

☆ **School Info** ▲ ✕

School Name	Apollo MS (1791)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> ---	ESSA School	<input type="checkbox"/> Yes
Executive Summary	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1791_10042019_1791_10042019_Executive-Summr)		

☆ **High Quality Instruction** ▲ ✕

Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	450	47	68	31	143	---	19	2	4	425
07	457	57	79	45	154	---	36	2	8	430
08	423	55	49	19	123	---	61	2	15	406

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
06	536	60	73	75	164	---	102	4	20	500
07	450	66	100	51	171	---	109	3	2	430
08	454	59	55	30	125	---	61	3	4	428

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

There are many academic strategies employed by Apollo Middle School to improve academic performance for students with early warning indicators. Apollo Middle School provide students with computer-based programs to improve student achievement. Some of the programs include, but are not limited to First In Math, USA Test Prep, Achieve 3000. These programs are used on a daily basis as enrichment and remediation strategies for students. Mastery Connect is used as an evaluation tool to monitor student progress and assessment scores. In addition Saturday Academy, pullouts for core classes, and before/after school tutoring are provided in math, reading, science, and social studies for students requiring intervention. Apollo also provides several mentoring programs as interventions for struggling and at-risk according to the early warning indicators.

The SEL (Social and Emotional Learning) program will continue to be fully embeded into interdisciplinary studies throughout students' curriculum for each grade level. This curriculum is supported by a SEL Team that provides professional development, monitors, evaluates, and improves SEL instruction in the classroom with online enrichment programs, LEEO curriculum, Social awareness workshops for students, Suite 360 and Step Up enrichment materials, Peer Counseling, Health and Wellness center (within the school) and parental involvement events.

The primary mentoring and tutoring programs available to these students are First Priority, Developing Intelligent Young Men (DIYM), Ladies of Style and Elegance (LSE), Rites of Passage and Real Talk mentoring program.

The DIYM program focuses on 8th grade boys to improve social, behavioral, and academic progress. Students in the program have computer access and an hour of tutoring each meeting. The program provides students with guest speakers and field trips to local colleges. The Ladies of Style and Elegance was developed to mentor 8th grade girls. In addition, to mentoring the program does community service and fundraising activities to keep the girls focused on social and academic success. The program monitors the grades and behavior of all their students. The young men of DIYM and the ladies of LSE serve as student ambassadors for school events held on campus. The Rites of Passages Program provides mentoring and tutoring for male students. The program meets four days a week after school. During that time the young men learn different techniques to utilize to help them be successful in school and life. The "T.R.U.T.H Mentoring & Leadership Program" offered at Apollo Middle School for young ladies in all three grades (ages 11-15). In the program, students are matched with an adult volunteer mentor who will meet at the school. The volunteers will act as mentors, counselors, advocates and educators on subjects specific to your child's needs and interests as well as act as an adult role model and source of friendship and encouragement.

All programs provide hands on academic support for our student's academically success. These programs and initiatives focus on the academic wellness of our students.

Hispanic Unity 4Teens (U4T) and 21st Century are year-round programs for a middle school age youth. Both programs provide parents with before and after school care for their children for free. The programs are designed to provide education and enrichment activities to help students attain academic and social success, reduce risk behaviors and learn skills so they may grow into self-sufficient, productive adults. Students are able to get homework assistance and tutoring in all the core subject areas. Lastly, Apollo Middle is proud to be a 21st Century Learning school which is a supplemental academic enrichment program that accompanies general education and core subjects for all students before, after school and in the summer. The program is designed to provide students with remediation and tutoring daily, year-long and in the summer between school years to boost FSA scores and student achievement.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1791&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Optimize Internal/ External Relationships	Implement Conscious Discipline	CDAT Team Lead and SEL Liaison	5/15/2020			CDAT meeting	
Improve outcomes due to authentic PLCs	Implement CARE cycle of instruction for adult learning & use of Learning Crosswalks	PLC Facilitators	5/15/2020	Authentic PLCs	\$1,369.00	CLT meetings	

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?

