	26	29.89	26	29.89	10	11.49
2018 - 2019	01	79	38	48.10	17	21.52	20	25.32	4	5.06
2018 - 2019	02	91	57	62.64	18	19.78	13	14.29	3	3.30
2018 - 2019	03	105	55	52.38	33	31.43	13	12.38	4	3.81
2018 - 2019	04	110	57	51.82	34	30.91	15	13.64	4	3.64
2018 - 2019	05	83	46	55.42	22	26.51	11	13.25	4	4.82

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	06	41	33	80.49	3	7.32	5	12.20	0	0.00
2018 - 2019	07	43	34	79.07	6	13.95	3	6.98	0	0.00
2018 - 2019	08	22	15	68.18	4	18.18	3	13.64	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 <b>54.5%</b> 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 <b>20.9%</b> of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school <b>4.4%</b> 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
2551_10022019_CSPK8-Attendance-Plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10102019_2551_10022019_CSPK8-Attendance-Plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10102019_2551_10022019_CSPK8-Attendance-Plan-2019-2020.pdf</a> )	Shelley Lunde	10/10/2019
CSPK8-Attendance-Plan-2019-2020A.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10182019_CSPK8-Attendance-Plan-2019-2020A.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10182019_CSPK8-Attendance-Plan-2019-2020A.pdf</a> )	Shannon Oliver	10/18/2019

### School Counseling Plan

File Name	File Uploaded By	Upload Date
School_CP.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10012019_School_CP.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10012019_School_CP.pdf</a> )	Shannon Oliver	10/1/2019

### Equity Plan

File Name	File Uploaded By	Upload Date
2551_10022019_Equity-Diversity-Action-Plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10102019_2551_10022019_Equity-Diversity-Action-Plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10102019_2551_10022019_Equity-Diversity-Action-Plan-2019-2020.pdf</a> )	Shelley Lunde	10/10/2019

### Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
2551_01082019_2551_10172016_BPIE_2016.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10172019_2551_01082019_2551_10172016_BPIE_2016.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10172019_2551_01082019_2551_10172016_BPIE_2016.pdf</a> )	Shelley Lunde	10/17/2019

☆ Effective Communication



## SAC Documentation

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-Date.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2551_10312019_SAC-Meeting-Date.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2551_10312019_SAC-Meeting-Date.pdf</a> )	October	None	10/31/2019
SAC-Bylaws.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2551_10312019_SAC-Bylaws.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2551_10312019_SAC-Bylaws.pdf</a> )	October	SAC ByLaws	10/31/2019
upload-for-9-24-19.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2551_10012019_upload-for-9-24-19.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2551_10012019_upload-for-9-24-19.pdf</a> )	October	A+ Funds	10/1/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Coral-Springs-PK8-Bilingual-Parent-Survey.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_09102019_Coral-Springs-PK8-Bilingual-Parent-Survey.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_09102019_Coral-Springs-PK8-Bilingual-Parent-Survey.pdf</a> )	Shelley Lunde	9/10/2019
Coral-Springs-PK8-Elementary-Student-Survey.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_09102019_Coral-Springs-PK8-Elementary-Student-Survey.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_09102019_Coral-Springs-PK8-Elementary-Student-Survey.pdf</a> )	Shelley Lunde	9/10/2019
Coral-Springs-PK8-Middle-School-Student-Survey.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_09102019_Coral-Springs-PK8-Middle-School-Student-Survey.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_09102019_Coral-Springs-PK8-Middle-School-Student-Survey.pdf</a> )	Shelley Lunde	9/10/2019
Coral-Springs-PK8-Parent-Survey.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_09102019_Coral-Springs-PK8-Parent-Survey.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_09102019_Coral-Springs-PK8-Parent-Survey.pdf</a> )	Shelley Lunde	9/10/2019
Coral-Springs-PK8-Staff-Survey.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_09102019_Coral-Springs-PK8-Staff-Survey.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_09102019_Coral-Springs-PK8-Staff-Survey.pdf</a> )	Shelley Lunde	9/10/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
2551_10022019_Face-Plan-Template.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10102019_2551_10022019_Face-Plan-Template.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10102019_2551_10022019_Face-Plan-Template.pdf</a> )	Shelley Lunde	10/10/2019
2551_10032019_CSPK8_Customer-Service_2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10102019_2551_10032019_CSPK8_Customer-Service_2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2551_10102019_2551_10032019_CSPK8_Customer-Service_2019.pdf</a> )	Shelley Lunde	10/10/2019

☆ School Info



<b>School Name</b>	Gulfstream Academy of Hallandale Beach K-8 (0131)	<b>School Grade (2018 - 2019)</b>
<b>Title 1 School</b>	<input type="button" value="Yes"/>	<b>Differentiated Accountability (DA)</b>
<b>School of Excellence</b>	<input type="button" value="..."/>	<b>ESSA School</b>
<b>Executive Summary</b>	<a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0131_09102019_0131_10142018_GulfstreamAcad">🔗 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0131_09102019_0131_10142018_GulfstreamAcad</a>	

☆ 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	29	0	0	---	N/A	0	2	0	N/A
01	189	31	0	0	---	0	4	25	0	N/A
02	187	28	1	0	---	0	7	34	0	N/A
03	197	37	2	0	63	---	5	17	7	186
04	208	30	4	0	67	---	5	4	5	194
05	168	19	5	0	65	---	6	11	4	153
06	210	13	56	18	93	---	13	2	6	190
07	196	11	58	3	80	---	7	0	4	180
08	197	31	43	14	62	---	37	2	3	181

## 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	157	28	0	0	---	0	0	1	0	N/A
01	177	23	5	0	---	0	6	27	0	N/A
02	183	22	0	0	---	0	2	21	0	N/A
03	174	26	7	0	53	---	33	24	2	152
04	188	27	5	0	60	---	17	8	5	171
05	204	24	1	0	61	---	20	12	4	192
06	166	9	34	8	58	---	29	0	3	154
07	214	22	51	8	96	---	45	1	6	198
08	209	23	77	17	74	---	51	7	4	189

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

Gulfstream Academy of Hallandale Beach K-8 uses the following strategies:

Gulfstream uses Ready Curriculum as Core Curriculum in Grades 2-8 and NewsELA in grades 3-8 to supplement the instruction being taught. I-ready is being used in grades K-8 for at least 30-60 minutes per week to monitor students understanding and level of understanding. We will use the Scholastic Book Room to provide teachers with materials to use during their guided reading groups in grades K-5. Struggling students will receive Leveled Literacy Instruction (LLI) in grades K-4. Gulfstream will use Inside Curriculum for grades 6-8 for Reading. The Ready Tool Box Intervention is being used for Grades K-5 for Reading and Writing. Teachers will instruct students on their instructional level in small groups and double-dose the struggling students. There will also be implementation of remediation in class, weekly by grade levels and departments. Gulfstream will also be implementing afterschool and Saturday tutoring for Grades 3-8. There will be Behavior Plan/Contracts done for the students. There will be support from the guidance counseling for small groups for grief, anger management and study skills. Vocabulary.com will be used from grades 4-8 to help support reading skills.

## School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0131&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 Coaches are responsible for ensuring that classroom instruction is aligned to grade level- standards. The Literacy Coaches must select the curriculum and reading resources that are utilized in classrooms. We are also responsible for curricular pacing guides for grades K-8.

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

The specific progress monitoring data that is collected is BAS, iReady checkpoints, and Common Formative Assessments. The Literacy Coaches are responsible for collecting the data from teachers. The data is reviewed by teachers, coaches and administration to monitor any trends within subgroups.

**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?**

Qualitative and quantitative data collected from the Benchmark Assessment System and IReady is used as baseline data to identify the K-8 students who are not progressing towards the individual and grade level goals. Then, as a team, we develop and implement an intervention plan that includes a specific goal with weekly progress monitoring. The team meets every five to six weeks to evaluate the response to the 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?**

In grades K-3, we have "Walk to Read" for students to receive instruction based on their area of deficiency utilizing resources such as Leveled Literacy Intervention (LLI), Phonics for Reading, Foundations, and Journeys Tool Kit. In grades 4-5, teachers utilize interventions from the Journeys Tool Kit. In grades 6-8, students will be placed in the Reading intensive course that will provide intervention to the students with their area of weakness. The intervention will be provided by the teacher at least 4 times a week.

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

Answer for K-3 We strongly encourage teachers in grade K-3 to attend many district-led professional developments such as Responsive Literacy Instruction (RLI), Foundational Skill Progression, Teaching Literacy through Science, Balanced Literacy and Small Group Guided Reading Instruction. Some of our teachers in grades 6th-8th have been trained in the following for Universal Design for learning. (Learning Stations in the ELA classroom, Reading Strategies in ELA 6-12, Reading, Decoding and Fluency). We are encouraging all teachers to attend professional developments to receive pertinent information to strengthen their instructional practice.

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

We provide our students with many outlets to assist with the students becoming proficient on the ACCESS for ELLs.

- Imagine Learning for A1/Levels 1s
- Self-contained 1st grade ELL class

## Resources

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf))

☆ Safe and Supportive Environment



## Professional Learning Communities (PLC)

### PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA/Math PreK 2018-2019 PLC	Monday Tuesday Wednesday Thursday		8/7/2019 - 5/13/2020	2:00 PM - 3:00 PM	Pre K
Grade Level and Special Content Area Professional Learning Communities	Wednesday		8/28/2019 - 4/22/2020	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5, 6, 7, 8

## Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Gulfstream-K-8.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10022019_Broward-SAM--Gulfstream-K-8.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10022019_Broward-SAM--Gulfstream-K-8.pdf</a> )	Valerie Blackwell	10/2/2019
GAHB-MTSS-Rtl-Action-Plan-2019-2020-(1).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10232019_GAHB-MTSS-Rtl-Action-Plan-2019-2020-(1).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10232019_GAHB-MTSS-Rtl-Action-Plan-2019-2020-(1).pdf</a> )	chandra fitzpatrick	10/23/2019

### Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday Wednesday Thursday Friday	1st, 2nd, 3rd, 4th, 5th	9/6/2019 - 6/3/2020	8:00 AM - 1:45 PM

## Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0131-Gulfstream-Academy-of-Hallandale-Beach-SEL-Action-Plan-Template-(1).asd.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_09102019_0131-Gulfstream-Academy-of-Hallandale-Beach-SEL-Action-Plan-Template-(1).asd.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_09102019_0131-Gulfstream-Academy-of-Hallandale-Beach-SEL-Action-Plan-Template-(1).asd.pdf</a> )	elsa gonzalez	9/10/2019

### School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Gulfstream-feedback-Form-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_06182019_Gulfstream-feedback-Form-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_06182019_Gulfstream-feedback-Form-19-20.pdf</a> )	Desiree Montalvo	6/18/2019
0131_06182019_Gulfstream-Academy-of-Hallandale-Beach-K-8-2019-20-SPBP-TEMPLATE.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10102019_0131_06182019_Gulfstream-Academy-of-Hallandale-Beach-K-8-2019-20-SPBP-TEMPLATE.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10102019_0131_06182019_Gulfstream-Academy-of-Hallandale-Beach-K-8-2019-20-SPBP-TEMPLATE.pdf</a> )	Shelley Lunde	10/10/2019

### 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	1811	1112	61.40	459	25.35	197	10.88	43	2.37
2017 - 2018	1787	1049	58.70	475	26.58	214	11.98	49	2.74
2018 - 2019	1671	961	57.51	487	29.14	180	10.77	43	2.57

#### Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	156	75	48.08	49	31.41	27	17.31	5	3.21
2018 - 2019	01	177	90	50.85	62	35.03	21	11.86	4	2.26
2018 - 2019	02	183	108	59.02	50	27.32	24	13.11	1	0.55
2018 - 2019	03	175	88	50.29	59	33.71	24	13.71	4	2.29
2018 - 2019	04	187	100	53.48	59	31.55	23	12.30	5	2.67
2018 - 2019	05	204	116	56.86	61	29.90	20	9.80	7	3.43
2018 - 2019	06	166	103	62.05	54	32.53	7	4.22	2	1.20
2018 - 2019	07	214	139	64.95	49	22.90	20	9.35	6	2.80
2018 - 2019	08	209	142	67.94	44	21.05	14	6.70	9	4.31

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 <b>57.5%</b> 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 <b>13.3%</b> 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 <b>2.6%</b> 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
0131_Gulfstream-AcademyK8_Attendance.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10152019_0131_Gulfstream-AcademyK8_Attendance.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10152019_0131_Gulfstream-AcademyK8_Attendance.pdf</a> )	zaevista arnold	10/15/2019

### School Counseling Plan

File Name	File Uploaded By	Upload Date
0131-Gulfstream-Counseling-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10032019_0131-Gulfstream-Counseling-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10032019_0131-Gulfstream-Counseling-Plan.pdf</a> )	chandra fitzpatrick	10/3/2019

### Equity Plan

File Name	File Uploaded By	Upload Date
Gulfstream-Academy-Equity-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10022019_Gulfstream-Academy-Equity-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10022019_Gulfstream-Academy-Equity-Plan.pdf</a> )	chandra fitzpatrick	10/2/2019

### Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Gulfstream.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_05102019_BPIE-Gulfstream.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_05102019_BPIE-Gulfstream.pdf</a> )	elsa gonzalez	5/10/2019

☆ Effective Communication



### SAC Documentation

## SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-&SAF-Meeting-Sign-In-Oct.-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_11062019_SAC-&amp;SAF-Meeting-Sign-In-Oct.-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_11062019_SAC-&amp;SAF-Meeting-Sign-In-Oct.-19-20.pdf</a> )	October	None	11/6/2019
SAC&SAF-October-Agenda-Minutes-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_11062019_SAC&amp;SAF-October-Agenda-Minutes-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_11062019_SAC&amp;SAF-October-Agenda-Minutes-19-20.pdf</a> )	October	None	11/6/2019
SAC&SAF-October-Agenda-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_11062019_SAC&amp;SAF-October-Agenda-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_11062019_SAC&amp;SAF-October-Agenda-19-20.pdf</a> )	October	None	11/6/2019
0131_10212019_2019-2020-SAC-Meetings.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10252019_0131_10212019_2019-2020-SAC-Meetings.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10252019_0131_10212019_2019-2020-SAC-Meetings.pdf</a> )	October	None	10/25/2019
SAC-ByLaws-19-20.html ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10212019_SAC-ByLaws-19-20.html">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10212019_SAC-ByLaws-19-20.html</a> )	October	SAC ByLaws	10/21/2019
Gulfstream-Academy-SAC-Composition.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10182019_Gulfstream-Academy-SAC-Composition.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10182019_Gulfstream-Academy-SAC-Composition.pdf</a> )	October	None	10/18/2019
SAC&SAF-September-Sign-In-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10022019_SAC&amp;SAF-September-Sign-In-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10022019_SAC&amp;SAF-September-Sign-In-19-20.pdf</a> )	October	None	10/2/2019
SAC&SAF-September-Agenda-Minutes-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10022019_SAC&amp;SAF-September-Agenda-Minutes-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10022019_SAC&amp;SAF-September-Agenda-Minutes-19-20.pdf</a> )	October	None	10/2/2019
SAC&SAF-September-Agenda-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10022019_SAC&amp;SAF-September-Agenda-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10022019_SAC&amp;SAF-September-Agenda-19-20.pdf</a> )	October	None	10/2/2019
SAC-Flyer-September.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10022019_SAC-Flyer-September.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0131_10022019_SAC-Flyer-September.pdf</a> )	October	None	10/2/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Gulfstream-Academy-Bilingual-Parent-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_04302019_Gulfstream-Academy-Bilingual-Parent-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_04302019_Gulfstream-Academy-Bilingual-Parent-Survey-2019.pdf</a> )	elsa gonzalez	4/30/2019
Gulfstream-Academy-Elementary-Student-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_04302019_Gulfstream-Academy-Elementary-Student-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_04302019_Gulfstream-Academy-Elementary-Student-Survey-2019.pdf</a> )	elsa gonzalez	4/30/2019
Gulfstream-Academy-Middle-School-Student-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_04302019_Gulfstream-Academy-Middle-School-Student-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_04302019_Gulfstream-Academy-Middle-School-Student-Survey-2019.pdf</a> )	elsa gonzalez	4/30/2019
Gulfstream-Academy-Parent-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_04302019_Gulfstream-Academy-Parent-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_04302019_Gulfstream-Academy-Parent-Survey-2019.pdf</a> )	elsa gonzalez	4/30/2019
Gulfstream-Academy-Staff-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_04302019_Gulfstream-Academy-Staff-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_04302019_Gulfstream-Academy-Staff-Survey-2019.pdf</a> )	elsa gonzalez	4/30/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10082019_Face-Plan-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10082019_Face-Plan-19-20.pdf</a> )	chandra fitzpatrick	10/8/2019

File Name	File Uploaded By	Upload Date
Catchthem-Being-Great-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10082019_Catchthem-Being-Great-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10082019_Catchthem-Being-Great-19-20.pdf</a> )	chandra fitzpatrick	10/8/2019
cultural-awarnesss-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10082019_cultural-awarnesss-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10082019_cultural-awarnesss-19-20.pdf</a> )	chandra fitzpatrick	10/8/2019
Customer-Service-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10082019_Customer-Service-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10082019_Customer-Service-19-20.pdf</a> )	chandra fitzpatrick	10/8/2019
Programs-and-Services-Checklist-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10082019_Programs-and-Services-Checklist-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0131_10082019_Programs-and-Services-Checklist-19-20.pdf</a> )	chandra fitzpatrick	10/8/2019

☆ School Info



<b>School Name</b>	Hawkes Bluff ES (3131)	<b>School Grade (2018 - 2019)</b>
<b>Title 1 School</b>	No	<b>Differentiated Accountability (DA)</b>
<b>School of Excellence</b>	---	<b>ESSA School</b>
<b>Executive Summary</b>	<a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3131_09112019_3131_10252018_SAC-Hawkes-Bluff">Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3131_09112019_3131_10252018_SAC-Hawkes-Bluff)</a>	

☆ 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	119	10	0	0	---	N/A	1	1	0	N/A
01	136	12	0	0	---	0	1	3	0	N/A
02	149	9	0	0	---	0	0	2	0	N/A
03	143	4	0	0	10	---	0	2	0	137
04	168	10	0	0	21	---	0	1	0	166
05	158	18	0	0	23	---	0	0	0	153

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	133	11	0	0	---	0	0	1	0	N/A
01	128	7	0	0	---	0	0	1	0	N/A
02	132	7	1	0	---	0	0	1	0	N/A
03	151	5	1	0	8	---	4	1	0	150
04	147	9	1	0	21	---	15	15	0	145
05	164	12	0	0	24	---	19	19	0	159

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

The early warning system is identified in BASIS (attendance, mobility, FRL,). Intervention strategies include Direct Instruction, Differentiated Instruction, ESOL/ESE/IEP/504 accommodations, technology programs, teacher modeling, data chats, team and individual behavior plans, use of agenda book, small group instruction, IFCs, and grade-level progress monitoring.

## School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3131&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020 our lowest quartile 4th and 5th grade students will increase their ELA FSA by 2%.	Teachers will utilize a standards-based progress monitoring chart and will submit to the literacy coach during AP1, AP2, and AP3. The leadership team will conduct data chats to monitor progress. Teachers will utilize the CHAMPS behavioral program to motivate and provide structure in classroom management. Teachers will participate in monthly PLCs. The ESE teachers will provide push-in and pull-out services for these students. During RtI the CPST team will utilize the district reading decision chart.	Classroom teachers, ESE teachers, Literacy Coach, and ESE Specialist	6/2/2020	Teachers will attend the district ELA training	\$1,000.00	Progress Monitoring Charts, data chats, iReady diagnostic results, and pre and post data from supplemental reading groups.	
By June 2020 our SWD students will increase their ELA scores by 2%.	Push-in, pull-out services provided by our ESE teachers. Morning supplemental group and small group instruction conducted by classroom teachers. Students will utilize iReady in the classroom and at home. Teachers and ESE specialist will utilize student IEPs and BAS data to drive instruction.	Classroom teachers, ESE specialist and teachers, and the literacy coach.	6/2/2020			Pre and post supplemental group data, iReady data, BAS data	
Based on the 3 year mathematics data, student achievement in grades 3-5 has decreased by 4%. We will focus on increasing student achievement in grades 3-5 by 3%, as evidenced by the 2019-2020 FSA.	Teachers in grades K-5 will utilize Instructional Focus Calendars (IFCs) to effectively pace their lessons and progress monitor. K- 5 Students will participate in iReady Math for 45 minutes per week at home and at school, based on their AP 1, AP2, and AP3 diagnostic assessments. Teachers will plan math centers to differentiate instruction and target our lowest quartile students and/or ELL, SWD, FRL based on IFC and progress monitoring. Students will be given the opportunity to participate in the at-home Smiley Math program. Utilizing manipulatives, students will take math standards from the concrete to the conceptual. Teachers will implement the Modified Gradual Release of Responsibility Model for Math, in an effort to increase stamina and perseverance.	Classroom Teacher	6/1/2020	County Math Workshops, Monthly committee meetings where best practices are shared.		i-Ready diagnostic data and student progression data, Go Math chapter tests	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Based on a three year analysis, 5th grade NGSS Science scores have decreased by 10 percent. Our goal is to increase student achievement on the 5th grade NGSS Science Assessment by 2%.	Students in grades K-5 will participate in quarterly in-house hands-on science field trips, based on grade level state standards. Students in the intermediate grades will utilize an interactive science journal. Teachers will continue to utilize the county adopted Stemsscopes and Science A-Z. Teachers will utilize their science IFC's and the district science prerequisite assessments during AP1, AP2, and AP3. Students will have the opportunity to participate in the Family Science at-home activities. Teachers will increase their use of science labs and hands-on activities in their classrooms.	Classroom Teacher	6/1/2020	County personnel will provide support and on campus workshops.	\$1,000.00	Teachers in grades K-5 will progress monitor using the county AP1, AP2, and AP3 assessments, science mini benchmark assessments, Stemsscopes tests, and interactive science journals.	

## K-12 Comprehensive Reading Plan

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

Classroom teachers are responsible to ensure their instruction is aligned to grade level standards. All kindergarten through 5th grade teachers have created an ELA Instructional Focus Calendar (IFC) for their grade level and a progress monitoring chart for their class. Teachers will chart the students that have mastered the standards throughout the year and identify the students that need remediation on specific 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?**

Teachers will submit an updated Progress Monitoring Chart three times per year to analyze classroom data and identify all subgroups. Teachers will have identified all their subgroups from BASIS to ensure they carefully monitor their data. The charts will be submitted to administration and the literacy coach to review and monitor during data chats.