Contact Information The district contact should be the person ultimately responsible for the plan. This person will be FDOE's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district. District Contact: Mildred Grimaldo Contact Email: Mildred.Grimaldo@browardschools.com Contact Telephone: 754-321-1866

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

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

At the secondary level, in grades 6-12, students who score a Level 1 or 2 on the FSA-ELA are administered the online Florida Assessments in Reading-Florida Standards (FAIR-FS). FAIR-FS data enable schools to determine strategies that can be incorporated into instruction that address the individual needs of students. 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?

The progress-monitoring data indicated in question 3B above are continually updated and current; in the District's Comprehensive online data-collection system (BASIS 3.0) enabling District leadership, school administrators, teachers, and support staff the opportunity to access and review the ongoing progress of all schools and their students. Student performance data are closely monitored to ensure fully informed decision-making. Qualitative data collected are analyzed to inform the professional growth and development needs of staff in order to increase classroom effectiveness through the delivery of highquality literacy instruction. Further qualitative data analysis can be conducted through student protocols to support the identification of multi-tiered systems of support for all students that include response to intervention (RTI) as determined through the school-based collaborative problem-solving process. At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students the first 30 school days and data are automatically uploaded in the Progress Monitoring and Reporting Network (PMRN) and it is used as a baseline to inform early literacy strengths and needs. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments quarterly for additional progress monitoring. In addition, teachers in grades K-5 administer the Benchmark Assessment System (BAS) and enter students' independent, instructional, and frustration reading levels into BASIS 3.0 at a minimum three (3) assessment periods per year. However, when data indicates students are reading two or more levels below instructional levels at any point in time, it is recommended to monitor students' progress more frequently. The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is also administered three assessment periods a year to all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring and also entered into BASIS 3.0.

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

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowestperforming elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading

research; and

- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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)?

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The Just Read, Florida! office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process: 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.? Mildred Grimaldo, Director Literacy Susan Leon, Director Professional Development Standards and Support 7 | Page 2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities? \$640,219 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S.. Please list the course numbers from your district Professional Learning

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

Alignment of the BCPS ELL accommodation suggestions, Apollo will provide Accommodations and Supports to develop Clear Communication with Assessments and Remediation on Vocabulary, exercises of Collaboration & Conversation to increase Metacognitive & Metalinguistic skills. Accommodations include: Heritage Dictionary & Heritage Language. Supports include: Flexible Scheduling, Flexible Setting, Flexible Timing

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
1791 PASL	Monday	2nd, 4th	8/14/2019 - 5/15/2019	8:35 AM - 9:25 AM	6, 7
1791 Social Studies	Thursday	1st, 2nd, 3rd, 4th, 5th	8/15/2019 - 5/15/2020	8:35 AM - 9:25 AM	6, 7, 8
1791_ELA	Thursday	1st, 2nd, 3rd, 4th	8/22/2019 - 4/30/2020	8:30 AM - 9:15 AM	6, 7, 8
1791_Math	Thursday	1st, 2nd, 3rd, 4th, 5th	8/22/2019 - 4/30/2020	8:30 AM - 9:16 AM	6, 7, 8
1791_Science	Thursday	1st, 2nd, 3rd, 4th, 5th	8/22/2019 - 4/30/2020	8:30 AM - 9:15 AM	6, 7, 8
1791_Reading/Literacy 6-8	Thursday	1st, 2nd, 3rd, 4th, 5th	8/22/2019 - 4/30/2020	8:30 AM - 9:15 AM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM--Apollo-Middle-School2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_08292019_SAM--Apollo-Middle-School2019.pdf)	Myka Walker	8/29/2019

Rtl Team Meeting Schedule

No Meeting Schedule

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
UpdtedSEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_08272019_UpdtedSEL-Action-Plan-2019.pdf)	Ayanna Whitworth-Barner	8/27/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Apollo_SPBP.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_05172019_Apollo_SPBP.docx)	Desiree Montalvo	5/17/2019
Apollo_MS-Feedback-Forms-2019---2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_05312019_Apollo_MS-Feedback-Forms-2019---2020.pdf)	Shavonda Mitchum	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	1357	944	69.57	293	21.59	94	6.93	26	1.92
2017 - 2018	1357	857	63.15	324	23.88	141	10.39	35	2.58
2018 - 2019	1440	832	57.78	405	28.13	173	12.01	30	2.08

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	06	536	342	63.81	127	23.69	58	10.82	9	1.68
2018 - 2019	07	450	243	54.00	137	30.44	59	13.11	11	2.44
2018 - 2019	08	454	247	54.41	141	31.06	56	12.33	10	2.20

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 57.8% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 14.1% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.1% 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
Apollo_1791_2019Updated.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_10242019_Apollo_1791_2019Updated.pdf)	Ayanna Whitworth-Barner	10/24/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASPC.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_10022019_ASPC.pdf)	Shazia Bajwa	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_10022019_Equity2019-2020.pdf)	Ayanna Whitworth-Barner	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-(Melonie-Jimenez).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_09272019_BPIE-Plan-(Melonie-Jimenez).pdf)	Ayanna Whitworth-Barner	9/27/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda-11-06-19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1791_11072019_SAC-Agenda-11-06-19.docx)	November	Developed	11/7/2019
Scanned-sign-in-sheet-10-8-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1791_10182019_Scanned-sign-in-sheet-10-8-19.pdf)	October	Developed	10/18/2019
SAC-Agenda-10-8-19rescheduled.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1791_10182019_SAC-Agenda-10-8-19rescheduled.docx)	October	Developed	10/18/2019
SAC-Composition-Report-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1791_10142019_SAC-Composition-Report-2019-2020.pdf)	October	Developed	10/14/2019
SAC-minutes-Sep112019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1791_09232019_SAC-minutes-Sep112019.docx)	September	Developed	9/23/2019
SAC-Bylaws-draft-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1791_09172019_SAC-Bylaws-draft-2019-2020.docx)	September	SAC ByLaws	9/17/2019
SAC-sign-in-sheet-scanned-9-11-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1791_09172019_SAC-sign-in-sheet-scanned-9-11-19.pdf)	September	Developed	9/17/2019
SAC-Agenda-9-11-19rev.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1791_09172019_SAC-Agenda-9-11-19rev.docx)	September	Developed	9/17/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Apollo-MS-Parent-Survey-Feb-11-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_10032019_Apollo-MS-Parent-Survey-Feb-11-2019.pdf)	Shazia Bajwa	10/3/2019
Apollo-MS-Staff-Survey-Feb-11-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_10032019_Apollo-MS-Staff-Survey-Feb-11-2019.pdf)	Shazia Bajwa	10/3/2019
Apollo-MS-Student-Survey-Feb-11-2019-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_10032019_Apollo-MS-Student-Survey-Feb-11-2019-(1).pdf)	Shazia Bajwa	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_09262019_Face-Plan2020.pdf)	Ayanna Whitworth-Barner	9/26/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_09262019_Customer-Service.pdf)	Ayanna Whitworth-Barner	9/26/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_09262019_Cultural-Awareness.pdf)	Ayanna Whitworth-Barner	9/26/2019
Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_09272019_Programs-and-Services-Checklist.pdf)	Ayanna Whitworth-Barner	9/27/2019
Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_09272019_Catchthem-Being-Great.pdf)	Ayanna Whitworth-Barner	9/27/2019

File Name	File Uploaded By	Upload Date
FACE-Resource-Meeting1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1791_10022019_FACE-Resource-Meeting1.pdf)	Ayanna Whitworth-Barner	10/2/2019