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

Students that are not progressing towards individual and grade level goals will be identified in data chats. We will review their current intervention to ensure they are making gains and decide if the student needs to be brought up to the RTI team. If a student is brought to the RTI team - the team will identify the area of weakness and select a resource from the district Reading Decision Chart as a Tier 2 or 3 intervention. We will progress monitor the student every 2 weeks to ensure the intervention is working.

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

The ESE teachers that support our SWD provide push-in or pull-out support. The ESE teachers will push-in and provide small guided instruction based on individual needs. Pull-out groups, support students in the areas of oral reading fluency, decoding and/or comprehension. Programs utilized during this time include Quick Reads, Phonics For Reading, Intermediate Rewards or LLI (Leveled Literacy Intervention).

Students on a Tier 2 for fluency may participate in the Quick Reas program. Students in need of additional support in decoding may participate in Wilson Foundations, Phonics for Reading or Intermediate Rewards. In the area of comprehension the teachers will incorporate intensive strategy instruction during small guided reading groups.

Tier 3 students will be pulled by the literacy coach or an ESE teacher. The resources used at this time may include Multi-Speed Drills, Great Leaps or Scholastic Guided Reading Short Reads.

**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 staff have been trained in the district supported CHAMPS program. The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. This helps support the full range of learners in every class. Teachers are also given time to plan their curriculum and differentiate instruction. PLC's meet on a monthly basis to share best practices and focus on areas in reading that need additional support. K-5 teachers have also participated in the district ELA trainings that include: Small Guided Reading Groups, Balanced Literacy, Benchmark Assessment System, Document Based Questioning and Core Connections Writing Training.

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

Our ELL students are exposed to print rich environments and many visual aids to help the students acquire the vocabulary. ELL students are provided strategic types of *scaffolding*, such as graphic organizers, visual aids, peer help, and removing these supports as students' skills develop. This way, ELLs can be given the opportunity and the necessary support to meet rigorous academic standards. ELL students are heterogenously grouped in classes and within their classrooms, teachers may group students heterogeneously according to English proficiency, and sometimes homogeneously, depending on the purpose of the task at hand. Teachers expose ELLs to challenging vocabulary before having them read texts, our ELLs also learn new vocabulary best through extended discussion with their classmates *after* reading or *between* multiple readings. Teachers also use think-alouds and think-pair-shares when asking questions, and give students enough time to process the question. This year, all A1 ELL students will access the district supported online program "Imagine Language and Literacy" for english acquisition and the 3rd - 5th graders will be pulled out for a small language acquisition group with our ELL contact person.

**Resources**

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](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
3131 ELA K-5 and ESE	Tuesday Wednesday		8/7/2019 - 4/30/1997	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
Broward-SAM--Hawkes-Bluff-Elementary-School.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09042019_Broward-SAM--Hawkes-Bluff-Elementary-School.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09042019_Broward-SAM--Hawkes-Bluff-Elementary-School.pdf</a> )	Cortney Roberts	9/4/2019
MTSS-Rtl.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10012019_MTSS-Rtl.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10012019_MTSS-Rtl.pdf</a> )	Kathleen Wicker	10/1/2019

## Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	8/27/2019 - 5/19/2020	7:30 AM - 3:00 PM

## Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09102019_SEL-Action-Plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09102019_SEL-Action-Plan-2019-2020.pdf</a> )	Desiree Tanke	9/10/2019
Girl-Scouts.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Girl-Scouts.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Girl-Scouts.pdf</a> )	Kathleen Wicker	10/28/2019
Bilingual-Parent-Outreach-pamphlet.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Bilingual-Parent-Outreach-pamphlet.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Bilingual-Parent-Outreach-pamphlet.pdf</a> )	Kathleen Wicker	10/28/2019
Veterans-Day-Luncheon.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Veterans-Day-Luncheon.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Veterans-Day-Luncheon.pdf</a> )	Kathleen Wicker	10/28/2019
Thanksgiving-Food-Drive.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Thanksgiving-Food-Drive.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Thanksgiving-Food-Drive.pdf</a> )	Kathleen Wicker	10/28/2019
IMG_0788.JPG ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_IMG_0788.JPG">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_IMG_0788.JPG</a> )	Kathleen Wicker	10/28/2019
Pinata-Party-Photos.JPG ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Pinata-Party-Photos.JPG">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Pinata-Party-Photos.JPG</a> )	Kathleen Wicker	10/28/2019
Pinata-Party-Photos.JPG ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Pinata-Party-Photos.JPG">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Pinata-Party-Photos.JPG</a> )	Kathleen Wicker	10/28/2019

## School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-19_20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_05172019_SPBP-19_20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_05172019_SPBP-19_20.pdf</a> )	Tynee Hogan	5/17/2019
Hawkes-Bluff-Fedback-Form-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_06182019_Hawkes-Bluff-Fedback-Form-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_06182019_Hawkes-Bluff-Fedback-Form-19-20.pdf</a> )	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	914	553	60.50	301	32.93	58	6.35	2	0.22
2017 - 2018	877	561	63.97	249	28.39	63	7.18	4	0.46
2018 - 2019	855	539	63.04	251	29.36	62	7.25	3	0.35

## Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	133	75	56.39	45	33.83	10	7.52	3	2.26
2018 - 2019	01	128	80	62.50	38	29.69	10	7.81	0	0.00
2018 - 2019	02	132	82	62.12	42	31.82	8	6.06	0	0.00
2018 - 2019	03	151	104	68.87	40	26.49	7	4.64	0	0.00
2018 - 2019	04	147	94	63.95	40	27.21	13	8.84	0	0.00
2018 - 2019	05	164	104	63.41	46	28.05	14	8.54	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 <b>63.0%</b> 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 <b>7.6%</b> 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 <b>0.4%</b> 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
Hawkes-Bluff-Attendance-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09112019_Hawkes-Bluff-Attendance-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09112019_Hawkes-Bluff-Attendance-Plan.pdf</a> )	Tara Daub	9/11/2019

## School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP_2019_20_HBE_Tanke.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09122019_ASCP_2019_20_HBE_Tanke.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09122019_ASCP_2019_20_HBE_Tanke.pdf</a> )	Desiree Tanke	9/12/2019

## Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2019-2020-.word.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09102019_Equity-Diversity-Action-Plan-2019-2020-.word.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09102019_Equity-Diversity-Action-Plan-2019-2020-.word.pdf</a> )	Desiree Tanke	9/10/2019

## Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Hawkes-Bluff-BPIE-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09112019_Hawkes-Bluff-BPIE-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09112019_Hawkes-Bluff-BPIE-2019.pdf</a> )	Tara Daub	9/11/2019
BPIE-Plan-HBE2.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09172019_BPIE-Plan-HBE2.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09172019_BPIE-Plan-HBE2.pdf</a> )	Kathleen Wicker	9/17/2019

☆ Effective Communication



## SAC Documentation

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Hawkes-Bluff-SAC-Composition.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_10252019_Hawkes-Bluff-SAC-Composition.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_10252019_Hawkes-Bluff-SAC-Composition.pdf</a> )	October	None	10/25/2019
SAC-Sept.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09122019_SAC-Sept.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09122019_SAC-Sept.pdf</a> )	September	Developed	9/12/2019
SAC-ByLaws.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09122019_SAC-ByLaws.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09122019_SAC-ByLaws.pdf</a> )	September	SAC ByLaws	9/12/2019
SAF-By-Laws.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09122019_SAF-By-Laws.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09122019_SAF-By-Laws.pdf</a> )	September	SAF ByLaws	9/12/2019
Sept-SAF-minutes-and-agenda.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09122019_Sept-SAF-minutes-and-agenda.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09122019_Sept-SAF-minutes-and-agenda.pdf</a> )	September	SAF ByLaws	9/12/2019
SAF-Meeting-Dates.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09062019_SAF-Meeting-Dates.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09062019_SAF-Meeting-Dates.pdf</a> )	August	None	9/6/2019
SAC-Meeting-Dates.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09062019_SAC-Meeting-Dates.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09062019_SAC-Meeting-Dates.pdf</a> )	August	None	9/6/2019
Aug-Agenda-Minutes.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09062019_Aug-Agenda-Minutes.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3131_09062019_Aug-Agenda-Minutes.pdf</a> )	August	Monitored	9/6/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Hawkes-Bluff-Bilingual-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09112019_Hawkes-Bluff-Bilingual-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09112019_Hawkes-Bluff-Bilingual-Parent-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Hawkes-Bluff-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09112019_Hawkes-Bluff-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09112019_Hawkes-Bluff-Parent-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Hawkes-Bluff-Staff-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09112019_Hawkes-Bluff-Staff-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09112019_Hawkes-Bluff-Staff-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Hawkes-Bluff-Student-Survey.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09112019_Hawkes-Bluff-Student-Survey.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09112019_Hawkes-Bluff-Student-Survey.pdf</a> )	Shelley Lunde	9/11/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
FACE-Plaan-.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09262019_FACE-Plaan-.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09262019_FACE-Plaan-.pdf</a> )	Kathleen Wicker	9/26/2019
Programs-and-Services-Checklist-2029-2020-1.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09262019_Programs-and-Services-Checklist-2029-2020-1.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09262019_Programs-and-Services-Checklist-2029-2020-1.pdf</a> )	Kathleen Wicker	9/26/2019
Customer-Service-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09262019_Customer-Service-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09262019_Customer-Service-2019-2020.pdf</a> )	Kathleen Wicker	9/26/2019
Cultural-Awareness.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09262019_Cultural-Awareness.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_09262019_Cultural-Awareness.pdf</a> )	Kathleen Wicker	9/26/2019
Providing-Quality-Customer-Service.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Providing-Quality-Customer-Service.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Providing-Quality-Customer-Service.pdf</a> )	Kathleen Wicker	10/28/2019
Girl-Scouts.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Girl-Scouts.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Girl-Scouts.pdf</a> )	Kathleen Wicker	10/28/2019
Internet-flyer-in-Spanish.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Internet-flyer-in-Spanish.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Internet-flyer-in-Spanish.pdf</a> )	Kathleen Wicker	10/28/2019
Fall-Food-Truck.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Fall-Food-Truck.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Fall-Food-Truck.pdf</a> )	Kathleen Wicker	10/28/2019
Immigrant-Support-Plan-in-Spanish.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Immigrant-Support-Plan-in-Spanish.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Immigrant-Support-Plan-in-Spanish.pdf</a> )	Kathleen Wicker	10/28/2019
Bilingual-Parent-Outreach-pamphlet.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Bilingual-Parent-Outreach-pamphlet.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Bilingual-Parent-Outreach-pamphlet.pdf</a> )	Kathleen Wicker	10/28/2019
Veterans-Day-Luncheon.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Veterans-Day-Luncheon.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Veterans-Day-Luncheon.pdf</a> )	Kathleen Wicker	10/28/2019
Thanksgiving-Food-Drive.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Thanksgiving-Food-Drive.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Thanksgiving-Food-Drive.pdf</a> )	Kathleen Wicker	10/28/2019
IMG_0788.JPG ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_IMG_0788.JPG">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_IMG_0788.JPG</a> )	Kathleen Wicker	10/28/2019
Pinata.JPG ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Pinata.JPG">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3131_10282019_Pinata.JPG</a> )	Kathleen Wicker	10/28/2019

☆ School Info



<b>School Name</b>	Lakeside ES (3591)	<b>School Grade (2018 - 2019)</b>	A
<b>Title 1 School</b>	<input type="checkbox"/> Yes	<b>Differentiated Accountability (DA)</b>	<input type="checkbox"/> No
<b>School of Excellence</b>	<input type="checkbox"/> ---	<b>ESSA School</b>	<input type="checkbox"/> No
<b>Executive Summary</b>	<a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3591_10042019_Lakeside_EXECUTIVE_SUMMAR">Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3591_10042019_Lakeside_EXECUTIVE_SUMMAR)</a>		

☆ 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	123	15	0	0	---	N/A	1	1	0	N/A
01	113	5	0	0	---	0	1	8	0	N/A
02	159	10	0	0	---	0	0	7	0	N/A
03	134	15	8	0	19	---	4	6	1	126
04	149	9	2	0	29	---	2	2	1	137
05	132	11	1	0	30	---	1	2	1	124

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	13	0	0	---	0	0	1	0	N/A
01	117	13	1	0	---	0	0	2	0	N/A
02	123	9	0	0	---	0	2	5	0	5
03	152	11	1	0	17	---	3	2	0	143
04	125	10	6	0	23	---	18	15	1	114
05	150	10	1	0	22	---	18	17	1	143

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

In our 2019-20 Attendance Plan, we have Tier 2-3 strategies to implement with our student population. We don't have many suspension issues, but rather a student by student case basis. For our Level 1 students in ELA, we have Rock & Roll Reading where students are placed in instructional groups based on their deficiency. For our Level 1 students in Math, our classroom teachers rotate through small groups based on needs. Our students who have been retained are all instructed in specific small groups within their classrooms.

## School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3591&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June of 2020 students in the lowest quartile will improve learning gains from 61 to 65 in mathematics.	Professional Learning Communities focusing on Math	PLC Facilitator	6/1/2020			Mericis Sanchez	
By June of 2020 students will improve learning gains in ELA by 3 percentage points from 69 to 72.	Peer mentoring / Peer observations / coaching regarding best practices and small group instruction	Mericis Sanchez	6/1/2020			Marjorie Archer	
By June of 2020, our students with disabilities will increase their Subgroup Federal Point Index of 51% to over 55%.	Utilize standards based resources, technology, and intervention kits to improve small group differentiated instruction. Ex: LLI kit, Listening Centers materials, LAFS materials, Laptops, etc.	Classroom Teachers	6/1/2020	Support and training to utilize these resources		Marjorie Archer	

## 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 administration will ensure that classroom instruction is aligned to grade-level standards during classroom walkthroughs. The evidence will be classroom anecdotal and iObservation feedback.

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

The specific progress monitoring data is BAS, iReady Diagnostic, and standards assessments. The first level responsible is the classroom teacher, who will collect and review the student progress monitoring data. In addition, the Curriculum Coach, the support staff team, and the admin will further review the data to ensure progress toward reading proficiency.

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

Our school has a block of time across all grade levels called Rock & Roll Reading where teachers are providing intervention small groups based on student needs. These groups are developed based on current data and are fluid in their composition. We also have frequent Data Chats with classroom teachers based on data. The data includes AP1-2-3 BAS, and AP1-2-3 iReady Diagnostic Assessments. In addition, teachers use classroom data including chapter tests, curriculum map cycle assessments for ELA standards, monthly writing prompts, and science standard assessments. When students are identified as having a need, they are referred to MTSS / RtI (CPST) for further discussion. Our RtI process includes meetings every Tuesday for all students in grades K - 5. As teachers identify a need, they request a student be placed on the schedule for discussions. Through all of these processes, we ensure that student progress is being monitored.

**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?**

Currently we have 2 support facilitators and 1 reading resource teacher. These staff members provide intensive supplemental instruction in reading for students with SWDs. Their schedules were created to service all students K - 5 with SWDs and those with Tier 3 reading interventions. In addition classroom teachers are providing Tier 2 and Tier 3 interventions with students in small groups during Rock and Roll reading and during the ELA reading block in addition to Tier 1 Core Instruction. Materials used include Foundations (K-1 phonics-phonemic awareness), DI Corrective Reading (grade3-5 students with comprehensive reading issues), Phonics for Reading (grades 2 - 5 phonics intervention), and Leveled Literacy Intervention (grades 1 - 5 students who are 3 levels below in BAS). All of these interventions are implemented daily with these students.

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

Teachers have attended various trainings to assist them with planning high quality core instruction to meet the varied needs of all learners. We provide meaningful access and reduce barriers for our diverse learners including SWDs, ELLs, and our students with diverse cultural and socioeconomic backgrounds. The trainings involved the use of effective teaching practices and the intentional differentiation of instruction. Those trainings are Balanced Literacy, Small Group Guided Reading, Leveled Literacy Intervention, Response to Literacy, Effective Science Strategies, Effective Math Strategies, Differentiated Learning Centers, Document Based Questioning, and Benchmark Assessment System. We have Dual Language classes in grades K - 5 that showcase parents cultural backgrounds. Through our work with the Innovative Learning Department, our teachers have been integrating Canvas, Nearpod, Sway, and other digital resources helping to provide access to differentiated resources for our diverse students. Lastly, many teachers have embraced flexible environment, flexible seating, and flexible pacing to help students succeed.

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

We use a paraprofessional dedicated to our ELL students. She pulls small groups of students based on their needs in grades K - 5. She focuses on Listening, Speaking, Reading, and Writing (WIDA standards) to assist students with their needs identified through their ACCESS scores. She also specifically teaches students to use their English / Spanish Dictionaries and Math/Science Glossary for use in the classroom during classroom activities. Our ELL students who are A1 level will be using Imagine Learning as their computer based instruction for reading.

**Resources**

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](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
Writing K - 5	Tuesday		8/7/2019 - 4/30/2019	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5
Science K - 5	Tuesday		8/7/2019 - 4/30/2019	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5
Mathematics K - 5	Tuesday		8/7/2019 - 4/30/2020	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5
English Language Arts K-5	Tuesday		8/7/2019 - 4/30/2020	2:00 PM - 3:00 PM	K, 1, 2, 3, 4, 5

**Response to Intervention (MTSS/Rtl) Plan**

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Broward-SAM--Lakeside-Elementary-School.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_09042019_Broward-SAM--Lakeside-Elementary-School.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_09042019_Broward-SAM--Lakeside-Elementary-School.pdf</a> )	Cortney Roberts	9/4/2019
MTSS-Rtl-Action-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_10042019_MTSS-Rtl-Action-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_10042019_MTSS-Rtl-Action-Plan.pdf</a> )	Mericis Sanchez	10/4/2019

### Rtl Team Meeting Schedule

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

### Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
3591_09052019_SEL-Action-Plan2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_10102019_3591_09052019_SEL-Action-Plan2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_10102019_3591_09052019_SEL-Action-Plan2019-2020.pdf</a> )	Shelley Lunde	10/10/2019

### School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Lakeside-Elementary-SPBP-Feedback-Form.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_05242019_Lakeside-Elementary-SPBP-Feedback-Form.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_05242019_Lakeside-Elementary-SPBP-Feedback-Form.pdf</a> )	Monique Pernel	5/24/2019
3591_05062019_SPBP_Lakeside_2019-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_10102019_3591_05062019_SPBP_Lakeside_2019-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_10102019_3591_05062019_SPBP_Lakeside_2019-20.pdf</a> )	Shelley Lunde	10/10/2019

### 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	828	534	64.49	222	26.81	64	7.73	8	0.97
2017 - 2018	822	531	64.60	221	26.89	60	7.30	10	1.22
2018 - 2019	764	482	63.09	212	27.75	69	9.03	1	0.13

#### 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	97	51	52.58	33	34.02	13	13.40	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	117	78	66.67	26	22.22	13	11.11	0	0.00
2018 - 2019	02	122	79	64.75	33	27.05	10	8.20	0	0.00
2018 - 2019	03	153	101	66.01	40	26.14	12	7.84	0	0.00
2018 - 2019	04	125	74	59.20	41	32.80	9	7.20	1	0.80
2018 - 2019	05	150	99	66.00	39	26.00	12	8.00	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 <b>63.1%</b> 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 <b>9.2%</b> 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 <b>0.1%</b> 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_Lakeside-2019-20.docx ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_10162019_Attendance-Plan_Lakeside-2019-20.docx">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_10162019_Attendance-Plan_Lakeside-2019-20.docx</a> )	Marjorie Archer	10/16/2019

### School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-Lakeside-2019-Signed.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_09092019_ASCP-Lakeside-2019-Signed.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_09092019_ASCP-Lakeside-2019-Signed.pdf</a> )	Mericis Sanchez	9/9/2019

### Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan2019-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_10012019_Equity-Diversity-Action-Plan2019-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_10012019_Equity-Diversity-Action-Plan2019-20.pdf</a> )	Mericis Sanchez	10/1/2019

### Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
2019_Lakeside_BPIE.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_07302019_2019_Lakeside_BPIE.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_07302019_2019_Lakeside_BPIE.pdf</a> )	Marjorie Archer	7/30/2019

☆ Effective Communication



## SAC Documentation

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
A+_Docs_2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3591_10312019_A+_Docs_2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3591_10312019_A+_Docs_2019.pdf</a> )	October	A+ Funds	10/31/2019
SAC_Committee-Membership-Lakeside.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3591_10212019_SAC_Committee-Membership-Lakeside.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3591_10212019_SAC_Committee-Membership-Lakeside.pdf</a> )	September	None	10/21/2019
Lakeside-SAC-ByLaws.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3591_10182019_Lakeside-SAC-ByLaws.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3591_10182019_Lakeside-SAC-ByLaws.pdf</a> )	September	SAC ByLaws	10/18/2019
SAC_Dates_2019-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3591_10162019_SAC_Dates_2019-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3591_10162019_SAC_Dates_2019-20.pdf</a> )	September	None	10/16/2019
SACSAF_Sept2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3591_10162019_SACSAF_Sept2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3591_10162019_SACSAF_Sept2019.pdf</a> )	September	Developed	10/16/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Lakeside-ES-Bilingual-Parent-Survey.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_09112019_Lakeside-ES-Bilingual-Parent-Survey.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_09112019_Lakeside-ES-Bilingual-Parent-Survey.pdf</a> )	Shelley Lunde	9/11/2019
Lakeside-ES-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_09112019_Lakeside-ES-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_09112019_Lakeside-ES-Parent-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Lakeside-ES-Staff-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_09112019_Lakeside-ES-Staff-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_09112019_Lakeside-ES-Staff-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Lakeside-ES-Student-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_09112019_Lakeside-ES-Student-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_09112019_Lakeside-ES-Student-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_10012019_Face-Plan2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3591_10012019_Face-Plan2019-2020.pdf</a> )	Meris Sanchez	10/1/2019

☆ School Info



<b>School Name</b>	North Lauderdale K-8 (2231)	<b>School Grade (2018 - 2019)</b>	C
<b>Title 1 School</b>	<input type="checkbox"/> Yes	<b>Differentiated Accountability (DA)</b>	<input type="checkbox"/> No
<b>School of Excellence</b>	<input type="checkbox"/> No	<b>ESSA School</b>	<input type="checkbox"/> Yes
<b>Executive Summary</b>	<a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2231_10032019_Executive-Summary-2019-2020.p">📄 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2231_10032019_Executive-Summary-2019-2020.p)</a>		

☆ 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	111	32	0	0	---	N/A	0	0	0	N/A
01	100	16	0	0	---	0	0	1	0	N/A
02	103	31	0	0	---	0	0	0	1	N/A
03	126	20	2	0	36	---	3	7	9	118
04	104	18	2	0	42	---	4	2	9	100
05	96	11	2	0	47	---	4	0	13	90
06	47	3	1	10	24	---	2	1	0	44
07	25	0	2	7	14	---	1	1	0	24
08	22	0	2	5	9	---	2	0	4	20

## 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	98	30	0	0	---	0	0	0	0	N/A
01	114	32	0	0	---	0	0	4	0	N/A
02	98	17	0	0	---	0	3	8	0	N/A
03	112	19	3	0	67	---	31	21	1	107
04	106	14	1	0	39	---	40	39	3	100
05	98	11	0	0	43	---	42	42	1	93
06	51	2	2	13	32	---	15	0	3	50
07	38	2	0	4	20	---	3	0	0	34
08	22	2	1	7	8	---	10	11	0	20

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

**BP #1: Professional Learning Community**

Grade Level weekly PLC Meetings scheduled on Tuesday Primary ELA and Wednesdays Intermediate ELA meets as scheduled. The PLCs are focused on deep dives with data and the sharing of Best Practices. As we move forward, every professional in the building must engage with colleagues in the ongoing exploration of three crucial questions: (a) What do we want each student to learn? (b) How will we know when each student has learned it? and (c) How will we respond when a student experiences difficulty in learning?

**BP #2: Response to Intervention**

Weekly RTI meetings on Thursdays to address the rollover system generated scholars as well as those newly submitted into the RTI process. We also have District Support being provided by Ms. Chandra Davis. As soon as a scholar is identified as at risk for achievement deficits by the universal screening measure their progress is monitored in relation to Tier 1. Data is being monitored biweekly to 4 – 6 weeks. A teacher can use these measurements to gauge the effectiveness of teaching and to adjust instructional techniques to meet the needs of the individual scholar.

**BP #3: Internal/External Relationships**

Building and sustaining strong relationships with others is essential to directly impacting the overall improved performance of the organization. We are currently partnered with (a) North South (b) Everglades and, (c) the City of North Lauderdale. We will continue to build our relationship with our stakeholders through SAC, SAF, PTO, and our Literacy events.

**BP #4: Scaling Up Best Practices**

The purpose of this framework is to enable teams and others to develop the capacity to make effective sustained use of evidence-based practices and other innovations. We are scaling up best practices through (a) Our data-driven PLCs, (b) Collaboration and the sharing of best practices, (c) Focus on our SubGroups, (d) Strategically planning, (e) RTI, (f) Balanced Literacy, and (e) Collaborative Visits.

## School Report Card

 FLDOE: Edudata (<https://edudata.fl DOE.org/ReportCards/Schools.html?school=2231&district=06>)

## K-12 Comprehensive Reading Plan

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

**Instructional Coaches will utilize the IPG (Instructional Practice Guide) to assist teachers in planning aligned standards-based instruction to improve teaching and student learning during Instructional Planning Cycles**

**Planning Cycles will focus on specific content standards taken from the IFC and will consist of deconstructing the focus standards and planning differentiated student activities to target the DOK for whole group, small group and independent practice**

**The designated 120 minutes ELA block highlights the minute to minute instructional routines and aligned resources**

**Analysis of Student Work sessions during PLCs to determine effectiveness and next steps for planning**

**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 data used as a school-level to progress monitor are the following:

Quarterly Assessments- Benchmark Assessment System (BAS), i-Ready Diagnostics 1, 2, and 3,

i-Ready Standards Mastery- Used to monitor students on Common Formative Assessments performed every 3 weeks

SchoolCity Assessments- Also used to progress monitor student performance on standard specific areas in math and reading.

Acaletics Scrimmage- Used on a monthly basis to monitor student performance on math specific standards. The goal is for students to make a 10% increase each month as they are assessed on the same 50 test items in October through April.

In kindergarten students are assessed on the Letter Names and Letter Sounds four times a year.

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

Students who are not progressing towards district goals are presented in RTI. Once we have ensured that Tier 1 instruction have been implemented with fidelity and ruled out as a process, we ensure that a Tier 2 and/or Tier 3 intervention is added to support the learner. If neither of the Tier interventions have shown that the students is making adequate progress then the student is further evaluated to determine if there is a learning disability.

We have determined that most of the students identified by the state as Substantially Deficient will need phonics intervention. All students are receiving Phonics for Reading intervention during the literacy block.

-We have met with the RTI Team to plan interventions based on students' iReady Reading Diagnostic. ----We have determined individual student needs by determining which of the 5 reading areas (Phonemic Awareness, High Frequency Words, Phonics, Vocabulary, or Comprehension)

-We have found that most students were significantly low in the area of phonics.

-For the above reason, we will use the Phonics for Reading Program to close the gaps in phonics as an intervention.

-Grades 1-2 teachers will provide additional phonics instruction to the students identified in addition to the literacy block.

-Grade 3 teachers will be provided with push in or push out additional support to assist with these students.

-Grade 4-5 teachers will provide phonics instruction for the first 30 minutes of the day to the identified students

-Grade 6-8 teachers will provide phonics instruction to the identified students during the intensive block with support as determined by the bottom 30% needs from iReady Reading Diagnostic.

**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?**

**Digging Deep Teaching and Learning (standards and rigor aligned instruction and student learning engagements)**

**Continuous and consistent use of progress monitoring to inform instruction and learning needs**

**Tier 1 instruction must align to the contents' Cognitive Complexity Level (DOK)**

**Student learning targets and activities/assignments must align to standards' level of rigor**

**Results of progress monitoring measures both formative and summative must drive instructional decisions for next steps teaching and learning**

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

This year we are focusing in the following 3 areas; PLCs, i-Ready and Student Tracking of Data.

We have decided to improve on the Professional Learning Committees (PLCs) we provide to our staff at North Lauderdale. All teachers in grades K-2nd meeting on Tuesdays and grades 3-8th grade teachers. Teachers in grade 3-8th are departmentalized. All math subject teachers meet with the Math Coach for PLCs and all the teachers who teach literacy meet together. The teachers meet to analyze data, plan next-step actions for teaching and learning, and revisit plan of action to determine effectiveness.

Also, we are using the i-Ready program to teach and assess student learning. The i-Ready Intervention Screener Report shows that 40%(272) of students are at risk for Tier 3 (performing 2 or more levels below current grade), 45%(306) of students are at Tier 2 (1 level below), and only 15%(101) of students are working on or above grade level.

Plan of Action

1. Ensure that students are on the i-Ready program for reading and math at least 45 minutes a week for each subject.
2. Use the i-Ready Teacher Tool Box to plan standard aligned instruction for both whole group and small group teaching.
3. Utilize the i-Ready Standards Mastery Form A and Form B assessments to track student progress towards mastery of standards.
4. Utilize the i-Ready Standards Mastery assessments to examine test questions in hand to reteach and enrich student learning before administering Form B.
5. Create specified student instructional groups to identify targeted instruction/interventions.

Finally, we are working to improve individual student buy-in in tracking their own data. Through regularly scheduled teacher-student conferencing, students will be able to monitor, chart and reflect on their progress. We understand that when students are able to track their own learning that they can make an increase of 34%. Students will also reflect on learning using the Learning Goals and Performance Scales where students reflect on their pre-learning score as compared to their post learning rating. When teachers set goals and objectives and help students to identify where they fall in the LGPS students can make an increase of 25%.

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

Our district has purchased a new computer program for ELL students called IMAGINE LEARNING. ELL students will use this program in place of iReady during the school year to close gaps and to meet their individual learning need.

## Resources

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](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
19-20 PLC ELA Grade K-2 2231	Tuesday	1st, 2nd, 4th	9/4/2019 - 5/15/2020	2:15 PM - 3:00 PM	K, 1, 2
19-20 PLC ELA Grade 3-5 2231	Wednesday	1st, 2nd, 4th	9/4/2019 - 5/15/2020	2:15 PM - 3:00 PM	3, 4, 5
19-20 PLC Math Grade 3-5 2231	Wednesday	1st, 2nd, 4th	9/4/2019 - 5/15/2020	2:15 PM - 3:00 PM	3, 4, 5

## Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--North-Lauderdale-Pre-K-8.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_09102019_Broward-SAM--North-Lauderdale-Pre-K-8.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_09102019_Broward-SAM--North-Lauderdale-Pre-K-8.pdf</a> )	Cortney Roberts	9/10/2019
MTSS-Rtl-Action-Plan-2019-2020-.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10032019_MTSS-Rtl-Action-Plan-2019-2020-.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10032019_MTSS-Rtl-Action-Plan-2019-2020-.pdf</a> )	Shahna Schultz	10/3/2019

### Rtl Team Meeting Schedule

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

## Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10032019_SEL-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10032019_SEL-19-20.pdf</a> )	Shahna Schultz	10/3/2019

## School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
North-Lauderdale-K-8.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05242019_North-Lauderdale-K-8.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05242019_North-Lauderdale-K-8.pdf</a> )	Miriam Gayle	5/24/2019
North-Lauderdale-K-8-Feedback-Form.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05242019_North-Lauderdale-K-8-Feedback-Form.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05242019_North-Lauderdale-K-8-Feedback-Form.pdf</a> )	Chandra Davis	5/24/2019
2231_05022019_NLE-behavior-plan-template-2019-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10102019_2231_05022019_NLE-behavior-plan-template-2019-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10102019_2231_05022019_NLE-behavior-plan-template-2019-20.pdf</a> )	Shelley Lunde	10/10/2019

## 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	755	390	51.66	190	25.17	115	15.23	60	7.95
2017 - 2018	835	474	56.77	187	22.40	133	15.93	41	4.91
2018 - 2019	737	440	59.70	161	21.85	107	14.52	29	3.93

### 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	98	34	34.69	31	31.63	27	27.55	6	6.12
2018 - 2019	01	114	53	46.49	28	24.56	28	24.56	5	4.39
2018 - 2019	02	98	56	57.14	23	23.47	16	16.33	3	3.06
2018 - 2019	03	112	59	52.68	33	29.46	14	12.50	6	5.36
2018 - 2019	04	106	73	68.87	19	17.92	12	11.32	2	1.89
2018 - 2019	05	98	68	69.39	19	19.39	6	6.12	5	5.10
2018 - 2019	06	51	45	88.24	4	7.84	2	3.92	0	0.00
2018 - 2019	07	38	33	86.84	3	7.89	0	0.00	2	5.26
2018 - 2019	08	22	19	86.36	1	4.55	2	9.09	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 <b>59.7%</b> 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 <b>18.5%</b> of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.

Attendance Type	School Goal
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school <b>3.9%</b> of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Template-SIP-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10032019_Attendance-Plan-Elementary-Template-SIP-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10032019_Attendance-Plan-Elementary-Template-SIP-2019-2020.pdf</a> )	Shahna Schultz	10/3/2019

## School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10032019_School-Counseling-Plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10032019_School-Counseling-Plan-2019-2020.pdf</a> )	Shahna Schultz	10/3/2019

## Equity Plan

File Name	File Uploaded By	Upload Date
Final-School-Equity-Action-Plan-with-Principal-signature.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10032019_Final-School-Equity-Action-Plan-with-Principal-signature.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10032019_Final-School-Equity-Action-Plan-with-Principal-signature.pdf</a> )	Marta Moise	10/3/2019

## Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10032019_BPIE-Plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10032019_BPIE-Plan-2019-2020.pdf</a> )	Shahna Schultz	10/3/2019

☆ Effective Communication



## SAC Documentation

## SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-SAF-Meetings.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2231_10182019_SAC-SAF-Meetings.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2231_10182019_SAC-SAF-Meetings.pdf</a> )	October	A+ Funds	10/18/2019
NLE-SAC-Composition-Report-Updated.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2231_10182019_NLE-SAC-Composition-Report-Updated.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2231_10182019_NLE-SAC-Composition-Report-Updated.pdf</a> )	October	A+ Funds	10/18/2019
North-Lauderdale-PK8-SAC-ByLaws.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2231_10182019_North-Lauderdale-PK8-SAC-ByLaws.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2231_10182019_North-Lauderdale-PK8-SAC-ByLaws.pdf</a> )	October	SAC ByLaws	10/18/2019
NLE-2019-2020-SAC-Sign-In-Sheets.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2231_10032019_NLE-2019-2020-SAC-Sign-In-Sheets.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2231_10032019_NLE-2019-2020-SAC-Sign-In-Sheets.pdf</a> )	October	A+ Funds	10/3/2019
NLE-SAC-SAF-2019-2020-Sept.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2231_10032019_NLE-SAC-SAF-2019-2020-Sept.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2231_10032019_NLE-SAC-SAF-2019-2020-Sept.pdf</a> )	October	Monitored	10/3/2019
NLE-SAC-Bylaws-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2231_10032019_NLE-SAC-Bylaws-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2231_10032019_NLE-SAC-Bylaws-2019-2020.pdf</a> )	October	SAC ByLaws	10/3/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
North-Lauderdale-PK8-Staff-Survey.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05222019_North-Lauderdale-PK8-Staff-Survey.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05222019_North-Lauderdale-PK8-Staff-Survey.pdf</a> )	Marta Moise	5/22/2019
North-Lauderdale-PK8-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05222019_North-Lauderdale-PK8-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05222019_North-Lauderdale-PK8-Parent-Survey-Results.pdf</a> )	Marta Moise	5/22/2019
North-Lauderdale-PK8-Bilingual-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05222019_North-Lauderdale-PK8-Bilingual-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05222019_North-Lauderdale-PK8-Bilingual-Parent-Survey-Results.pdf</a> )	Marta Moise	5/22/2019
North-Lauderdale-PK8-Elementary-Student-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05222019_North-Lauderdale-PK8-Elementary-Student-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05222019_North-Lauderdale-PK8-Elementary-Student-Survey-Results.pdf</a> )	Marta Moise	5/22/2019
North-Lauderdale-PK8-Middle-School-Student-Survey.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05222019_North-Lauderdale-PK8-Middle-School-Student-Survey.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_05222019_North-Lauderdale-PK8-Middle-School-Student-Survey.pdf</a> )	Marta Moise	5/22/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-NLE-2019-2020-(1).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10012019_Face-Plan-NLE-2019-2020-(1).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2231_10012019_Face-Plan-NLE-2019-2020-(1).pdf</a> )	Tonya Wallace	10/1/2019

☆ School Info



<b>School Name</b>	Nova Blanche ES (1282)	<b>School Grade (2018 - 2019)</b>	A
<b>Title 1 School</b>	<input type="checkbox"/> Yes	<b>Differentiated Accountability (DA)</b>	<input type="checkbox"/> No
<b>School of Excellence</b>	<input type="checkbox"/> No	<b>ESSA School</b>	<input type="checkbox"/> No
<b>Executive Summary</b>	<a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1282_09292019_Executive-Summary.pdf">  Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1282_09292019_Executive-Summary.pdf)                 </a>		

☆ 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	121	11	0	0	---	N/A	0	0	0	N/A
01	126	8	1	0	---	0	0	5	0	N/A
02	125	8	0	0	---	0	0	0	0	N/A
03	127	12	1	0	34	---	2	6	1	127
04	132	9	1	0	28	---	2	1	3	131
05	132	11	0	0	30	---	0	0	0	132

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	125	9	1	0	---	0	1	0	0	N/A
01	128	11	1	0	---	0	0	0	0	N/A
02	126	8	0	0	---	0	0	0	0	N/A
03	126	5	0	0	35	---	23	22	0	125
04	136	11	0	0	13	---	14	14	2	130
05	132	6	2	0	21	---	20	20	2	132

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

The intervention strategies employed by Nova Blanche Forman to improve academic performance identified by the early warning system are: Small reading and math groups using research based interventions. They include: Phonics of Reading, Cars/Stars, iReady, Quick Reads, Super QAR, Words their Way. Go Math Intervention, Stems/Stams, & iReady Math. Differentiated instruction. Multi-tiered Instructional Model.

## School Report Card

[FLDOE: Edudata \(https://edudata.fldoe.org/ReportCards/Schools.html?school=1282&district=06\)](https://edudata.fldoe.org/ReportCards/Schools.html?school=1282&district=06)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020 students with disabilities (the lowest sub group) will increase from 41% to 45% in ELA as measured in FSA results.	iReady ELA books and online, data chats, early interventions, progress monitoring, and uncommon schools curriculum	Russell Schwartz	6/2/2020	iReady, small group instruction, Comprehensive Phonics, Spelling and Word Study Guide		iReady, BAS, BSA, and Uncommon Schools Assesment	To be determined
By June 2020 School Wide ELA results will increase from 68% to 70% as measured in FSA results.	iReady ELA books and online, data chats, early interventions, progress monitoring, and uncommon schools curriculum	Russell Schwartz	6/2/2020	iReady, small group instruction, Comprehensive Phonics, Spelling and Word Study Guide		iReady, BAS, BSA, and Uncommon Schools Assesment	To be determined

## 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 conducts both formal and informal observations to insure that classroom instruction is aligned to grade-level standards. Lesson plans, instructional focus calendars, Professional Learning Community (PLC) agendas and minutes, and pre/post observation conferences are all evidence of a standards aligned curriculum.

In addition, district academic teams also conduct informal classroom walkthroughs at the request of the school principal (and/or Cadre Director) to ensure that instruction is aligned to grade-level standards, systematic and explicit to meet the needs of students.

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

At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments for additional progress monitoring.

In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA-ELA) in grades 4-5. Administrators have access to BASIS to monitor these results.

iReady diagnostic assessments are administered to all students in grades K - 5 and standards mastery assessments are administered to students in grades 2 - 5 as they learn each of the ELA standards. Administrators collect both diagnostic and standards mastery reports as needed.

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

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

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

Students who are not progressing towards individual and grade level goals are brought up to the Response to Intervention (RtI) team and immediately placed in a tier II intervention. Progress is then monitored to discern if that is a sufficient intervention or if a more intensive one is needed. The head of the RtI team (school counselor) monitors the interventions and documents them into BASIS. RtI meets weekly to continuously monitor those students who are in the process and who are getting additional interventions. Administration sits in on all RtI meetings along with the Literacy Coach, School Psychologist, and School Social Worker.

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

Tier II and Tier III resources for those students who require additional reading interventions are:

- Leveled Literacy Intervention (LLI)
- Phonics for Reading
- IReady
- Journeys Write in Reader
- STARS Focus, Stars/Cars

Interventions are done within the classroom setting by the classroom teacher, outside of the reading block.

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

Teachers have been trained in Universal Designs for Learning at faculty meetings as well as when they attend any of the district offered professional development.

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

Those teachers who work closely with ELL students have been trained in the WIDA as well as Imagine Learning to best benefit the students who need additional assistance. The ELL contact teacher also works closely with those teachers on effective lesson planning and the use of resources. ELL students receive additional interventions in the area(s) of reading and writing.

## Resources

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](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
1282 ELA K, 1282 ELA 1, 1282 ELA 2, 1282 ELA 3, 1282 ELA 4, 1282 ELA 5	Wednesday	2nd, 4th	8/28/2019 - 5/27/2020	8:30 AM - 9:30 AM	K, 1, 2, 3, 4, 5

### Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Nova-Blanche-Forman-Elementary-School.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09042019_Broward-SAM--Nova-Blanche-Forman-Elementary-School.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09042019_Broward-SAM--Nova-Blanche-Forman-Elementary-School.pdf</a> )	Cortney Roberts	9/4/2019
MTSS-RTI-plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_10012019_MTSS-RTI-plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_10012019_MTSS-RTI-plan.pdf</a> )	Joseph Goodman	10/1/2019

### Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/27/2019 - 5/26/2020	9:30 AM - 3:30 PM

### Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019.2020---Google-Docs.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09202019_SEL-Action-Plan-2019.2020---Google-Docs.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09202019_SEL-Action-Plan-2019.2020---Google-Docs.pdf</a> )	Joseph Goodman	9/20/2019

### School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
nbf1282SPBP1920.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_05202019_nbf1282SPBP1920.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_05202019_nbf1282SPBP1920.pdf</a> )	Desiree Montalvo	5/20/2019
Nova-Blanche-Forman-Feedback-Form.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_05242019_Nova-Blanche-Forman-Feedback-Form.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_05242019_Nova-Blanche-Forman-Feedback-Form.pdf</a> )	Chandra Davis	5/24/2019

### Attendance Plan

#### Total School AVG

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

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	773	527	68.18	190	24.58	53	6.86	3	0.39
2017 - 2018	772	524	67.88	187	24.22	58	7.51	3	0.39
2018 - 2019	773	495	64.04	222	28.72	54	6.99	2	0.26

## 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	125	77	61.60	37	29.60	11	8.80	0	0.00
2018 - 2019	01	128	73	57.03	43	33.59	11	8.59	1	0.78
2018 - 2019	02	126	78	61.90	40	31.75	7	5.56	1	0.79
2018 - 2019	03	126	89	70.63	31	24.60	6	4.76	0	0.00
2018 - 2019	04	136	91	66.91	32	23.53	13	9.56	0	0.00
2018 - 2019	05	132	87	65.91	39	29.55	6	4.55	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 <b>64.0%</b> 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 <b>7.2%</b> 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 <b>0.3%</b> of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09292019_Attendance-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09292019_Attendance-Plan.pdf</a> )	Joseph Goodman	9/29/2019

## School Counseling Plan

File Name	File Uploaded By	Upload Date
SIP-Annual-School-Counseling-plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09162019_SIP-Annual-School-Counseling-plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09162019_SIP-Annual-School-Counseling-plan-2019-2020.pdf</a> )	Joseph Goodman	9/16/2019

## Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan---Google-Docs.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09272019_Equity-Diversity-Action-Plan---Google-Docs.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09272019_Equity-Diversity-Action-Plan---Google-Docs.pdf</a> )	Joseph Goodman	9/27/2019

## Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_04242019_BPIE_2018.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_04242019_BPIE_2018.pdf</a> )	Lisa Dalchinsky	4/24/2019

☆ Effective Communication



## SAC Documentation

## SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
October30Minutes.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October30Minutes.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October30Minutes.pdf</a> )	October	A+ Funds	11/4/2019
A+MoneyBallot.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_A+MoneyBallot.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_A+MoneyBallot.pdf</a> )	October	A+ Funds	11/4/2019
October30SignInMembers.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October30SignInMembers.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October30SignInMembers.pdf</a> )	October	A+ Funds	11/4/2019
October30Sign-In.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October30Sign-In.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October30Sign-In.pdf</a> )	October	A+ Funds	11/4/2019
October30Agenda.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October30Agenda.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October30Agenda.pdf</a> )	October	A+ Funds	11/4/2019
October22SignIn.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October22SignIn.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October22SignIn.pdf</a> )	October	A+ Funds	11/4/2019
October22SignInMembers.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October22SignInMembers.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October22SignInMembers.pdf</a> )	October	A+ Funds	11/4/2019
October22Agenda.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October22Agenda.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_October22Agenda.pdf</a> )	October	A+ Funds	11/4/2019
September24Minutes.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_September24Minutes.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_11042019_September24Minutes.pdf</a> )	November	Developed	11/4/2019
SAC-Meeting-Dates.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10112019_SAC-Meeting-Dates.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10112019_SAC-Meeting-Dates.pdf</a> )	October	None	10/11/2019
SAC-September-Attendance-Sign-In.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10022019_SAC-September-Attendance-Sign-In.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10022019_SAC-September-Attendance-Sign-In.pdf</a> )	October	Developed	10/2/2019
SAC-August-Agenda.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10022019_SAC-August-Agenda.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10022019_SAC-August-Agenda.pdf</a> )	October	None	10/2/2019
SAC-August-Minutes.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10022019_SAC-August-Minutes.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10022019_SAC-August-Minutes.pdf</a> )	October	None	10/2/2019
SAC-August-Attendance-Sign-In.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10022019_SAC-August-Attendance-Sign-In.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10022019_SAC-August-Attendance-Sign-In.pdf</a> )	October	None	10/2/2019
SAC-September-Agenda.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10012019_SAC-September-Agenda.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10012019_SAC-September-Agenda.pdf</a> )	October	Developed	10/1/2019
SAC-September-Minutes.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10012019_SAC-September-Minutes.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10012019_SAC-September-Minutes.pdf</a> )	October	Developed	10/1/2019
SAC-Composition-Report.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10012019_SAC-Composition-Report.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_10012019_SAC-Composition-Report.pdf</a> )	October	None	10/1/2019
SACbylaws.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_09262019_SACbylaws.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_09262019_SACbylaws.pdf</a> )	September	SAC ByLaws	9/26/2019
SAFbylaws.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_09262019_SAFbylaws.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1282_09262019_SAFbylaws.pdf</a> )	September	SAF ByLaws	9/26/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Nova-Blanche-ES-Parent-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09102019_Nova-Blanche-ES-Parent-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09102019_Nova-Blanche-ES-Parent-Survey-2019.pdf</a> )	Shelley Lunde	9/10/2019
Nova-Blanche-ES-Staff-Survey.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09102019_Nova-Blanche-ES-Staff-Survey.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09102019_Nova-Blanche-ES-Staff-Survey.pdf</a> )	Shelley Lunde	9/10/2019
Nova-Blanche-ES-Student-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09102019_Nova-Blanche-ES-Student-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09102019_Nova-Blanche-ES-Student-Survey-2019.pdf</a> )	Shelley Lunde	9/10/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-NBF1920---Google-Docs.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09172019_Face-Plan-NBF1920---Google-Docs.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09172019_Face-Plan-NBF1920---Google-Docs.pdf</a> )	Joseph Goodman	9/17/2019
Programs-and-Services-Checklist-NBF-1920--Google-Docs.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09172019_Programs-and-Services-Checklist-NBF-1920--Google-Docs.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09172019_Programs-and-Services-Checklist-NBF-1920--Google-Docs.pdf</a> )	Joseph Goodman	9/17/2019
Customer-Service-NBF-1920--Google-Docs.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09172019_Customer-Service-NBF-1920--Google-Docs.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09172019_Customer-Service-NBF-1920--Google-Docs.pdf</a> )	Joseph Goodman	9/17/2019
Cultural-Awareness-NBF-1920--Google-Docs.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09172019_Cultural-Awareness-NBF-1920--Google-Docs.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09172019_Cultural-Awareness-NBF-1920--Google-Docs.pdf</a> )	Joseph Goodman	9/17/2019
Catchthem-Being-Great-NBF-1920--Google-Docs.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09172019_Catchthem-Being-Great-NBF-1920--Google-Docs.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1282_09172019_Catchthem-Being-Great-NBF-1920--Google-Docs.pdf</a> )	Joseph Goodman	9/17/2019

☆ School Info



<b>School Name</b>	Nova Eisenhower ES (1271)	<b>School Grade (2018 - 2019)</b>
<b>Title 1 School</b>	<input type="checkbox"/> Yes	<b>Differentiated Accountability (DA)</b>
<b>School of Excellence</b>	<input type="checkbox"/> No	<b>ESSA School</b>
<b>Executive Summary</b>	<a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1271_09102019_FINAL-COPY-OF--NOVA-EISENH">Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1271_09102019_FINAL-COPY-OF--NOVA-EISENH)</a>	

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	124	13	1	0	---	N/A	0	3	0	N/A
01	126	4	0	0	---	0	0	7	0	N/A
02	126	12	0	0	---	0	0	1	0	N/A
03	126	11	1	0	16	---	4	5	5	125
04	134	14	1	0	28	---	2	2	5	133
05	131	8	1	0	28	---	0	0	1	130

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	127	13	3	0	---	0	1	0	0	N/A
01	125	14	2	0	---	0	1	0	0	N/A
02	128	5	1	0	---	0	0	0	0	N/A
03	128	11	2	0	20	---	15	13	1	128
04	132	12	2	0	29	---	30	28	5	130
05	132	4	1	0	25	---	25	25	4	131

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

Intervention is implemented based on individual student's needs. Intervention presently in place:

- Phonics for Reading
- I Ready
- Classroom small group instruction
- Leveled Literacy Intervention
- Math special for grades 3-5

## School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1271&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 conducts both formal and informal observations to insure that classroom instruction is aligned to grade-level standards. Lesson plans, instructional focus calendars, Professional Learning Community (PLC) agendas and minutes, and pre/post observation conferences are all evidence of a standard aligned curriculum. Lesson plans are also uploaded every two week for review.

In addition, district academic teams also conduct informal classroom walkthroughs at the request of the school principal (and/or Cadre Director) to ensure that instruction is aligned to grade-level standards, systematic and explicit to meet the needs of students.

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

At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments for additional progress monitoring.

In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA-ELA) in grades 4-5. Administrators have access to BASIS to monitor these results.

I-Ready diagnostic assessments are administered to all students in grades K - 5 and standards mastery assessments are administered to students in grades 2 - 5 as they learn each of the ELA standards. Administrators collect both diagnostic and standards mastery reports as needed.

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

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

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

Students who are not progressing towards individual and grade level goals are brought up to the Response to Intervention (RtI) team and immediately placed in a tier II intervention. Progress is then monitored to discern if that is a sufficient intervention or if a more intensive one is needed. The head of the RtI team (school counselor) and the Literacy Coach monitor the interventions and document them into BASIS. RtI meets weekly to continuously monitor those students who are in the process and who are getting additional interventions. Administration sits in on RtI meetings along with the Guidance Counselor, Literacy Coach, School Psychologist, and School Social Worker.

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

Tier II and Tier III resources for those students who require additional reading interventions are:

- Leveled Literacy Intervention (LLI)
- Phonics for Reading
- i-Ready
- Journeys Write in Reader
- Foundations

Most interventions are done within the classroom setting by the classroom teacher, outside of the reading block. Some students are pulled out of the Classroom in order to receive Tier 2 and 3 interventions.

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

Teachers have been trained in Universal Designs for Learning at faculty meetings as well as when they attend any of the district offered professional Development.

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

Those teachers who work closely with ELL students have been trained in the WIDA as well as Imagine Learning to best benefit the students who need additional assistance. The ELL contact also works closely with those students in small group within the classroom. ELL students receive additional interventions in the area(s) of reading and writing.

**Resources**

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](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
1271 Data Teams/Planning	Wednesday Thursday	3rd	8/7/2019 - 5/15/2020	8:45 AM - 9:15 AM	K, 1, 2, 3, 4, 5

**Response to Intervention (MTSS/RtI) Plan**

File Name	File Uploaded By	Upload Date
Broward-SAM--Nova-Dwight-Eisenhower-Elementary-School.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_09042019_Broward-SAM--Nova-Dwight-Eisenhower-Elementary-School.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_09042019_Broward-SAM--Nova-Dwight-Eisenhower-Elementary-School.pdf</a> )	Cortney Roberts	9/4/2019
1271--NOVA-EISENHOWER--MTSS-Rtl-Action-Plan-.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_10072019_1271--NOVA-EISENHOWER--MTSS-Rtl-Action-Plan-.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_10072019_1271--NOVA-EISENHOWER--MTSS-Rtl-Action-Plan-.pdf</a> )	Vanessa Mejia	10/7/2019

### Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th	9/16/2019 - 5/18/2020	8:30 AM - 3:30 PM

### Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Template-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_10032019_SEL-Action-Plan-Template-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_10032019_SEL-Action-Plan-Template-2019-2020.pdf</a> )	darlene adams	10/3/2019

### School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Nova-Eisenhower-Elementary-Behavior-Plan-2019-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_04232019_Nova-Eisenhower-Elementary-Behavior-Plan-2019-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_04232019_Nova-Eisenhower-Elementary-Behavior-Plan-2019-20.pdf</a> )	Angine Tyghter	4/23/2019
Nove-D.-Eisenhower-Feedback-Form.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_05242019_Nove-D.-Eisenhower-Feedback-Form.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_05242019_Nove-D.-Eisenhower-Feedback-Form.pdf</a> )	Chandra Davis	5/24/2019

### Attendance Plan

#### Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	770	528	68.57	200	25.97	40	5.19	2	0.26
2017 - 2018	769	525	68.27	182	23.67	59	7.67	3	0.39
2018 - 2019	772	469	60.75	236	30.57	62	8.03	5	0.65

#### 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	127	71	55.91	43	33.86	11	8.66	2	1.57

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	125	64	51.20	44	35.20	16	12.80	1	0.80
2018 - 2019	02	128	82	64.06	40	31.25	6	4.69	0	0.00
2018 - 2019	03	128	81	63.28	35	27.34	12	9.38	0	0.00
2018 - 2019	04	132	88	66.67	31	23.48	12	9.09	1	0.76
2018 - 2019	05	132	83	62.88	43	32.58	5	3.79	1	0.76

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 <b>60.8%</b> 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 <b>8.7%</b> 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 <b>0.6%</b> 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-1271.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_10102019_Attendance-Plan-Elementary-1271.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_10102019_Attendance-Plan-Elementary-1271.pdf</a> )	Ashley Diamond	10/10/2019

### School Counseling Plan

File Name	File Uploaded By	Upload Date
2019-Adams-Plan-1.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_09202019_2019-Adams-Plan-1.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_09202019_2019-Adams-Plan-1.pdf</a> )	darlene adams	9/20/2019

### Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-Template-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_10032019_Equity-Diversity-Action-Plan-Template-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_10032019_Equity-Diversity-Action-Plan-Template-2019-2020.pdf</a> )	darlene adams	10/3/2019

### Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
BPIE-2018-2019-NEE.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_09042019_BPIE-2018-2019-NEE.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_09042019_BPIE-2018-2019-NEE.pdf</a> )	Rochelle Gordon	9/4/2019
BPIE-2018-2019-Annual-Plan-Sheet-(Sept.-2019).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_09052019_BPIE-2018-2019-Annual-Plan-Sheet-(Sept.-2019).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_09052019_BPIE-2018-2019-Annual-Plan-Sheet-(Sept.-2019).pdf</a> )	Rochelle Gordon	9/5/2019

☆ Effective Communication



## SAC Documentation

## SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-OCTOBER-MINUTES.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_SAF-OCTOBER-MINUTES.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_SAF-OCTOBER-MINUTES.pdf</a> )	October	None	10/28/2019
SAF-OCTOBER-AGENDA.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_SAF-OCTOBER-AGENDA.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_SAF-OCTOBER-AGENDA.pdf</a> )	October	A+ Funds	10/28/2019
october-SAFbsign-in-sheets2019-10-28-.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_october-SAFbsign-in-sheets2019-10-28-.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_october-SAFbsign-in-sheets2019-10-28-.pdf</a> )	October	A+ Funds	10/28/2019
OCTOBER-28-2019--MTG-SAC-PPT.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_OCTOBER-28-2019--MTG-SAC-PPT.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_OCTOBER-28-2019--MTG-SAC-PPT.pdf</a> )	October	Monitored	10/28/2019
October-sac--sign-in-sheet2019-10-28.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_October-sac--sign-in-sheet2019-10-28.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_October-sac--sign-in-sheet2019-10-28.pdf</a> )	October	A+ Funds	10/28/2019
AGENDA-FOR-SAC-MEETING-OCTOBER-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_AGENDA-FOR-SAC-MEETING-OCTOBER-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_AGENDA-FOR-SAC-MEETING-OCTOBER-2019.pdf</a> )	October	A+ Funds	10/28/2019
SEPTEMBER24_SAC_Meeting_Minutes.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_SEPTEMBER24_SAC_Meeting_Minutes.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10282019_SEPTEMBER24_SAC_Meeting_Minutes.pdf</a> )	October	A+ Funds	10/28/2019
SEPTEMBER-2019-MTG-SAC-PPT.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_SEPTEMBER-2019-MTG-SAC-PPT.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_SEPTEMBER-2019-MTG-SAC-PPT.pdf</a> )	October	Monitored	10/7/2019
1271-NEE-SEPTEMBER-24-2019-SAC-SIGN-IN-SHEET.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE-SEPTEMBER-24-2019-SAC-SIGN-IN-SHEET.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE-SEPTEMBER-24-2019-SAC-SIGN-IN-SHEET.pdf</a> )	October	A+ Funds	10/7/2019
1271-NEE--SAC-AUGUST-26-2019-MTG-SAC-PPT-.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE--SAC-AUGUST-26-2019-MTG-SAC-PPT-.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE--SAC-AUGUST-26-2019-MTG-SAC-PPT-.pdf</a> )	October	A+ Funds	10/7/2019
1271-NEE-FINAL-MINUTES-FOR-SAC-MEETING-AUGUST-26.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE-FINAL-MINUTES-FOR-SAC-MEETING-AUGUST-26.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE-FINAL-MINUTES-FOR-SAC-MEETING-AUGUST-26.pdf</a> )	October	Monitored	10/7/2019
1271-NEE-AUGUST-SAC-MTG--SIGN-IN-SHEET.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE-AUGUST-SAC-MTG--SIGN-IN-SHEET.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE-AUGUST-SAC-MTG--SIGN-IN-SHEET.pdf</a> )	October	A+ Funds	10/7/2019
1271-NEE--SAC-MAY-2019-minutes.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE--SAC-MAY-2019-minutes.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE--SAC-MAY-2019-minutes.pdf</a> )	October	Monitored	10/7/2019
1271-NEE-SAC-MAY-2019--SIGN-IN-SHEET.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE-SAC-MAY-2019--SIGN-IN-SHEET.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE-SAC-MAY-2019--SIGN-IN-SHEET.pdf</a> )	October	A+ Funds	10/7/2019
1271-NEE--SAC-ByLaws-2019-2010.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE--SAC-ByLaws-2019-2010.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE--SAC-ByLaws-2019-2010.pdf</a> )	October	SAC ByLaws	10/7/2019
SAC-FLYER-2019-2020(1)(3).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_SAC-FLYER-2019-2020(1)(3).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_SAC-FLYER-2019-2020(1)(3).pdf</a> )	October	A+ Funds	10/7/2019
1271-NEE--SAC-Committee-Membership-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE--SAC-Committee-Membership-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1271_10072019_1271-NEE--SAC-Committee-Membership-2019-2020.pdf</a> )	October	A+ Funds	10/7/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Nova-Eisenhower-Bilingual-Parent-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_05212019_Nova-Eisenhower-Bilingual-Parent-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_05212019_Nova-Eisenhower-Bilingual-Parent-Survey-2019.pdf</a> )	Shelley Lunde	5/21/2019

File Name	File Uploaded By	Upload Date
Nova-Eisenhower-Parent-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_05212019_Nova-Eisenhower-Parent-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_05212019_Nova-Eisenhower-Parent-Survey-2019.pdf</a> )	Shelley Lunde	5/21/2019
Nova-Eisenhower-Staff-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_05212019_Nova-Eisenhower-Staff-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_05212019_Nova-Eisenhower-Staff-Survey-2019.pdf</a> )	Shelley Lunde	5/21/2019
Nova-Eisenhower-Student-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_05212019_Nova-Eisenhower-Student-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_05212019_Nova-Eisenhower-Student-Survey-2019.pdf</a> )	Shelley Lunde	5/21/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-NEE-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_09272019_Face-Plan-NEE-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_09272019_Face-Plan-NEE-19-20.pdf</a> )	Ashley Diamond	9/27/2019
STAFF-SPOTLIGHT.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_10072019_STAFF-SPOTLIGHT.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_10072019_STAFF-SPOTLIGHT.pdf</a> )	Vanessa Mejia	10/7/2019
STUDENT-COUNCIL-KINDNESS-SHOUT.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_10072019_STUDENT-COUNCIL-KINDNESS-SHOUT.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1271_10072019_STUDENT-COUNCIL-KINDNESS-SHOUT.pdf</a> )	Vanessa Mejia	10/7/2019

☆ School Info



<b>School Name</b>	Palm Cove ES (3311)	<b>School Grade (2018 - 2019)</b>
<b>Title 1 School</b>	<input type="checkbox"/> Yes	<b>Differentiated Accountability (DA)</b>
<b>School of Excellence</b>	<input type="checkbox"/> No	<b>ESSA School</b>
<b>Executive Summary</b>	<input type="checkbox"/> Executive Summary ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3311_05202019_Executive-Summary-Palm-Cove-2">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3311_05202019_Executive-Summary-Palm-Cove-2</a> )	

☆ 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	23	2	0	---	N/A	2	2	0	N/A
01	106	11	1	0	---	0	0	5	0	N/A
02	105	11	2	0	---	0	2	6	0	N/A
03	122	17	0	0	32	---	2	15	6	115
04	129	19	0	0	37	---	1	2	8	120
05	118	14	1	0	45	---	0	3	2	107

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	102	24	1	0	---	0	0	1	0	N/A
01	97	22	1	0	---	0	0	3	0	N/A
02	90	12	2	0	---	0	4	6	0	N/A
03	104	19	1	0	24	---	14	12	1	96
04	114	20	2	0	25	---	23	22	2	101
05	124	21	8	0	43	---	44	44	1	114

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

Palm Cove Elementary has many intervention strategies put into place for the students identified by the early warning system. First, those students were placed into RTI on a TIER 2 or TIER 3 as a result of the initial meeting with the MTSS/RTI Team, parents, and the classroom teacher. They were given a goal and an intervention to be implemented in the classroom. Students in Grades 3, 4, and 5 are also receiving interventions with an academic coach for that grade level. Additionally, students are working on ready for 45 minutes a week in both reading and math. They work on a personal pathway and additional lessons added by the teachers to reinforce skills taught in the classroom. Students who were identified that have an IEP in the mainstreamed classrooms and/or in the cluster classrooms, have reading goals that match the area of concern. Those goals are worked on both by the classroom teacher and with the ESE facilitator for pull out services.

## School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3311&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Our goal is to increase overall proficiency with our students with disabilities from 51% to 53% as measured by the FSA ELA by June 2020.	Palm Cove will use our ESE Support Faciliator to push in/ pull out ESE students for extra support and the ESE Specialist will monitor the ESE IEP goals of the students.	Administration and Instructional Coaches	6/3/2020	PLC's will be held in team curriculum talks the last two weeks of each month and monthly teacher trainings will be conducted.	\$11,000.00	Student data will be monitored through quarterly teacher data chats.	
Our goal is to improve overall learning gains on the FSA ELA from 70% to 73% in order to achieve a school letter grade of an A	Palm Cove is using our accountability dollars for substitute teachers in order to create orpportunites for teachers and staff to attend District trainings to support our SIP goals and increase student achievement	Administration and Instructional Coaches	6/3/2020	PLC's will be held in team curriculum talks the last two weeks of each month and monthly teacher trainings will be conducted.	\$11,000.00	Student data will be monitored through quarterly teacher data chats.	

## K-12 Comprehensive Reading Plan

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

The Instructional Coaches are responsible to ensure that the instruction in all classrooms Kindergarten through Grade Five is aligned with the grade level standards. Instructional plans are created with the coaches and the teams that are standards based. The plans are updated weekly as grade level data is analyzed and reviewed.

Grade level teams are required to submit a CARRES form to administration and the coaches that includes weekly curriculum goals and activities and weekly data.

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

Grade Level progress monitoring data sources are listed below by grade level. The data is documented and reviewed weekly by the team leader in the weekly team meeting. The data is documented on a CARRES form and submitted to the Academic Coaches and Administration who review the data as well.

All Grade Levels: iReady Diagnostic Tests 1,2, & 3

All Grade Levels: BAS AP 1, 2, & 3

Kindergarten: Letter Names, Letter Sounds, and Concepts of Print AP 1,2,3,

Kindergarten: Flickers

All Grade Levels; Weekly Teacher Created Standards Assessment and Quarterly Instructional Coach created Standards Assessments

Grades 3,4,5: Broward Standards Assessment

Grades 3,4,5: Florida Standards Assessment

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

Students who are not progressing towards their individual and /or grade level goals are first identified at the beginning of each school year using the previous years data and the new data that is collected during the first two weeks of school. The students who have an IEP and are in the ESE program are placed in a pull out group with the ESE Facilitator for extra assistance in both reading and math according the goals set forth by their IEP. Students who are in the general education program are targeted by the classroom teacher for extra assistance in the classroom and placed into the RTI program. Goals are created for the RTI program to provide extra assistance in both the classroom by the teacher and a pull out group through the Instructional Coaches. Data for these students is closely monitored and recorded on the CARRES form weekly in the team meetings.

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

SWD: The students who have an IEP and are in the ESE program are placed in a general education classroom with a certified ESE teacher. The students are also placed in a pull out group with the ESE Facilitator for extra assistance in both reading and math according the goals set forth by their IEP. The ESE Specialist and Facilitator meet weekly to ensure that the students are making progress towards their IEP goals and review data.

TIER 2: Students who are placed in the RTI program and advance to TIER 2 are provided with additional programs according to grade levels. Students who needs support with letter names and sounds are using the Journeys Toolkit. Students who are struggling with reading comprehension and fluency skills are using extra lessons in iReady, iReady Toolbox lessons, and the Ready books, and the Write In Reader in the classroom.

TIER 3: Students who are placed in the RTI program and advance to TIER 3 are provided with additional programs according to grade levels. Students who needs support with letter names and sounds are using the FOUNDATIONS/WILSON program. Students who are struggling with reading comprehension and fluency skills are using the Great Leaps program, LLI: Leveled Literacy Intervention Program, and the Journeys Literacy Toolbox.

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

All teachers and coaches have had Balanced Literacy training either through the Literacy department or through PLC's on campus. Each classroom teacher has been trained and utilizes the Literacy Continuum and Prompting Guides

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

All teachers and coaches are ESOL certified or endorsed. Each classroom teacher pulls ELL students in small groups to reinforce skills. Strategies are included in all instructional plans. All correspondence from the shool is sent out in multiple languages and translators are utilized for parent conferences and family nights.

## Resources

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](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
Palm Cove PLC's 2019-2020	Tuesday Wednesday Thursday	1st, 2nd, 3rd, 4th	8/27/2019 - 5/28/2020	2:15 PM - 3:00 PM	9, 10, 11, 12

## Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Palm-Cove-Elementary-School.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09042019_Broward-SAM--Palm-Cove-Elementary-School.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09042019_Broward-SAM--Palm-Cove-Elementary-School.pdf</a> )	Cortney Roberts	9/4/2019
MTSS-Rtl-Action-Plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_10022019_MTSS-Rtl-Action-Plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_10022019_MTSS-Rtl-Action-Plan-2019-2020.pdf</a> )	Kimberly Charpentier	10/2/2019

## Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday Friday	1st, 2nd, 3rd, 4th, 5th	9/4/2019 - 5/22/2020	8:00 AM - 3:00 PM
Wednesday Friday	1st, 2nd, 3rd, 4th, 5th	9/4/2019 - 5/22/2020	8:00 AM - 3:00 PM

## Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09112019_SEL-Plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09112019_SEL-Plan-2019-2020.pdf</a> )	Kimberly Charpentier	9/11/2019

## School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-2020-PCE-SPBP.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05012019_2019-2020-PCE-SPBP.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05012019_2019-2020-PCE-SPBP.pdf</a> )	Kimberly Charpentier	5/1/2019
Palm-Cove-Feedback-Form.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05242019_Palm-Cove-Feedback-Form.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05242019_Palm-Cove-Feedback-Form.pdf</a> )	Teresa Kelly	5/24/2019

## Attendance Plan

### Total School AVG

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

School Year	Population	Regular Attenders (0%-4.9% Absent)	At Risk (5%-9.9% Absent)	Chronic (10%-19.9% Absent)	Severe Chronic (20% or more Absent)
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School Year	Population	Number	%	Number	%	Number	%	Number	%
2016 - 2017	780	432	55.38	237	30.38	102	13.08	9	1.15
2017 - 2018	726	411	56.61	212	29.20	85	11.71	18	2.48
2018 - 2019	630	324	51.43	178	28.25	104	16.51	24	3.81

## Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	102	50	49.02	27	26.47	18	17.65	7	6.86
2018 - 2019	01	97	44	45.36	26	26.80	22	22.68	5	5.15
2018 - 2019	02	90	44	48.89	33	36.67	10	11.11	3	3.33
2018 - 2019	03	104	61	58.65	24	23.08	14	13.46	5	4.81
2018 - 2019	04	114	58	50.88	36	31.58	18	15.79	2	1.75
2018 - 2019	05	123	67	54.47	32	26.02	22	17.89	2	1.63

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 <b>51.4%</b> 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 <b>20.3%</b> of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school <b>3.8%</b> 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
2019--2020-Attendance-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09112019_2019--2020-Attendance-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09112019_2019--2020-Attendance-Plan.pdf</a> )	Kimberly Charpentier	9/11/2019
Palm-Cove_Attendance-Plan_SIP2020_8_22_2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_10152019_Palm-Cove_Attendance-Plan_SIP2020_8_22_2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_10152019_Palm-Cove_Attendance-Plan_SIP2020_8_22_2019.pdf</a> )	Kimberly Charpentier	10/15/2019

## School Counseling Plan

No files have been uploaded.

## Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_10022019_Equity-Diversity-Action-Plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_10022019_Equity-Diversity-Action-Plan-2019-2020.pdf</a> )	Kimberly Charpentier	10/2/2019

## Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05272019_BPIE_2018.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05272019_BPIE_2018.pdf</a> )	Kimberly Charpentier	5/27/2019

### ☆ Effective Communication



## SAC Documentation

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-October-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3311_10312019_SAC-October-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3311_10312019_SAC-October-2019.pdf</a> )	October	Developed	10/31/2019
SAC-Composition.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3311_10152019_SAC-Composition.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3311_10152019_SAC-Composition.pdf</a> )	October	None	10/15/2019
Meeting-Dates.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3311_09112019_Meeting-Dates.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3311_09112019_Meeting-Dates.pdf</a> )	September	None	9/11/2019
SAF-By-Laws-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3311_09112019_SAF-By-Laws-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3311_09112019_SAF-By-Laws-2019-2020.pdf</a> )	September	SAF ByLaws	9/11/2019
SAC-By-Laws-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3311_09112019_SAC-By-Laws-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3311_09112019_SAC-By-Laws-2019-2020.pdf</a> )	September	SAC ByLaws	9/11/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Palm-Cove-Student-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05172019_Palm-Cove-Student-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05172019_Palm-Cove-Student-Survey-Results.pdf</a> )	Kimberly Charpentier	5/17/2019
Palm-Cove-Staff-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05172019_Palm-Cove-Staff-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05172019_Palm-Cove-Staff-Survey-Results.pdf</a> )	Kimberly Charpentier	5/17/2019
Palm-Cove-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05172019_Palm-Cove-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05172019_Palm-Cove-Parent-Survey-Results.pdf</a> )	Kimberly Charpentier	5/17/2019
Palm-Cove-Bilingual-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05172019_Palm-Cove-Bilingual-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_05172019_Palm-Cove-Bilingual-Parent-Survey-Results.pdf</a> )	Kimberly Charpentier	5/17/2019

## Family and Community Engagement (FACE) Plan

<b>File Name</b>	<b>File Uploaded By</b>	<b>Upload Date</b>
Catch-Them-Being-Great-(1).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09242019_Catch-Them-Being-Great-(1).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09242019_Catch-Them-Being-Great-(1).pdf</a> )	Kimberly Charpentier	9/24/2019
Cultrual-Awareness.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09242019_Cultrual-Awareness.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09242019_Cultrual-Awareness.pdf</a> )	Kimberly Charpentier	9/24/2019
Customer-Survice.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09242019_Customer-Survice.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09242019_Customer-Survice.pdf</a> )	Kimberly Charpentier	9/24/2019
FACE-Board.JPG ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09242019_FACE-Board.JPG">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09242019_FACE-Board.JPG</a> )	Kimberly Charpentier	9/24/2019
Quarter-1-Support-Resourc.es.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09242019_Quarter-1-Support-Resourc.es.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_09242019_Quarter-1-Support-Resourc.es.pdf</a> )	Kimberly Charpentier	9/24/2019
Face-Plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_10022019_Face-Plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3311_10022019_Face-Plan-2019-2020.pdf</a> )	Kimberly Charpentier	10/2/2019

☆ School Info



<b>School Name</b>	Panther Run ES (3571)	<b>School Grade (2018 - 2019)</b>	B
<b>Title 1 School</b>	<input type="checkbox"/> No	<b>Differentiated Accountability (DA)</b>	<input type="checkbox"/> No
<b>School of Excellence</b>	<input type="checkbox"/> No	<b>ESSA School</b>	<input type="checkbox"/> No
<b>Executive Summary</b>	<a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3571_09102019_3571-Executive-Summary.pdf">  Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3571_09102019_3571-Executive-Summary.pdf)                 </a>		

☆ 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	82	6	0	0	---	N/A	1	1	0	N/A
01	96	9	0	0	---	0	0	2	0	N/A
02	87	6	0	0	---	0	0	1	0	N/A
03	105	6	0	0	24	---	0	3	0	101
04	128	19	0	0	26	---	3	2	3	118
05	111	11	0	0	19	---	3	3	7	104

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	69	12	0	0	---	0	0	2	0	N/A
01	87	7	1	0	---	0	2	2	0	N/A
02	92	8	0	0	---	0	1	4	0	N/A
03	94	5	0	0	27	---	6	3	0	89
04	102	8	0	0	19	---	3	1	0	95
05	127	11	2	0	23	---	5	3	0	119

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

**Tier 1:**

In math we will use Go Math and Math Personal Trainer in grades K through 5. We use Go Math Reteach in a small group setting to address all areas. We are also using Daily Fluency Drills to help students master their math facts. In ELA we use iReady and Leveled Readers in grades K - 5. We use Science A - Z, STEM Scopes and Social Studies Leveled Readers in grades K - 5. We use Tumblebook Library and Newsela to differentiate Tier 1 instruction according to student lexile levels. We use guided reading to differentiate instruction in a small group setting. For Social Emotional Learning we use LEAPS Activities to address all areas.

**Tier 2: Small group twice a week**

In Math we use Go Math Strategic Intervention to address all areas. We use Moving with Math for multiplication and division. We use Touch Math to address all areas. We also use manipulatives, videos and intensive skill instruction. In ELA we use iReady in grades K-5. Write-in Readers are used in grades 1 & 2 to address oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension. We also use Phonics for Reading to address deficiencies in phonics. We use LLI (Leveled Literacy Intervention) to address all areas. We use Quick Reads to address fluency, vocabulary and comprehension. We use Foundations to address phonics, phonemic awareness, and fluency. We use Soar to Success to address concerns in oral language, phonics, fluency, vocabulary, comprehension and writing. We use Super QAR to address gaps in comprehension. For Social Emotional Learning we use LEAPS Activities to address all areas.

**Tier 3: Daily individual targeted support, intensive instruction using district approved intervention strategies**

In Math we use Go Math Intensive Intervention to address all areas and Moving with Math to target multiplication and division. We also use manipulatives, videos and intensive skill instruction. In ELA we use Reading Tool Kit (K-3) and Literacy Tool Kit (4-5) to address oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. We also use Phonics for Reading to address deficiencies in phonics. We use LLI (Leveled Literacy Intervention) to address all areas. We use Quick Reads to address fluency, vocabulary and comprehension. We use Foundations to address phonics, phonemic awareness, and fluency. We use Soar to Success to address concerns in oral language, phonics, fluency, vocabulary, comprehension and writing. We use Super QAR to address gaps in comprehension. For Social Emotional Learning we use LEAPS Activities to address all areas.

**Attendance and/or Suspension:**

Tier 1: We use LEAPS Activities to encourage positive behavior as evidenced in our School-wide Positive Behavior Plan. We also encourage and reinforce daily attendance with LEAPS activities. Tier 2: A referral to the Guidance Counselor occurs when a student receives a discipline referral in order for the student to reinforce positive behavior. A Guidance referral also occurs when there is an attendance concern that results in 5 days absent in a marking period. Sessions with the Guidance Counselor consist of either individual or small group pull-out or support. Tier 3: A Behavior Plan is developed if there continues to be a concern with behavior referrals or a lack of attendance. A Response to Intervention Referral occurs at this time along with a Social Worker Referral.

## School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3571&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, the percentage of students in grades 3-5 scoring at or above proficiency in ELA on the FSA will increase from 64% to 67%.	Use appropriate high quality formative and interim assessments aligned with the adopted standards during the CARE data cycle on a monthly basis. Discuss data in PLC meetings and review and/or change instructional practices based on data and discussions.	Teachers & Administration	6/2/2020			Administration & Leadership Team will monitor ELA instruction weekly for a Balanced Literacy approach to instruction and provide timely feedback.	We will determine the effectiveness of the formative and interim assessments impact on student achievement and adjust accordingly to address student learning and achievement.

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, the percentage of SWD students in grades 3-5 scoring at or above proficiency in ELA on the FSA will increase from 31% to 34%.	Use appropriate high quality formative and interim assessments aligned with the adopted standards during the CARE data cycle on a monthly basis. Discuss data in PLC meetings and review and/or change instructional practices based on data and discussions.	Teachers & Administration	6/2/2020			Administration & Leadership Team will monitor ELA instruction weekly for a Balanced Literacy approach to instruction and provide timely feedback.	We will determine the effectiveness of the formative and interim assessments impact on student achievement and adjust accordingly to address student learning and achievement.

## 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, support staff and administration are responsible to ensure classroom instruction is aligned to grade-level standards. All of these stakeholders partake in ensuring that students are receiving high-quality rigorous instruction that is aligned to the Florida Standards. Multiple sources of evidence are collected to demonstrate that classroom instruction is aligned to grade-level standards. These include lesson plans, assessments, student work samples, and observations. Lesson plans are collaboratively created by grade-level teams and support staff and are monitored by administration. Assessments and student work samples are aligned to standards and act as formative and summative artifacts of student learning and growth. In addition, observations by peers and administration help to monitor and promote instructional practice growth to ensure high-quality, standards-based instruction.

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

Monthly formative assessments collect data to determine that students by subgroups are progressing toward reading proficiency. These assessments are taken by all students and data is disaggregated so that students as a whole and then each subgroup can be monitored for growth. All stakeholders at the school--teachers, grade chairs, support staff and administration are responsible for collecting and reviewing student progress monitoring data.

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

Per Broward County School District Policy, the Benchmark Assessment System (BAS) monitors students' reading growth in kindergarten through fifth grade. For students that struggle with reading, teachers and support staff administer the additional assessments based on the analysis of a student's BAS protocol at his/her instructional level. Once a student's area of reading deficiency is defined, the CPS Team meets to determine an appropriate evidence-based intervention to implement and a plan for how to monitor the student's growth.

**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, both classroom and ESE, as well as support staff, implement Tier 2 and Tier 3 interventions to support struggling readers. In the area of reading, Tier 2 interventions include Phonics for Reading, Leveled Literacy Intervention, Write-in Reader, i-Ready, Foundations and Quick Reads. Tier 3 interventions include Phonics for Reading, Leveled Literacy Intervention, i-Ready, Reading Toolkit for grades K-3, Literacy Toolkit for grades 4-5, Foundations, and Quick Reads. In the area of math, Tier 2 interventions include Go Math, Strategic Intervention, i-Ready, and Moving with Math. Tier 2 interventions are provided two to three times per week while Tier 3 interventions are provided daily. Both Tier 2 and Tier 3 interventions are provided outside the reading and math blocks, respectively.

**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)?**

To ensure that all classroom instruction is accessible to the full range of learners using Universal Design for Learning, teachers have received ongoing in-house professional learning through professional learning communities. In addition, teachers have engaged in district-offered professional learning. For Literacy teachers attended Small Group Guided Reading, Balanced Literacy, Benchmark Assessment System, and Responsive Literacy Instruction. For Math teachers attended Effective Math Instruction, and Math Personal Trainer. In Science teachers attended Intro to Standards-based Elementary Science Curriculum.

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

To increase the percentage of English Language Learners becoming proficient on the ACCESS for ELLs, teachers provide students with supplemental Tier 1, Tier 2, and Tier 3 evidence-based interventions targeting the area of the English language that the student demonstrates need. Furthermore, for A1 and Level 1 students, Imagine Learning is being utilized both at school and at home. Active ELL students have daily access to a glossary and dictionary to help them, and all teachers utilize the ESOL instructional strategy matrix to provide students with instructional strategies to help them acquire the English Language.

**Resources**

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](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
Panther Run Professional Learning Community	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/2/2020	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
Broward-SAM--Panther-Run-Elementary-School.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09042019_Broward-SAM--Panther-Run-Elementary-School.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09042019_Broward-SAM--Panther-Run-Elementary-School.pdf</a> )	Cortney Roberts	9/4/2019
3571_1920_MTSS-Rtl-Action-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10022019_3571_1920_MTSS-Rtl-Action-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10022019_3571_1920_MTSS-Rtl-Action-Plan.pdf</a> )	Elaine Saef	10/2/2019

**Rtl Team Meeting Schedule**

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/2/2020	12:00 PM - 3:00 PM

## Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
3571-SEL-Action-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09102019_3571-SEL-Action-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09102019_3571-SEL-Action-Plan.pdf</a> )	Shannon Michael Chacona	9/10/2019

## School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
3571-Behavior-Plan-2019-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_04262019_3571-Behavior-Plan-2019-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_04262019_3571-Behavior-Plan-2019-20.pdf</a> )	Elaine Saef	4/26/2019
Panther-Run-Feedback-Form.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_05242019_Panther-Run-Feedback-Form.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_05242019_Panther-Run-Feedback-Form.pdf</a> )	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	583	391	67.07	130	22.30	55	9.43	7	1.20
2017 - 2018	616	414	67.21	141	22.89	53	8.60	8	1.30
2018 - 2019	570	343	60.18	170	29.82	51	8.95	6	1.05

## 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	69	35	50.72	22	31.88	10	14.49	2	2.90
2018 - 2019	01	87	49	56.32	29	33.33	8	9.20	1	1.15
2018 - 2019	02	92	55	59.78	29	31.52	8	8.70	0	0.00
2018 - 2019	03	93	58	62.37	30	32.26	4	4.30	1	1.08
2018 - 2019	04	102	57	55.88	35	34.31	9	8.82	1	0.98
2018 - 2019	05	127	89	70.08	25	19.69	12	9.45	1	0.79

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had <b>60.2%</b> 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 <b>10.0%</b> 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 1.1% 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
3571-Attendance-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10152019_3571-Attendance-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10152019_3571-Attendance-Plan.pdf</a> )	Shannon Michael Chacona	10/15/2019

## School Counseling Plan

File Name	File Uploaded By	Upload Date
3571-Guidance-plan-ASCP-2019-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09212019_3571-Guidance-plan-ASCP-2019-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09212019_3571-Guidance-plan-ASCP-2019-20.pdf</a> )	Elaine Saef	9/21/2019

## Equity Plan

File Name	File Uploaded By	Upload Date
3571-Equity-Diversity-Action-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10012019_3571-Equity-Diversity-Action-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10012019_3571-Equity-Diversity-Action-Plan.pdf</a> )	Shannon Michael Chacona	10/1/2019

## Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
3571-BPIE_2018.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09252019_3571-BPIE_2018.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09252019_3571-BPIE_2018.pdf</a> )	Elaine Saef	9/25/2019

☆ Effective Communication



## SAC Documentation

## SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3571_SAC_102319_Complete.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10242019_3571_SAC_102319_Complete.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10242019_3571_SAC_102319_Complete.pdf</a> )	October	Monitored	10/24/2019
3571-SAC-and-SAF-Meeting-Dates-2019-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10022019_3571-SAC-and-SAF-Meeting-Dates-2019-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10022019_3571-SAC-and-SAF-Meeting-Dates-2019-20.pdf</a> )	October	Developed	10/2/2019
SAF-Agenda-9_25_19.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10022019_SAF-Agenda-9_25_19.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10022019_SAF-Agenda-9_25_19.pdf</a> )	October	SAF ByLaws	10/2/2019
3571_SAC_92519_Complete.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10022019_3571_SAC_92519_Complete.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10022019_3571_SAC_92519_Complete.pdf</a> )	October	Developed	10/2/2019
3571_SACComposition_1920.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10022019_3571_SACComposition_1920.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10022019_3571_SACComposition_1920.pdf</a> )	October	Developed	10/2/2019
3571_SAF_Bylaws-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10022019_3571_SAF_Bylaws-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10022019_3571_SAF_Bylaws-19-20.pdf</a> )	October	SAF ByLaws	10/2/2019
3571_1920_SAC-ByLaws.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10022019_3571_1920_SAC-ByLaws.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3571_10022019_3571_1920_SAC-ByLaws.pdf</a> )	October	SAC ByLaws	10/2/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Panther-Run-Bilingual-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09102019_Panther-Run-Bilingual-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09102019_Panther-Run-Bilingual-Parent-Survey-Results.pdf</a> )	Shelley Lunde	9/10/2019
Panther-Run-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09102019_Panther-Run-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09102019_Panther-Run-Parent-Survey-Results.pdf</a> )	Shelley Lunde	9/10/2019
Panther-Run-Staff-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09102019_Panther-Run-Staff-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09102019_Panther-Run-Staff-Survey-Results.pdf</a> )	Shelley Lunde	9/10/2019
Panther-Run-Student-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09102019_Panther-Run-Student-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09102019_Panther-Run-Student-Survey-Results.pdf</a> )	Shelley Lunde	9/10/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
3571-FACE-Training-Sign-in.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09262019_3571-FACE-Training-Sign-in.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09262019_3571-FACE-Training-Sign-in.pdf</a> )	Shannon Michael Chacona	9/26/2019
3571-Customer-Service-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09262019_3571-Customer-Service-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09262019_3571-Customer-Service-19-20.pdf</a> )	Shannon Michael Chacona	9/26/2019
3571-FACE-Resource-Center-1.jpg ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09262019_3571-FACE-Resource-Center-1.jpg">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09262019_3571-FACE-Resource-Center-1.jpg</a> )	Shannon Michael Chacona	9/26/2019
3571-FACE-Resource-Center-2.jpg ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09262019_3571-FACE-Resource-Center-2.jpg">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_09262019_3571-FACE-Resource-Center-2.jpg</a> )	Shannon Michael Chacona	9/26/2019
3571-Catch-Them-Being-Great.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10012019_3571-Catch-Them-Being-Great.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10012019_3571-Catch-Them-Being-Great.pdf</a> )	Shannon Michael Chacona	10/1/2019

File Name	File Uploaded By	Upload Date
3571-Cultural-Awareness.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10012019_3571-Cultural-Awareness.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10012019_3571-Cultural-Awareness.pdf</a> )	Shannon Michael Chacona	10/1/2019
3571-Programs-and-Services-Checklist.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10012019_3571-Programs-and-Services-Checklist.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10012019_3571-Programs-and-Services-Checklist.pdf</a> )	Shannon Michael Chacona	10/1/2019
3571-Face-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10012019_3571-Face-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3571_10012019_3571-Face-Plan.pdf</a> )	Shannon Michael Chacona	10/1/2019

☆ School Info



<b>School Name</b>	Pasadena Lakes ES (2071)	<b>School Grade (2018 - 2019)</b>	B
<b>Title 1 School</b>	<input type="checkbox"/> Yes	<b>Differentiated Accountability (DA)</b>	<input type="checkbox"/> No
<b>School of Excellence</b>	<input type="checkbox"/> No	<b>ESSA School</b>	<input type="checkbox"/> Yes
<b>Executive Summary</b>	<a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2071_09092019_Executive-Summary.pdf">  Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2071_09092019_Executive-Summary.pdf)                 </a>		

☆ 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	82	15	0	0	---	N/A	0	0	0	N/A
01	77	8	2	0	---	0	0	0	0	N/A
02	92	15	0	0	---	0	0	0	0	N/A
03	95	10	1	0	27	---	0	1	0	93
04	98	15	4	0	29	---	1	0	0	91
05	83	15	0	0	26	---	0	1	1	80

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	68	22	0	0	---	0	1	1	0	N/A
01	77	13	0	0	---	0	0	0	0	N/A
02	87	16	0	0	---	0	1	1	0	N/A
03	87	14	0	0	18	---	4	3	1	81
04	96	19	1	0	24	---	9	4	0	89
05	96	13	3	0	26	---	12	4	0	88

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

Pasadena Lakes Elementary follows the state of Florida's Multi-Tiered Support System (MTSS) guidelines. A Collaborative Problem Solving Team (CPST) has been established, which includes the parent(s) of any student having academic problems, as well as the student's teacher, the School Counselor, Curriculum Facilitator, Speech-Language Pathologist, ESE Specialist, Literacy Coach, School Social Worker, School Psychologist, Autism Coach/Behaviorist and both the Assistant Principal and Principal.

Any school staff member, or a student's parent, may identify a student as having "academic difficulties." Once identified, the teacher completes Tier 1 information in BASIS 3.0, and asks that the student be moved to Tier 2 for appropriate interventions. At that point, a number of baseline data is analyzed, including but not limited to, STAR and I-Ready diagnostics in Reading and/or Math, Diagnostic Assessment of Reading, Early Reading Diagnostic Assessment, FAIR scores (Gr. 4 and 5), etc. Once the problem has been identified and targeted, research-based programs are put into place, depending on the student's subject-area(s) weakness. If the Tier 2 interventions, (which are implemented with fidelity), do not help the student progress, Tier 3 interventions, with an increase in frequency and duration, are put into place. Ongoing Progress Monitoring occurs throughout the process; parents are informed via conferences and CPST meetings.

ELA/Reading weaknesses are identified as Phonemic Awareness, Phonics, Vocabulary, Fluency, Listening and Speaking and Comprehension. Some of the programmatic interventions include: Phonemic Awareness in Young Children, Road to the Code, Recipe for Reading, Phonics for Reading, Elements of Vocabulary, Vocabulary Improvement Program, Great Leaps, Quick Reads, ELL Newcomers Kits, and CRISS strategies applied with leveled readers, using both literature and informational text.

Writing weaknesses often mirror reading weaknesses. Our teachers use a variety of writing techniques such as Writer's Workshop, the Six Traits, academic notebooks and journal writing to help increase academic performance in writing. Technology such as Promethean Boards and websites including Study Island, STAR/AR, InSync, Starfall, Tumblebooks, Newslea and ReadWorks help our educators select reading material within a student's Zone of Proximal Development.

Mathematics weaknesses are addressed through the use of Reflex Math, Study Island Math, MOBY Math, and GoMath Intervention resources, which include the heavy use of math manipulatives such as Base 10 Blocks, Tangrams, etc.

Intervention groups are formed through partnerships with Nova Southeastern University, who send trained college-aged tutors to our school to work one-on-one with our students needing Reading or Mathematics assistance. These America Reads/Counts tutors also work during Pasadena's AfterCare program. Pasadena also pairs up with Flanagan High School, which provides tutoring from trained seniors to work with third graders reading a year below grade level. The program is a year-long commitment through the Barbara Bush foundation; data is collected and analyzed through pre and post assessments. Intervention groups have also been formed for students in grades 2-5. Our 4 specials teachers meet daily with push-in groups; the Literacy Coach pushes in for ELL support with our A1 and A2 ESOL students.

## School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2071&district=06>)

## K-12 Comprehensive Reading Plan

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

The Literacy Coach and both Administrators at Pasadena Lakes Elementary are assigned to ensure that instruction is aligned to grade-level reading standards. In addition, each grade level is assigned a PLC manager that assists with guiding the teams in providing support with answering questions regarding standards and activities alignment. If further clarification is needed, the Literacy Coach provides additional support.

The Literacy Coach also provides additional feedback from classroom walkthroughs to all teachers regarding lesson/activity standard-alignment and literacy centers. Once the teachers have reviewed their feedback, they can set up a meeting to discuss ways to adjust activities/centers to support ELA LAFS standards. Also, after administrative walkthroughs, teachers receive feedback from the Principal and Assistant Principal and are able to meet with them to show evidence of their activities/centers. Standard-aligned authentic tasks and assignments are discussed during PLCs and during data grade level chats to calibrate that all students are provided opportunities to engage in activities that will promote student achievement of their grade level standards. District provided walkthrough look-fors such as the IPG are also utilized to ensure alignment.

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

Schoolcity Checkpoints are administered every three weeks based on the standards that are identified on the school's instructional focus calendar (IFC). The IFC lists the standards that must be taught during the three-week instructional cycle and that will be assessed to all students on standards. The data that is received from the checkpoints is highlighted on Schoolcity and the school's OneDrive data collection system. PLE's support staff, administration and teachers are responsible for collecting the data and entering it on our PLE OneDrive. In addition, BAS data is entered into BASIS and all BAS data is monitored using our own in-house collection sheet and the District's Monitoring Dashboards. Students in various subgroups data can be pulled from Schoolcity or the District's Dashboard and is monitored and discussed during grade-level PLCs. In Kindergarten, the Star Early Literacy Assessment and Letter Names and Sounds are utilized to identify students who need additional support with foundational skills. Student data is reviewed during grade-level PLCs, administrator/support staff meetings and during grade-level/individual data chats with administration and support staff.

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

Beginning of the year assessments such as BAS, BAS optional assessments or DAR are administered to students to assess their level of understanding in Reading. If a student is not progressing towards individual or grade level goals, students are provided with additional support from a grade level interventionist or through the MTSS team. Students who are not progressing are referred to RTI by the teachers or District through BASIS data and the MTSS team meets with the teachers to provide intervention support to the students through utilizing the K-5 Reading Decision Chart provided by the District. Students who are receiving additional interventions from the classroom teacher are met with every 6-8 weeks to provide additional scaffolding/strategies to support the struggling student(s).

**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?**

Balanced Literacy is the goal of the reading block at PLE. Standards on the IFC are taught through the Balanced Literacy model during whole group and small guided reading groups. Teachers utilize standards, BAS data, and the Fountas and Pinnell continuum to personalize instruction for each and every student. Targets (standards) are pulled through the analysis of that data and are the foundation for providing instruction to our students. Teachers deliver this information through interactive/shared read alouds, videos, centers, and small guided differentiated reading groups through student reading levels. In addition, intervention support such as Journeys, Journey's interventions (Toolkit), Foundations, Leveled Literacy Instruction (LLI), Phonics for Reading, SuperQAR and skill-based lessons are utilized to provide Tier 2 and/or Tier 3 instruction. For our primary grades, teachers utilize the Fountas and Pinnell Phonics, Spelling and Word Study System to ensure that grade level phonics standards are being taught with fidelity. Classroom teachers are responsible for providing Tier 2 and/Tier 3 supplemental instruction, however our SWD students receive additional services through PLE's support facilitator. The support facilitator supports students based on their IEP reading goals while providing them with additional support in other areas of reading using Foundations and LLI. Each grade level is assigned intervention support and students in the groups are identified by the classroom teachers. The schools reading resource pulls our lowest 25% utilizing LLI to provide additional reading support to some of our most fragile students. Students meet with their grade level a minimum of three days a week, while students who meet with our ESE support facilitator meet based on their goal in their IEP.

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

During pre-planning week, the Literacy Coach, Autism Coach and the ESE specialist provided a training on the foundations of UDL and how to implement the principles in the teacher classroom. Continuous PLCs and professional learning has been scheduled to be provided to teachers throughout the school year where UDL principal will continue to be discussed and modeled.

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

Through IPT and ACCESS testing, ELL students have been identified and provided with additional support at PLE. ELL students are provided services with language support through the ELL support facilitator on a weekly basis to increase their proficiency on the ACCESS assessment. The ELL support facilitator utilizes a language program to support the students with language acquisition. ESOL strategies are also provided to all students by the classroom teacher. ELL students receive the same assessments from BAS to also personalize their learning during the Balanced Literacy block. ELL students Can Do descriptors are also a part of the planning process of teachers when working with students who speak another language.

## Resources

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](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
Pasadena Lakes Elementary	Wednesday		9/18/2019 - 5/13/2020	2:20 PM - 3:10 PM	Pre K, K, 1, 2, 3, 4, 5

## Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Pasadena-Lakes-Elementary-School.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_09042019_Broward-SAM--Pasadena-Lakes-Elementary-School.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_09042019_Broward-SAM--Pasadena-Lakes-Elementary-School.pdf</a> )	Cortney Roberts	9/4/2019
2071_09112019_MTSS-Rtl-Action-Plan-Template.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10032019_2071_09112019_MTSS-Rtl-Action-Plan-Template.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10032019_2071_09112019_MTSS-Rtl-Action-Plan-Template.pdf</a> )	Jermaine Coleman	10/3/2019

## Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	9/25/2019 - 5/20/2020	8:15 AM - 1:45 PM

## Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-20-PDF.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10022019_SEL-20-PDF.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10022019_SEL-20-PDF.pdf</a> )	Jermaine Coleman	10/2/2019

## School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
-Pasadena-Lakes-2019-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_05212019_-Pasadena-Lakes-2019-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_05212019_-Pasadena-Lakes-2019-20.pdf</a> )	Desiree Montalvo	5/21/2019

## Attendance Plan

### Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	573	282	49.21	191	33.33	92	16.06	8	1.40
2017 - 2018	554	292	52.71	170	30.69	80	14.44	12	2.17
2018 - 2019	511	237	46.38	169	33.07	91	17.81	14	2.74

## Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	68	21	30.88	24	35.29	19	27.94	4	5.88
2018 - 2019	01	77	34	44.16	29	37.66	11	14.29	3	3.90
2018 - 2019	02	87	42	48.28	28	32.18	16	18.39	1	1.15
2018 - 2019	03	87	47	54.02	25	28.74	12	13.79	3	3.45
2018 - 2019	04	96	45	46.88	29	30.21	20	20.83	2	2.08
2018 - 2019	05	96	48	50.00	34	35.42	13	13.54	1	1.04

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had <b>46.4%</b> 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 <b>20.5%</b> of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school <b>2.7%</b> of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Elementary-Template-SIP.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10142019_Attendance-Plan-Elementary-Template-SIP.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10142019_Attendance-Plan-Elementary-Template-SIP.pdf</a> )	Jermaine Coleman	10/14/2019

## School Counseling Plan

File Name	File Uploaded By	Upload Date
Scanned-school-counseling-plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10022019_Scanned-school-counseling-plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10022019_Scanned-school-counseling-plan.pdf</a> )	Jermaine Coleman	10/2/2019

## Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10032019_Equity-Plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10032019_Equity-Plan-2019-2020.pdf</a> )	Jermaine Coleman	10/3/2019

## Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-18-19.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_09092019_BPIE-18-19.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_09092019_BPIE-18-19.pdf</a> )	Jermaine Coleman	9/9/2019

☆ Effective Communication



## SAC Documentation

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Pasadena-Lakes-SAC-Composition-Report.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2071_10212019_Pasadena-Lakes-SAC-Composition-Report.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2071_10212019_Pasadena-Lakes-SAC-Composition-Report.pdf</a> )	October	None	10/21/2019
SAC_SAF-Meeting_Dates_19_20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2071_10042019_SAC_SAF-Meeting_Dates_19_20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2071_10042019_SAC_SAF-Meeting_Dates_19_20.pdf</a> )	October	Developed	10/4/2019
SAF-bylaws-PDF.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2071_10032019_SAF-bylaws-PDF.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2071_10032019_SAF-bylaws-PDF.pdf</a> )	October	SAF ByLaws	10/3/2019
SAC-ByLaws.htm ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2071_10032019_SAC-ByLaws.htm">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2071_10032019_SAC-ByLaws.htm</a> )	October	SAC ByLaws	10/3/2019
SAC-upload-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2071_09262019_SAC-upload-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2071_09262019_SAC-upload-2019.pdf</a> )	September	Developed	9/26/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Pasadena-Lakes-ES-Staff-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_09092019_Pasadena-Lakes-ES-Staff-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_09092019_Pasadena-Lakes-ES-Staff-Survey-2019.pdf</a> )	Shelley Lunde	9/9/2019
Pasadena-Lakes-ES-Student-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_09092019_Pasadena-Lakes-ES-Student-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_09092019_Pasadena-Lakes-ES-Student-Survey-2019.pdf</a> )	Shelley Lunde	9/9/2019
Pasadena-Lakes-Student-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_09092019_Pasadena-Lakes-Student-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_09092019_Pasadena-Lakes-Student-Survey-2019.pdf</a> )	Shelley Lunde	9/9/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Staff-Shout-outs.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10032019_Staff-Shout-outs.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10032019_Staff-Shout-outs.pdf</a> )	Jermaine Coleman	10/3/2019
Customer-Service-1.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10032019_Customer-Service-1.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10032019_Customer-Service-1.pdf</a> )	Jermaine Coleman	10/3/2019
Cultural-Awareness-1.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10032019_Cultural-Awareness-1.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10032019_Cultural-Awareness-1.pdf</a> )	Jermaine Coleman	10/3/2019

<b>File Name</b>	<b>File Uploaded By</b>	<b>Upload Date</b>
Programs-and-Services-Checklist-1.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10042019_Programs-and-Services-Checklist-1.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2071_10042019_Programs-and-Services-Checklist-1.pdf</a> )	Jermaine Coleman	10/4/2019

☆ School Info



<b>School Name</b>	Pembroke Lakes ES (2661)	<b>School Grade (2018 - 2019)</b>	
<b>Title 1 School</b>	<input type="checkbox"/> Yes	<b>Differentiated Accountability (DA)</b>	
<b>School of Excellence</b>	<input type="checkbox"/> Yes	<b>ESSA School</b>	
<b>Executive Summary</b>	<a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2661_09112019_2661_2019-2020_SIP-EXECUTIV">  Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2661_09112019_2661_2019-2020_SIP-EXECUTIV)                 </a>		

☆ High Quality Instruction



### Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	114	9	2	0	---	N/A	3	3	0	N/A
01	118	9	1	0	---	0	0	2	0	N/A
02	129	9	1	0	---	0	0	3	0	4
03	119	8	2	0	16	---	0	1	0	115
04	118	12	1	0	14	---	2	5	1	114
05	127	6	2	0	15	---	1	2	1	121

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	123	14	0	0	---	0	2	2	0	N/A
01	126	6	2	0	---	0	0	1	0	N/A
02	121	4	3	0	---	0	0	0	1	2
03	132	9	5	0	14	---	16	17	0	124
04	121	10	0	0	4	---	3	5	0	108
05	116	6	2	0	18	---	18	17	2	112

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

Kindergarten: Phonics Word Study Kits for phonemic awareness and phonics; handwriting without tears; writing with pictures; I-Ready (Instructional Tools); Foundations  
 First Grade: Phonics Word Study Kits for phonemic awareness and phonics; I-Ready (Instructional Tools); Foundations  
 Second Grade: I-Ready (Instructional Tools); Elements of Vocabulary; Great Leaps Phonics & Fluency  
 Third Grade: I-Ready (Instructional Tools); Elements of Vocabulary; Intermediate REWARDS; Sundance Comprehension Strategies Kit  
 Fourth Grade: I-Ready (Instructional Tools); Elements of Vocabulary; Great Leaps; Intermediate REWARDS  
 Fifth Grade: I-Ready (Instructional Tools); Elements of Vocabulary; Intermediate REWARDS; Vocabulary.com

## School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2661&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Increase the number of learning gains for students with disabilities subgroup in ELA.	Implement C.A.R.E. Instructional Cycle, with emphasis on remediation with fidelity in the GenEd classroom and working toward IEP Goals through services provided by ESE Support Facilitator.	Marsha Wagner; Lacresha Cooper; K-5 Teachers; Jennifer Monnin; Brenna McAteer	6/2/2020	Standards based effective ELA instruction; Balanced Literacy	\$0.00	iReady Diagnostic Assessments	
Increase the number of learning gains for students in the lowest quartile in ELA.	Implement C.A.R.E. Instructional Cycle, with emphasis on remediation with fidelity and utilizing a Balanced Literacy approach in ELA.	Marsha Wagner; Lacresha Cooper; K-5 Teachers	6/2/2020	Standards based effective ELA instruction; Balanced Literacy	\$0.00	iReady Diagnostic 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?**

Based on our data disaggregation of FSA, BAS, Primary Reading Test, iReady Diagnostic, and Standards Mastery, the leadership team at Pembroke Lakes decided we need to maintain a strong emphasis on Reading. Progress monitoring as well as classroom observations will continue to be monitored by Support Staff and Administration to ensure classroom instruction is aligned to grade-level standards, including Ready LAFS for grades 2-5, Keystones for grade 3, cold read assessments (K-5), and Journeys Unit tests grades K-2..

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

Progress monitoring data will be monitored by Support Staff and Administration discussed during weekly Support Staff meetings, individual teacher data chats, and MTSS RtI Tier 2 & 3 meetings to monitor student progress.

- iReady Growth Monitoring Assessments: Monthly for RtI Tier 2 & 3 students
- iReady Diagnostic: AP 1, 2, 3
- BAS: AP 1, 2, 3
- Standards Mastery Assessment: 2x per month
- Cold Reads: 2x per month
- Individual Teacher Data Chats

**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?**

Pembroke Lakes Support Staff and Administration closely monitor students who are on a PMP or on a Tier through BASIS utilizing the K-5 Reading Decision Chart.. Support Staff and administration discuss these students every Monday at weekly Support Staff Meetings and/or Thursdays at RtI Meetings. Administration also discusses student data during observation process. Students not progressing are monitored through data chats throughout the year. Fidelity of Tier II and Tier III interventions are monitored by Support Staff and Administration throughout the year. Research based Tier 2 interventions are implemented in classroom as a double dose reading group. Research based Tier 3 interventions are implmented by interventionists daily outside of the reading block.

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

**Tier 1**

**All Students**

- Standards Based Instruction and personalized small group instruction.
- Use of Tier 1 strategies to assist all students. (80%+ of your students will find success here.)
- Whole Group/Small Group/Literacy Centers 90 - 180 min.

\*\*\*Phonics Only: Including whole group Fontas and Pinnell Phonics, Word Study, & Spelling (PWS) lessons for grade K-1, LLI Phonics lessons for grades 2, Intermediate Rewards phonics/prefix/suffix lessons for grade 3 daily, and phonics lessons derived from leveled readers (4-5) 2-3 times per week.

**Tier 2 (Classroom teacher, 2-3 times per week)**

**Phonics:** K-5 iReady Instructional Lessons-Phonics; K-1 PWS (small group lessons); 2nd LLI Phonics Lessons- small group; 1-3: Great Leaps (K-2 or 3-5); 1-5: Multi-System Speed Drills

**Phonemic Awareness (PA):** K-2 iReady Instructional Lessons-PA; K-1 PWS PA Lessons; K-2 Great Leaps Phonemic Awareness; K-2 Multi-System Phonemes; K-1: English in my Pocket (ELL)

**Vocabulary:** K-5 iReady Instructional Lessons Vocabulary; 1-5 Elements of Vocabulary; 1-3: Journey's Reading Toolkit Vocabulary; 1-2: Writing with Pictures; 5: Vocabulary.com;

4-5: Journey's Literacy Toolkit; K-3: Journey's Curious About Words

**Comprehension:** K-5 iReady Profile Lessons- Comprehension; 2-5 iReady Toolkit; 2-5 Newsela; K-3 Journeys Reading Toolkit: Comprehension; 1-5 Great Leaps: Comprehension Passages with Literal Questions; K-5 Thinking Maps; K-5 LLI

**Tier 3 (Interventionist, Daily, Outside of literacy block)**

**Phonics:** K-1: Foundations; 2nd-3rd: Phonics for Reading; 4-5 Intermediate Rewards; K-5 Leveled Literacy Intervention (LLI)

**Phonemic Awareness (PA):** K-2: Foundations

**Vocabulary:** K-5: Elements of Vocabulary; 2-5: Wordly Wise; K-5 iReady Differentiated Vocabulary Lessons

**Comprehension:** K-5 i-Ready Differentiated Comprehension Lessons; 1-2 Writing with Pictures; 3-5 Reading Mastery; K-5 LLI

**SWDs:** ESE Support facilitators implement Sonday Phonics, LLI, and Standards-Based skills with SWD students as guided by individual IEPs.

**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)?**

UDL training occurred through 'Lighthouse for Schools' with an emphasis on personalized learning during the 2018-19 school year with select teachers implementing the strategies while establishing best practices. Utilizing the 'train the trainer model,' those teachers shared best practices prior to the 2019-20 school year. This year, teams of teachers are implementing personalized learning in classrooms through the use of 'playlists.' Playlists provide students with a choice of instructional practice designed to master specific standards. Universal Designs for Learning is utilized throughout the year during weekly team planning meetings. Uniform team lesson planning and lesson plans provide evidence of the use of UDL. In addition, UDL is monitored during observations throughout the year.

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

ELLs utilize Imagine Learning (A1, LY students) and IReady Reading programs which create an individualized learning path for students. ESOL Support Liason utilizes instructional tools within programs to reteach necessary skills to move toward ACCESS proficiency. Classroom teachers implement guided reading, skill groups, and Tier 2 interventions within the classroom setting to meet ELL students' needs to achieve proficiency on ACCESS..

## Resources

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](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
PLE Balanced Literacy	Thursday	2nd	10/10/2019 - 5/14/2020	2:15 PM - 3:00 PM	K, 1, 2, 3, 4, 5

## Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Pembroke-Lakes-Elementary-School.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_09042019_Broward-SAM--Pembroke-Lakes-Elementary-School.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_09042019_Broward-SAM--Pembroke-Lakes-Elementary-School.pdf</a> )	Cortney Roberts	9/4/2019
MTSS-RtI-Action-Plan-2019-2020.docx.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10022019_MTSS-RtI-Action-Plan-2019-2020.docx.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10022019_MTSS-RtI-Action-Plan-2019-2020.docx.pdf</a> )	Rose Fultz	10/2/2019

### RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th	9/5/2019 - 5/28/2020	7:30 AM - 3:00 PM

## Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
PLE-SEL-ACTION-PLAN-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10012019_PLE-SEL-ACTION-PLAN-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10012019_PLE-SEL-ACTION-PLAN-2019-2020.pdf</a> )	Marsha Wagner	10/1/2019

## School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Pembroke-Lakes-SPBP-19-20-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_05202019_Pembroke-Lakes-SPBP-19-20-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_05202019_Pembroke-Lakes-SPBP-19-20-Plan.pdf</a> )	Desiree Montalvo	5/20/2019
PembrokeLakes_2019-20-SPBPFeedback.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_06192019_PembrokeLakes_2019-20-SPBPFeedback.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_06192019_PembrokeLakes_2019-20-SPBPFeedback.pdf</a> )	Vince Watson	6/19/2019

## Attendance Plan

### Total School AVG

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

School Year	Population	Regular Attenders (0%-4.9% Absent)	At Risk (5%-9.9% Absent)	Chronic (10%-19.9% Absent)	Severe Chronic (20% or more Absent)
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School Year	Population	Number	%	Number	%	Number	%	Number	%
2016 - 2017	696	438	62.93	182	26.15	62	8.91	14	2.01
2017 - 2018	733	492	67.12	186	25.38	36	4.91	19	2.59
2018 - 2019	739	487	65.90	193	26.12	42	5.68	17	2.30

## Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	123	63	51.22	42	34.15	12	9.76	6	4.88
2018 - 2019	01	126	84	66.67	33	26.19	5	3.97	4	3.17
2018 - 2019	02	121	86	71.07	31	25.62	3	2.48	1	0.83
2018 - 2019	03	132	93	70.45	29	21.97	7	5.30	3	2.27
2018 - 2019	04	121	84	69.42	25	20.66	11	9.09	1	0.83
2018 - 2019	05	116	77	66.38	33	28.45	4	3.45	2	1.72

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 <b>65.9%</b> 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 <b>8.0%</b> 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 <b>2.3%</b> 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-2661-PLE.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_09112019_Attendance-Plan-2661-PLE.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_09112019_Attendance-Plan-2661-PLE.pdf</a> )	Shelby Jares	9/11/2019

## School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_09232019_ASCP-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_09232019_ASCP-2019-2020.pdf</a> )	Rose Fultz	9/23/2019

## Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10012019_Equity-Diversity-Action-Plan-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10012019_Equity-Diversity-Action-Plan-2020.pdf</a> )	Marsha Wagner	10/1/2019

## Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
2661_PLE_BPIE.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_09112019_2661_PLE_BPIE.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_09112019_2661_PLE_BPIE.pdf</a> )	Shelby Jares	9/11/2019

### ☆ Effective Communication



## SAC Documentation

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
A+-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_11052019_A+-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_11052019_A+-Results.pdf</a> )	October	A+ Funds	11/5/2019
A+-Funds-Sign-In.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_11052019_A+-Funds-Sign-In.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_11052019_A+-Funds-Sign-In.pdf</a> )	October	A+ Funds	11/5/2019
SAC-Minutes-9.24.19.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_11052019_SAC-Minutes-9.24.19.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_11052019_SAC-Minutes-9.24.19.pdf</a> )	November	A+ Funds	11/5/2019
SAC-Composition-2661.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10162019_SAC-Composition-2661.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10162019_SAC-Composition-2661.pdf</a> )	October	A+ Funds	10/16/2019
SAC-Meeting-Dates-19-20.docx ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_SAC-Meeting-Dates-19-20.docx">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_SAC-Meeting-Dates-19-20.docx</a> )	October	None	10/2/2019
SAC-Bylaws-2661.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_SAC-Bylaws-2661.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_SAC-Bylaws-2661.pdf</a> )	October	SAC ByLaws	10/2/2019
A+-Ballot-Approved-9.24.19.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_A+-Ballot-Approved-9.24.19.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_A+-Ballot-Approved-9.24.19.pdf</a> )	October	A+ Funds	10/2/2019
SAC-Member-Sign-In-9.24.19.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_SAC-Member-Sign-In-9.24.19.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_SAC-Member-Sign-In-9.24.19.pdf</a> )	October	A+ Funds	10/2/2019
SAC-Guest-Sign-In-9.24.19.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_SAC-Guest-Sign-In-9.24.19.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_SAC-Guest-Sign-In-9.24.19.pdf</a> )	October	A+ Funds	10/2/2019
SAF-Sign-In-9.24.19.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_SAF-Sign-In-9.24.19.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_SAF-Sign-In-9.24.19.pdf</a> )	October	None	10/2/2019
SAC-Agenda-9.24.19.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_SAC-Agenda-9.24.19.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2661_10022019_SAC-Agenda-9.24.19.pdf</a> )	October	A+ Funds	10/2/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
AdvancED-Parent.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_06052019_AdvancED-Parent.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_06052019_AdvancED-Parent.pdf</a> )	Shelby Jares	6/5/2019
AdvancED-Staff.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_06052019_AdvancED-Staff.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_06052019_AdvancED-Staff.pdf</a> )	Shelby Jares	6/5/2019
AdvancED-Student.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_06052019_AdvancED-Student.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_06052019_AdvancED-Student.pdf</a> )	Shelby Jares	6/5/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
FACE_Plan_PLE_2661.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_09112019_FACE_Plan_PLE_2661.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_09112019_FACE_Plan_PLE_2661.pdf</a> )	Shelby Jares	9/11/2019
FACE-Team-SIP.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_09112019_FACE-Team-SIP.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_09112019_FACE-Team-SIP.pdf</a> )	Marsha Wagner	9/11/2019
Catchthem-Being-Great.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10022019_Catchthem-Being-Great.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10022019_Catchthem-Being-Great.pdf</a> )	Marsha Wagner	10/2/2019
MTSS-Rtl-Action-Plan-2019-2020.docx.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10022019_MTSS-Rtl-Action-Plan-2019-2020.docx.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10022019_MTSS-Rtl-Action-Plan-2019-2020.docx.pdf</a> )	Rose Fultz	10/2/2019
PLE-FACE-Cultural-Awareness-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10022019_PLE-FACE-Cultural-Awareness-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10022019_PLE-FACE-Cultural-Awareness-2019-2020.pdf</a> )	Rose Fultz	10/2/2019
Customer-Service.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10022019_Customer-Service.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2661_10022019_Customer-Service.pdf</a> )	Marsha Wagner	10/2/2019

☆ School Info



<b>School Name</b>	Perry, A.C. K-8 (1631)	<b>School Grade (2018 - 2019)</b>
<b>Title 1 School</b>	<input type="checkbox"/> Yes	<b>Differentiated Accountability (DA)</b>
<b>School of Excellence</b>	<input type="checkbox"/> ...	<b>ESSA School</b>
<b>Executive Summary</b>	<a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1631_09112019_ExecutiveSummaryACPerry-PreK-">🔗 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1631_09112019_ExecutiveSummaryACPerry-PreK-</a>	

☆ High Quality Instruction



## Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	66	8	2	0	---	N/A	1	2	0	N/A
01	77	17	2	0	---	0	1	3	0	N/A
02	84	14	0	0	---	0	3	3	0	N/A
03	85	15	3	0	31	---	6	11	2	78
04	105	15	0	0	52	---	0	2	1	98
05	97	12	1	0	46	---	0	0	1	90
06	90	11	19	14	37	---	9	0	0	87
07	64	5	11	14	32	---	7	1	1	64
08	67	3	8	7	19	---	6	1	3	66

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	83	16	0	0	---	0	1	3	0	N/A
01	64	11	0	0	---	0	4	11	0	N/A
02	82	12	6	0	---	0	3	8	0	N/A
03	92	17	3	0	33	---	23	17	0	87
04	77	8	4	0	24	---	21	17	1	71
05	98	11	1	0	50	---	44	43	2	93
06	87	6	22	11	42	---	19	0	0	80
07	76	2	9	13	25	---	9	0	0	73
08	64	3	13	8	23	---	18	14	1	61

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

Based on research and past data trends from this location, standards based instruction was not being completed at the level of rigor the standard and assessment limits called for. Therefore, using the research from Driven by Data, the school has narrowed down it's focus to ensuring teachers fully comprehend their standards (the what) and in what ways they are going to teach it (the how). Teachers are able to complete this by having the end in mind. Standards based assessments from iReady, Curriculum Associates, as well as District adopted materials are being used to plan all instruction to ensure teachers have an understanding of how the standard is be mastered. In addition, detailed data analysis of each assessment given has been proven to be effective in assisting students in understanding why they mastered or didn't master a given skill. The school-level progress monitoring data is collected through the data system BASIS to identify students who are tested from previous years as the lowest percentiles. Students who were assessed in PreK are identified by their scores achieved on Battelle Developmental Inventory (BDI). Kindergarten students are identified using Burns and Row Upper and Lower Case letter and sound recognition, Concepts of Print, and Benchmark Assessment System (BAS). First through second grade student indicators are derived from the Benchmark Assessment System (BAS) and Beginning of Year Assessments. Third through eighth grade students are identified based on previous years' BAS scores, FSA scores, and/or beginning of the year assessments. BASIS also tracks students' behaviors. Each year, the classroom teacher inputs academic/behavioral data related to formal assessments and /or behavioral observations and the administrative team conducts quarterly data chats to monitor progress towards a goal. If a deficit is found, the RtI team, which includes the teacher, is responsible for entering RtI data into BASIS. RtI information is entered depending on the referral of tiered level. Interventions include using scientifically research based curriculum and district Diversity Prevention and Intervention (DPI) strategies and materials to intervene and progress monitor behaviors. The school uses the DPI's RtI flow chart to ensure fidelity of students not progressing toward school and district goals. The school uses observation and school-wide policies to ensure that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles that aims to develop a flexible learning environment by grouping students in collaborative and cooperative groups to facilitate individual and group learning needs.

## School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1631&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 entire leadership support team is responsible to ensure classroom instruction is aligned to grade-level standards. This team includes the Literacy Coaches, instructional resource teachers as well as administration. In order to ensure this level of instruction is occurring, the leadership support team models and discusses lessons, co-teaches lessons, visits classrooms during walkthroughs, and provides direct and explicit feedback to teachers. In addition, data chats occur during each instructional cycle with the teachers and the students. The leadership support team also meets biweekly to monitor instruction and curriculum as well as current data.

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

Targeted data analysis based specifically standards and subgroups are in place for the entire year using FORMS and Excel data monitoring sheets. Quarterly data chats with administration and teachers as well as interim data chats will students are taking place. The administrative support team meets weekly to discuss and monitor standards specific data and student progression towards goals.

**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-level progress monitoring data is collected through the data system BASIS to identify students who are tested from previous years as the lowest percentiles. Students who were assessed in PreK are identified by their scores achieved on Battelle Developmental Inventory (BDI). Kindergarten students are identified using Burns and Row Upper and Lower Case letter and sound recognition, Concepts of Print, and Benchmark Assessment System (BAS). First through second grade student indicators are derived from the Benchmark Assessment System (BAS) and Beginning of Year Assessments. Third through 8th grade students are identified based on previous years' BAS scores, FSA scores, or beginning of the year assessments. BASIS tracks students' behaviors. Each year, the classroom teacher inputs academic/behavioral data related to formal assessments and /or behavioral observations. In addition, specific standards based data chats with administration, teachers as well as interim data chats with students, assist in the collection of data of any student who is not progressing towards a goal. Using all of this data, when a student is identified, targeted and specific interventions will take place. Using the Districts Reading Decision Chart, teachers will identify a target area and provide researched based interventions. In addition, those students who need additional support will be referred to the RtI team. This RtI process is in place for those students identified as needing assistance and direct and specific interventions are being used with fidelity to monitor students' response to the intervention.

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

The schools initiative has been focused on standards based lesson planning and fluent data analysis of each assessment given and this is especially true for our teachers who instruct students with disabilities. The development of a school-wide lesson plan focusing on the gradual release model has been implemented with a specific focus on appropriate accommodations and modifications needed to assist those students who have varying exceptionalities. In addition, targeted PD's on deconstructing the standards according to the school-wide IFC, data driven PLC's, and assessments, are in place for the entire year. During PLC's, the ESE Specialist and Support Facilitators plan and meet with grade level teams to assist in the appropriate accommodations and modifications for lesson planning for our students with disabilities. Direct and specific interventions are being used with fidelity to monitor students' response to the interventions as well as their growth toward their individual education plans. Standards based assessments from various locations are being used to plan all instruction. Research-based materials such as Wilson Reading and LLI are being implemented for SWDs. Data analysis of each assessment is a taking place. The school moved to a push-in and pull-out method for our support facilitators and we have devised specific groups that will receive interventions that specifically match their IEP goals. We have a support model in our K,1,3, and 5th grade. Students with disabilities have additional support from a paraprofessional to assist with all areas of instruction.

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

The school uses observation and school-wide policies to ensure that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles that aims to develop a flexible learning environment by grouping students in collaborative and cooperative groups to facilitate individual and group learning needs. In addition, professional development on various Social Emotion Learning strategies such as Zones, Start with Hello, See Something, Say Something, Conscious Discipline, and Step Up have been or will be conducted.

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

For our ELL's standards-based lesson planning and instruction with appropriate modifications and accommodations are being used to for all areas of instruction. Research-based materials such *Imagine Learning Language & Literacy* is being used to bridge the oral language and literacy gap for our ELL's and thus increasing their overall proficiency. In addition, we have a ELL instructional support personal who meet with each ELL student to monitor progress towards proficiency and provides direct support in all areas

**Resources**

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf))

☆ **Safe and Supportive Environment**



**Professional Learning Communities (PLC)**

**PLC Meeting Schedule**

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade level PLC's	Friday	2nd	9/6/2019 - 5/29/2020	2:15 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5, 6, 7, 8

**Response to Intervention (MTSS/Rtl) Plan**

File Name	File Uploaded By	Upload Date
Broward-SAM--Annabel-C-Perry-K-8.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_Broward-SAM--Annabel-C-Perry-K-8.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_Broward-SAM--Annabel-C-Perry-K-8.pdf</a> )	Atinuke Fadipe	9/11/2019
MTSS-Rtl-Action-Plan-Annabel-C.-Perry-PreK-8.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_MTSS-Rtl-Action-Plan-Annabel-C.-Perry-PreK-8.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_MTSS-Rtl-Action-Plan-Annabel-C.-Perry-PreK-8.pdf</a> )	Genevieve Leydig	9/11/2019

### Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st	9/17/2019 - 5/26/2020	8:30 AM - 3:00 PM

### Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
A.-C.-Perry-PreK-8-SEL-Action-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_A.-C.-Perry-PreK-8-SEL-Action-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_A.-C.-Perry-PreK-8-SEL-Action-Plan.pdf</a> )	Ashley Walker	9/11/2019

### School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Perry_SPBP_2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_05202019_Perry_SPBP_2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_05202019_Perry_SPBP_2019-2020.pdf</a> )	Desiree Montalvo	5/20/2019
AC-Perry-Feedback-Form.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_05312019_AC-Perry-Feedback-Form.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_05312019_AC-Perry-Feedback-Form.pdf</a> )	Kerry-Ann Tracey	5/31/2019

### Attendance Plan

#### Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	846	532	62.88	214	25.30	82	9.69	18	2.13
2017 - 2018	771	495	64.20	167	21.66	84	10.89	25	3.24
2018 - 2019	723	437	60.44	193	26.69	79	10.93	14	1.94

#### Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	83	40	48.19	26	31.33	16	19.28	1	1.20

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	64	32	50.00	21	32.81	9	14.06	2	3.13
2018 - 2019	02	82	50	60.98	20	24.39	5	6.10	7	8.54
2018 - 2019	03	92	49	53.26	23	25.00	20	21.74	0	0.00
2018 - 2019	04	77	45	58.44	24	31.17	6	7.79	2	2.60
2018 - 2019	05	98	51	52.04	35	35.71	11	11.22	1	1.02
2018 - 2019	06	87	64	73.56	17	19.54	6	6.90	0	0.00
2018 - 2019	07	76	58	76.32	14	18.42	4	5.26	0	0.00
2018 - 2019	08	64	48	75.00	13	20.31	2	3.13	1	1.56

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 <b>60.4%</b> 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 <b>12.9%</b> 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 <b>1.9%</b> 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-ACPerry.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_Attendance-Plan-Elementary-ACPerry.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_Attendance-Plan-Elementary-ACPerry.pdf</a> )	Genevieve Leydig	9/11/2019

### School Counseling Plan

File Name	File Uploaded By	Upload Date
ACP_Counseling-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_10012019_ACP_Counseling-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_10012019_ACP_Counseling-Plan.pdf</a> )	Genevieve Leydig	10/1/2019

### Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-Annabel-C.-Perry-PreK-8.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09232019_Equity-Diversity-Action-Plan-Annabel-C.-Perry-PreK-8.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09232019_Equity-Diversity-Action-Plan-Annabel-C.-Perry-PreK-8.pdf</a> )	Genevieve Leydig	9/23/2019

### Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Annabel-C.-PerryPreK-8-BPIE.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_Annabel-C.-PerryPreK-8-BPIE.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_Annabel-C.-PerryPreK-8-BPIE.pdf</a> )	Genevieve Leydig	9/11/2019

☆ Effective Communication



## SAC Documentation

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Sept18-Minutes-.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_10242019_Sept18-Minutes-.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_10242019_Sept18-Minutes-.pdf</a> )	October	Monitored	10/24/2019
October-23-SAC-SignInCommittee.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_10242019_October-23-SAC-SignInCommittee.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_10242019_October-23-SAC-SignInCommittee.pdf</a> )	October	None	10/24/2019
October-23-SAC-SignIn.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_10242019_October-23-SAC-SignIn.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_10242019_October-23-SAC-SignIn.pdf</a> )	October	None	10/24/2019
ByLaws.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_10242019_ByLaws.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_10242019_ByLaws.pdf</a> )	October	SAC ByLaws	10/24/2019
Sign-In-Sheet.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_09252019_Sign-In-Sheet.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_09252019_Sign-In-Sheet.pdf</a> )	September	Monitored	9/25/2019
Sign-In-Sheet-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_09252019_Sign-In-Sheet-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_09252019_Sign-In-Sheet-2019.pdf</a> )	September	Monitored	9/25/2019
SAC-Agenda.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_09252019_SAC-Agenda.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_09252019_SAC-Agenda.pdf</a> )	September	Monitored	9/25/2019
SAC-Meeting-Dates-(2).jpg ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_09202019_SAC-Meeting-Dates-(2).jpg">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1631_09202019_SAC-Meeting-Dates-(2).jpg</a> )	September	None	9/20/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
AC-Perry-AdvancEd-Elementary-Student-Survey.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_AC-Perry-AdvancEd-Elementary-Student-Survey.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_AC-Perry-AdvancEd-Elementary-Student-Survey.pdf</a> )	Shelley Lunde	9/11/2019
AC-Perry-AdvancEd-Middle-School-Student-Survey.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_AC-Perry-AdvancEd-Middle-School-Student-Survey.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_AC-Perry-AdvancEd-Middle-School-Student-Survey.pdf</a> )	Shelley Lunde	9/11/2019
AC-Perry-AdvancEd-Staff-Survey.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_AC-Perry-AdvancEd-Staff-Survey.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_AC-Perry-AdvancEd-Staff-Survey.pdf</a> )	Shelley Lunde	9/11/2019
AC-Perry-PK8-Parent-Survey-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_AC-Perry-PK8-Parent-Survey-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_AC-Perry-PK8-Parent-Survey-2019.pdf</a> )	Shelley Lunde	9/11/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
A.C-Perry-Face-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_A.C-Perry-Face-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1631_09112019_A.C-Perry-Face-Plan.pdf</a> )	Ashley Walker	9/11/2019

☆ School Info



<b>School Name</b>	Pines Lakes ES (2861)	<b>School Grade (2018 - 2019)</b>	B
<b>Title 1 School</b>	<input type="checkbox"/> Yes	<b>Differentiated Accountability (DA)</b>	<input type="checkbox"/> No
<b>School of Excellence</b>	<input type="checkbox"/> No	<b>ESSA School</b>	<input type="checkbox"/> Yes
<b>Executive Summary</b>	<a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2861_09112019_Executive-Summary---19-20.docx">  Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2861_09112019_Executive-Summary---19-20.docx)                 </a>		

☆ 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	94	28	2	0	---	N/A	2	3	0	N/A
01	81	13	0	0	---	0	0	1	0	N/A
02	87	14	0	0	---	0	0	1	0	N/A
03	74	18	2	0	26	---	3	4	0	67
04	92	17	1	0	24	---	0	2	1	82
05	105	16	2	0	29	---	1	0	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	95	25	2	0	---	0	2	0	0	N/A
01	86	18	1	0	---	0	0	3	0	N/A
02	88	16	1	0	---	0	0	1	0	N/A
03	82	14	3	0	30	---	14	10	0	77
04	59	11	4	0	16	---	6	3	0	55
05	93	12	1	0	25	---	3	1	1	84

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

Pines Lakes Elementary provides students with educational opportunities stemming from the Florida Standards (Math and Language Arts)/Next Generation Sunshine State Standards (Science). At PLE we use a variety of internal progress monitoring practices that align with grade level standards. With the help of and support of content area specialist coaches and resource teachers, we provide each grade level with a scope and sequence that allows the time to teach, assess, adjust methodology based upon student performance data, and reassess to ensure student understanding.

All students are exposed to the aforementioned tier 1 instructional program. However, teachers use interventions with students that are not meeting grade level expectations. Using a data driven approach, small group teacher led instruction is provided using research based materials and methodology. Results are graphed to allow the Response to Intervention (RtI) team to review each case with the teacher and parent. At meetings, all members are able to provide input to ensure the best plan is developed and monitored for each student. This process also occurs with behavior concerns.

To address literacy intervention at our school, our teachers employ a variety of programs and delivery techniques that are research-based that target specific deficiencies. Programs include the use of Foundations, Levelled Literacy Instruction (LLI), Phonics for Reading, Quickreads, and the i-Ready teacher toolbox. For mathematics, teachers have access to the i-Ready teacher toolbox, Touchmath, and the Go Math! adoption intervention books.

Behavioral intervention strategies are employed in the classroom and supported through our ESE specialist. Students use visual schedules, incremental time feedback systems, checklists, and social stories to help them to be successful academically.

## School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2861&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 reading coach are responsible for monitoring classroom instruction aligned to standards. Classroom walkthroughs, PLC SMART goal implementation and monitoring, data from grade-level standards-based CARE cycle assessments in addition to iReady Diagnostic data from fall, winter, and spring checkpoints is also utilized to ensure alignment.

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

Subgroups are clearly identified and placed in instructional grouping profiles to clearly track and progress monitor on a regular basis. Administration and reading coach monitor these profiles to track student growth.

iReady diagnostic assessments are administered three times per year (fall, winter, and spring) to students in grades K-5 and monitoring of placement levels and scale scores is reviewed and discussed to adjust action plans accordingly. BAS (Benchmark Assessments System) is administered to students in K-5 three times per year and this data is also reviewed after each testing window to closely monitor progress towards proficiency. The administration of these assessments is done by the classroom teacher but is monitored by the reading coach. Students who are identified as below are placed on progress monitoring plans. For those students in MTSS (RTI), progress monitoring is continual to ensure interventions are effective and meet the specific needs and academic goals of students. If those interventions prove effective, they continue. If not, interventions plans and goals are modified if deemed necessary by the CPST (Comprehensive Problem Solving Team.)

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

To ascertain that instruction of students that are not progressing toward individual and grade level reading goals is both systematic and explicit, a digital reading deficiency tracking system has been created to identify students and their specific target areas of instruction. The problem analysis process as established by the K-5 Identification/Intervention Reading Decision Chart helps identify the target area utilizing data from assessments according to reading level. Once target area is identified, intervention and progress monitoring plans specific to that target area are created. If data further indicates student is in need of supplemental or intensive intervention, student is referred for the RTI process. The CPST team meets to create intervention plan and students are placed on appropriate Tier 2 or Tier 3 plans or as deemed necessary by the team.

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

Research based instructional best-practices such as guided reading, shared reading, interactive read alouds, word study and explicit instruction in the areas of oral reading, reading comprehension, and writing are utilized. Resources such as Wilson Foundations, Soar To Success, Leveled Literacy Instruction, Rewards, Phonics for Reading in addition to differentiated iReady teacher led lessons are utilized with SWDs and as supplemental and/or intensive interventions for Tier 2 and Tier 3 students. The Varying Exceptionalities teacher works with SWD students and homeroom teachers with support from the reading coach provides Tier 2 and Tier 3 interventions.

**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 have attended district professional learning such as small group guided reading, responsive literacy, and balanced literacy. All district professional learnings implement UDL and the post- implementation activities must be aligned with UDL principles as well. In addition, professional learning opportunities on teacher planning days provide teachers with multiple strategies and supports that follow the three main principles of UDL.

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

Strategies are implemented during Tier 1 instruction by homeroom teachers for all ELL students. Imagine Learning is a digital program that teaches critical language concepts such as listening comprehension, academic language, vocabulary, grammar, and phonological awareness. ELLs are placed on an individualized learning path that continually adjusts to their needs. This data is closely monitored by ESOL contact and reading coach. Push-in and pull out services are also provided and based on student need.

## Resources

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf))

## ☆ Safe and Supportive Environment



## Professional Learning Communities (PLC)

### PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Literacy PLC - PLCs are held on the last two days of each instructional cycle.	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 5/15/2020	1:50 PM - 2:50 PM	Pre K, K, 1, 2, 3, 4, 5

## Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Pines-Lake-Elementary-School.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09042019_Broward-SAM--Pines-Lake-Elementary-School.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09042019_Broward-SAM--Pines-Lake-Elementary-School.pdf</a> )	Cortney Roberts	9/4/2019
PLE-MTSS-Rtl-Action-Plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_PLE-MTSS-Rtl-Action-Plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_PLE-MTSS-Rtl-Action-Plan-2019-2020.pdf</a> )	Amrita Sookhansingh	9/11/2019

## Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 6/2/2020	8:30 AM - 2:50 PM

## Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2861_PLE_SEL-Action-Plan-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09172019_2861_PLE_SEL-Action-Plan-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09172019_2861_PLE_SEL-Action-Plan-2019.pdf</a> )	Amrita Sookhansingh	9/17/2019

## School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
PLE_SWPBP_042619.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_04262019_PLE_SWPBP_042619.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_04262019_PLE_SWPBP_042619.pdf</a> )	John Hoolihan	4/26/2019
Pines-Lakes-Elementary-Feedback-Form.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_05312019_Pines-Lakes-Elementary-Feedback-Form.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_05312019_Pines-Lakes-Elementary-Feedback-Form.pdf</a> )	Kerry-Ann Tracey	5/31/2019

## Attendance Plan

## Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	559	286	51.16	182	32.56	74	13.24	17	3.04
2017 - 2018	551	262	47.55	176	31.94	88	15.97	25	4.54
2018 - 2019	503	229	45.53	173	34.39	89	17.69	12	2.39

## Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	KG	95	41	43.16	29	30.53	21	22.11	4	4.21
2018 - 2019	01	86	33	38.37	34	39.53	17	19.77	2	2.33
2018 - 2019	02	88	42	47.73	29	32.95	13	14.77	4	4.55
2018 - 2019	03	82	34	41.46	33	40.24	14	17.07	1	1.22
2018 - 2019	04	59	28	47.46	19	32.20	12	20.34	0	0.00
2018 - 2019	05	93	51	54.84	29	31.18	12	12.90	1	1.08

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 <b>45.5%</b> 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 <b>20.1%</b> of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school <b>2.4%</b> 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
PLE-Attendance-Plan-Elementary-SIP.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_PLE-Attendance-Plan-Elementary-SIP.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_PLE-Attendance-Plan-Elementary-SIP.pdf</a> )	Amrita Sookhansingh	9/11/2019

## School Counseling Plan

File Name	File Uploaded By	Upload Date
PLE-Annual-Counseling-Plan.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09192019_PLE-Annual-Counseling-Plan.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09192019_PLE-Annual-Counseling-Plan.pdf</a> )	Amrita Sookhansingh	9/19/2019

## Equity Plan

File Name	File Uploaded By	Upload Date
PLE-Equity-Diversity-Action.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09192019_PLE-Equity-Diversity-Action.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09192019_PLE-Equity-Diversity-Action.pdf</a> )	Amrita Sookhansingh	9/19/2019

## Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
2861_10242018_PLE_2861_BPIE_2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_2861_10242018_PLE_2861_BPIE_2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_2861_10242018_PLE_2861_BPIE_2019.pdf</a> )	Amrita Sookhansingh	9/11/2019

### ☆ Effective Communication



## SAC Documentation

## SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SACminutes_Oct25_2019_ToBeApproved-(1).pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10252019_SACminutes_Oct25_2019_ToBeApproved-(1).pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10252019_SACminutes_Oct25_2019_ToBeApproved-(1).pdf</a> )	October	Monitored	10/25/2019
SAC_GuestSignIn_Oct252019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10252019_SAC_GuestSignIn_Oct252019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10252019_SAC_GuestSignIn_Oct252019.pdf</a> )	October	Monitored	10/25/2019
SAC_MemberSignIn_Oct252019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10252019_SAC_MemberSignIn_Oct252019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10252019_SAC_MemberSignIn_Oct252019.pdf</a> )	October	Monitored	10/25/2019
SACAGENDA_Oct252019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10252019_SACAGENDA_Oct252019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10252019_SACAGENDA_Oct252019.pdf</a> )	October	Monitored	10/25/2019
SAC_Minutes_Sept272019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10252019_SAC_Minutes_Sept272019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10252019_SAC_Minutes_Sept272019.pdf</a> )	September	None	10/25/2019
SAC-Composition-2019_2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10252019_SAC-Composition-2019_2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10252019_SAC-Composition-2019_2020.pdf</a> )	October	Monitored	10/25/2019
SAC_Signinsheets_09272019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10152019_SAC_Signinsheets_09272019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10152019_SAC_Signinsheets_09272019.pdf</a> )	September	Monitored	10/15/2019
SAC-Composition-2019_2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10152019_SAC-Composition-2019_2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10152019_SAC-Composition-2019_2020.pdf</a> )	September	Monitored	10/15/2019
SAC_Agenda_0927019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10152019_SAC_Agenda_0927019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10152019_SAC_Agenda_0927019.pdf</a> )	September	Monitored	10/15/2019
SACminutes_Aug30_2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10152019_SACminutes_Aug30_2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10152019_SACminutes_Aug30_2019.pdf</a> )	August	Developed	10/15/2019
Pines-Lakes-Bylaws-19-20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10152019_Pines-Lakes-Bylaws-19-20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_10152019_Pines-Lakes-Bylaws-19-20.pdf</a> )	September	SAC ByLaws	10/15/2019
SAC_SignInSheets_08302019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_09122019_SAC_SignInSheets_08302019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_09122019_SAC_SignInSheets_08302019.pdf</a> )	August	SAC ByLaws	9/12/2019
SAC_MinutesMay_05172019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_09122019_SAC_MinutesMay_05172019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_09122019_SAC_MinutesMay_05172019.pdf</a> )	May	None	9/12/2019
SAC_Agenda_08302019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_09112019_SAC_Agenda_08302019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2861_09112019_SAC_Agenda_08302019.pdf</a> )	August	SAC ByLaws	9/11/2019

## Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
Pines-Lakes-Bilingual-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_Pines-Lakes-Bilingual-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_Pines-Lakes-Bilingual-Parent-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Pines-Lakes-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_Pines-Lakes-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_Pines-Lakes-Parent-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Pines-Lakes-Staff-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_Pines-Lakes-Staff-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_Pines-Lakes-Staff-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Pines-Lakes-Student-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_Pines-Lakes-Student-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09112019_Pines-Lakes-Student-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
PLE-Face-Plan-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09262019_PLE-Face-Plan-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2861_09262019_PLE-Face-Plan-2019-2020.pdf</a> )	Amrita Sookhansingh	9/26/2019

☆ School Info



<b>School Name</b>	Silver Palms ES (3491)	<b>School Grade (2018 - 2019)</b>	
<b>Title 1 School</b>	<input type="checkbox"/> No	<b>Differentiated Accountability (DA)</b>	
<b>School of Excellence</b>	<input type="checkbox"/> Yes	<b>ESSA School</b>	
<b>Executive Summary</b>	<a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3491_09112019_3491_05132019_Executive-Summr">  Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3491_09112019_3491_05132019_Executive-Summr)         </a>		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
KG	96	11	0	0	---	N/A	0	0	0	N/A
01	103	7	0	0	---	0	2	3	0	N/A
02	105	11	0	0	---	0	0	2	0	N/A
03	118	4	1	0	19	---	0	0	0	108
04	117	7	0	0	17	---	0	0	0	112
05	101	8	0	0	21	---	0	0	1	99

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	77	6	0	0	---	0	0	0	0	N/A
01	106	10	1	0	---	0	0	2	0	N/A
02	102	6	0	0	---	0	0	1	0	N/A
03	111	5	1	0	17	---	3	1	0	105
04	97	4	1	0	12	---	12	12	0	92
05	111	5	4	0	24	---	24	24	0	109

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

We will use iReady Profile Lessons to address Phonics, Phonemic Awareness, Vocabulary, and Comprehension deficiencies in grades K-5.  
 We will use the Foundations system to address Phonics and Phonemic Awareness deficiencies in Kindergarten.  
 We will use Words Their Way to address Phonics deficiencies in grades K-3.  
 We will use Great Leaps to address fluency in grades 1-5.  
 We will use the Journeys Reading Toolkit in grades K through 3rd to address all areas of reading.  
 We will use the Journeys Literacy Toolkit in grades 3-5 to address all areas of reading.  
 We will use Leveled Literacy Intervention LLI in grade 1 and 2 to address all areas of reading.  
 We will use the Reading Rally System with students in grades 2-5.  
 We will use the Go Math Strategic Intervention in grades K-5.  
 We will use iReady Profile Lesson Mathematics in grades K-5  
 We will use the Touch Math system in grades K-2.

## School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3491&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Our Students with disabilities performed at 42% proficiency, our focus will be to increase proficiency by two percentage points as evidenced by the results of the FSA in June 2020.	The use of specialized instruction will be implemented during small group instruction.	ESE Support Facilitator and ESE Certified Teachers.	6/1/2020	Teachers will attend Thinking Maps and Canvas training.	\$400.00	Quarterly Progress Monitoring	
Silver Palms Elementary will increase FSA-ELA achievement by five percentile points in each reporting category by 2020.	The use of Standards-Based Instruction, small guided reading groups, and FSA camp.	Literacy Coach	6/1/2020	Teachers in grades Kindergarten through fifth will participate in BAS Calibration and Balanced Literacy training. Kindergarten teachers will participate in Foundations training.	\$2,000.00	STAR Early for kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print. 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.	

## K-12 Comprehensive Reading Plan

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

School Administrators are responsible for ensuring that classroom instruction is aligned to grade-level standards.  
 School Administrators conduct informal classroom observations to ensure instruction and materials are fully aligned through the use of iObservation.  
 Observational qualitative data will be analyzed to inform the professional development needs of staff to support high-quality instruction. The effective use of ESOL instructional practices and appropriate accommodations to support students with disabilities (SWDs) access to the Florida Standards curriculum and instruction. Schools are also expected to implement keystones (performance tasks) that are aligned to state standards to determine if students are making adequate progress towards meeting the expectation of the standards.

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

The specific data collected for progress monitoring is from the results of the Benchmark Assessment System (BAS), iReady Diagnostic, and Standards Assessment. Level 1 and 2 students will be monitored using Growth Monitoring assessments from iReady. The classroom teachers are the first level of data collection and monitoring responsibility of student progress towards reading proficiency. The Literacy Coach and Leadership Team are the second level of data collection and monitoring responsibility of student progress towards reading proficiency.

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

Our school conducts Data Chats using data from BAS, iReady Diagnostic Assessments, and classroom assessments to identify and monitor students who are not making adequate progress towards individual and grade-level goals. Once students are identified as having a deficiency the teacher along with the MTSS/RtI team use the Reading Decision chart to determine which interventions should be implemented. All teachers have identified a specific intervention reading block on their daily schedules in order to provide the identified students with the instructional interventions during small group instruction.

**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 has an ESE Support Facilitator who provides supplemental instruction and specialized instruction to our SWDs and Tier 3 students. Additionally, teachers and support staff provide TIER 2 and TIER 3 interventions to identified students during small group instruction. The resources used by the ESE Support Facilitator are Foundations, the Rally System and FOCUS. The teachers and support staff use Foundations, Phonics for Reading, Leveled Literacy Intervention, and resources from the Journeys Toolkits and Literacy Kits.

**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 have attended various professional learning trainings to assist with high-quality instruction in order to meet the needs of our diverse learners. These trainings include Benchmark Assessment System, Small Group Guided Reading, Level Literacy Intervention, Balanced Literacy, Effective Science Strategies, and Differentiated Learning Centers. Our teachers provide meaningful access and reduce barriers for our SWDs, ELLs and our students with diverse cultural and socioeconomic backgrounds through the use of effective practice and differentiated instruction.

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

Our teachers use the WIDA Can Do Standards to determine our ELLs students' needs and individualize instruction. The teachers and a dedicated ESOL paraprofessional use small group instruction in reading, writing, and speaking. The teachers use the ESOL Matrix to implement the appropriate accommodations in order to ensure student success. The use of the Imagine Learning computer-based program is being used with level 1 and A1 ELLs.

**Resources**

- 2019 BROWARD DT1 Elementary Chart ([https://web01.browardschools.com/ospa/ospa-central2/\\_sip\\_all\\_plans\\_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf](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](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](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](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](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](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
Silver Palms 2019-2020	Tuesday	1st, 3rd, 4th	9/3/2019 - 5/5/2020	2:10 PM - 3:00 PM	Pre K, K, 1, 2, 3, 4, 5

**Response to Intervention (MTSS/RtI) Plan**

File Name	File Uploaded By	Upload Date
Broward-SAM--Silver-Palms-Elementary-School.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09042019_Broward-SAM--Silver-Palms-Elementary-School.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09042019_Broward-SAM--Silver-Palms-Elementary-School.pdf</a> )	Cortney Roberts	9/4/2019
MTSS_Rtl_Action_Plan_2019_20.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_MTSS_Rtl_Action_Plan_2019_20.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_MTSS_Rtl_Action_Plan_2019_20.pdf</a> )	Polett Williams	10/2/2019

### Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/26/2019 - 3/12/2020	8:15 AM - 3:00 PM

### Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL_Action_Plan_2019_2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09232019_SEL_Action_Plan_2019_2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09232019_SEL_Action_Plan_2019_2020.pdf</a> )	Polett Williams	9/23/2019

### School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Silver-Palms-Feedback-Form.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_05242019_Silver-Palms-Feedback-Form.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_05242019_Silver-Palms-Feedback-Form.pdf</a> )	Desiree Montalvo	5/24/2019
SPE-SPBP-2019.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_07162019_SPE-SPBP-2019.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_07162019_SPE-SPBP-2019.pdf</a> )	Shannon Arias	7/16/2019

### Attendance Plan

#### Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	681	433	63.58	198	29.07	48	7.05	2	0.29
2017 - 2018	661	437	66.11	166	25.11	52	7.87	6	0.91
2018 - 2019	604	391	64.74	172	28.48	39	6.46	2	0.33

#### 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	77	48	62.34	22	28.57	6	7.79	1	1.30
2018 - 2019	01	106	63	59.43	31	29.25	12	11.32	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	02	102	58	56.86	38	37.25	6	5.88	0	0.00
2018 - 2019	03	111	74	66.67	31	27.93	5	4.50	1	0.90
2018 - 2019	04	97	67	69.07	26	26.80	4	4.12	0	0.00
2018 - 2019	05	111	81	72.97	24	21.62	6	5.41	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 <b>64.7%</b> 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 <b>6.8%</b> 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 <b>0.3%</b> 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-SPE-SIP-.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09112019_Attendance-Plan-Elementary-SPE-SIP-.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09112019_Attendance-Plan-Elementary-SPE-SIP-.pdf</a> )	Irina Shearer	9/11/2019

## School Counseling Plan

File Name	File Uploaded By	Upload Date
Guidance-Plan-2019_2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09232019_Guidance-Plan-2019_2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09232019_Guidance-Plan-2019_2020.pdf</a> )	Polett Williams	9/23/2019

## Equity Plan

File Name	File Uploaded By	Upload Date
SPE-Equity-Diversity-Action-Plan-2019-2020-.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_SPE-Equity-Diversity-Action-Plan-2019-2020-.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_SPE-Equity-Diversity-Action-Plan-2019-2020-.pdf</a> )	Shannon Arias	10/2/2019

## Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Silver-Palms--ES_BPIE_2018.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09112019_Silver-Palms--ES_BPIE_2018.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09112019_Silver-Palms--ES_BPIE_2018.pdf</a> )	Shelley Lunde	9/11/2019

☆ Effective Communication



## SAC Documentation

### SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF_September_Agenda_Signin_Minutes.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3491_10222019_SAF_September_Agenda_Signin_Minutes.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3491_10222019_SAF_September_Agenda_Signin_Minutes.pdf</a> )	September	Monitored	10/22/2019
SAC_September_Agenda_Signin_Minutes.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3491_10222019_SAC_September_Agenda_Signin_Minutes.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3491_10222019_SAC_September_Agenda_Signin_Minutes.pdf</a> )	September	Monitored	10/22/2019
Silver-Palms-ES-SAC-Composition.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3491_10212019_Silver-Palms-ES-SAC-Composition.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3491_10212019_Silver-Palms-ES-SAC-Composition.pdf</a> )	October	None	10/21/2019
2019_20_SAC_Dates.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3491_10022019_2019_20_SAC_Dates.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3491_10022019_2019_20_SAC_Dates.pdf</a> )	August	Monitored	10/2/2019
SAC_August_2019_Meeting_Agenda_Signin_Minutes.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3491_09262019_SAC_August_2019_Meeting_Agenda_Signin_Minutes.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3491_09262019_SAC_August_2019_Meeting_Agenda_Signin_Minutes.pdf</a> )	August	Monitored	9/26/2019
SAC-ByLaws-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3491_09262019_SAC-ByLaws-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3491_09262019_SAC-ByLaws-2019-2020.pdf</a> )	August	SAC ByLaws	9/26/2019

## AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Silver-Palms-Bilingual-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09112019_Silver-Palms-Bilingual-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09112019_Silver-Palms-Bilingual-Parent-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Silver-Palms-Parent-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09112019_Silver-Palms-Parent-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09112019_Silver-Palms-Parent-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Silver-Palms-Staff-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09112019_Silver-Palms-Staff-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09112019_Silver-Palms-Staff-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019
Silver-Palms-Student-Survey-Results.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09112019_Silver-Palms-Student-Survey-Results.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_09112019_Silver-Palms-Student-Survey-Results.pdf</a> )	Shelley Lunde	9/11/2019

## Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
FACE-Plan-Catch-Them-Being-Great-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_FACE-Plan-Catch-Them-Being-Great-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_FACE-Plan-Catch-Them-Being-Great-2019-2020.pdf</a> )	Shannon Arias	10/2/2019
FACE-Plan-Cultural-Awareness.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_FACE-Plan-Cultural-Awareness.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_FACE-Plan-Cultural-Awareness.pdf</a> )	Shannon Arias	10/2/2019
FACE-Customer-Service-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_FACE-Customer-Service-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_FACE-Customer-Service-2019-2020.pdf</a> )	Shannon Arias	10/2/2019

File Name	File Uploaded By	Upload Date
FACE-Bulletin-Board-Pic.jpg ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_FACE-Bulletin-Board-Pic.jpg">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_FACE-Bulletin-Board-Pic.jpg</a> )	Shannon Arias	10/2/2019
FACE-Plan-SPE-2019-2020.pdf ( <a href="https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_FACE-Plan-SPE-2019-2020.pdf">https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3491_10022019_FACE-Plan-SPE-2019-2020.pdf</a> )	Shannon Arias	10/2/2019