☆ School Info



School Name	Attucks MS (0343)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> ---	ESSA School	<input type="checkbox"/> Yes
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0343_09232019_FINAL_EXECUTIVE_SUMMARY-		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	264	32	43	9	103	---	13	0	1	245
07	273	47	61	27	116	---	29	2	5	248
08	221	42	50	2	97	---	35	0	5	206

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
06	304	33	47	1	100	---	40	0	8	271
07	285	25	50	33	116	---	53	1	1	259
08	273	48	63	5	105	---	57	1	4	244

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

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The SEL (Social and Emotional Learning) program will continue to be fully embedded into interdisciplinary studies throughout students' curriculum for each grade level. This curriculum is supported by a SEL Team that provides professional development, monitors, evaluates, and improves SEL instruction in the classroom with online enrichment programs, LEEO curriculum, Social awareness workshops for students, Suite 360 and Step Up enrichment materials, Peer Counseling, Health and Wellness center (within the school) and parental involvement events.

The primary mentoring and tutoring programs available to these students are First Priority, Developing Intelligent Young Men (DIYM), Ladies of Style and Elegance (LSE), Rites of Passage and Real Talk mentoring program.

The DIYM program focuses on 8th grade boys to improve social, behavioral, and academic progress. Students in the program have computer access and an hour of tutoring each meeting. The program provides students with guest speakers and field trips to local colleges. The Ladies of Style and Elegance was developed to mentor 8th grade girls. In addition, to mentoring the program does community service and fundraising activities to keep the girls focused on social and academic success. The program monitors the grades and behavior of all their students. The young men of DIYM and the ladies of LSE serve as student ambassadors for school events held on campus. The Rites of Passages Program provides mentoring and tutoring for male students. The program meets four days a week after school. During that time the young men learn different techniques to utilize to help them be successful in school and life. The "[T.R.U.T.H Mentoring & Leadership Program](#) offered at Apollo Middle School for young ladies in all three grades (ages 11-15). In the program, students are matched with an adult volunteer mentor who will meet at the school. The volunteers will act as mentors, counselors, advocates and educators on subjects specific to your child's needs and interests as well as act as an adult role model and source of friendship and encouragement.

All programs provide hands on academic support for our student's academically success. These programs and initiatives focus on the academic wellness of our students.

Hispanic Unity 4Teens (U4T) and 21st Century are year-round programs for a middle school age youth. Both programs provide parents with before and after school care for their children for free. The programs are designed to provide education and enrichment activities to help students attain academic and social success, reduce risk behaviors and learn skills so they may grow into self-sufficient, productive adults. Students are able to get homework assistance and tutoring in all the core subject areas. Lastly, Apollo Middle is proud to be a 21st Century Learning school which is a supplemental academic enrichment program that accompanies general education and core subjects for all students before, after school and in the summer. The program is designed to provide students with remediation and tutoring daily, year-long and in the summer between school years to boost FSA scores and student achievement.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0343&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?

-Principal, Errol Evans, Assistant Principal, Cassandra Adderley, and the Literacy Coach, Jasmine Mayers are responsible for ensuring classroom instruction is aligned to grade-level standards through weekly classroom walkthroughs, quarterly data chat meetings with each teacher, and additional professional learning and PLC's. Students' artifacts and data are collected to demonstrate that instruction is aligned to grade-level standards. Data is closely monitored and action plans are established after every common formative assessment.

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

-Principal, Errol Evans, Assistant Principal, Cassandra Adderley, and the Literacy Coach, Jasmine Mayers are responsible for ensuring classroom instruction is aligned to grade-level standards through weekly classroom walkthroughs, quarterly data chat meetings with each teacher, and additional professional learning and PLC's. Students' artifacts and data are collected to demonstrate that instruction is aligned to grade-level standards. Data is closely monitored and action plans are established after every common formative 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?

-Attucks ensures students that are 2 or more instructional levels below grade level as evidenced by FAIR and I-Ready diagnostic assessments are placed in the appropriate intensive reading course such as REWARDS or Wilson. These students received TIER 2 targeted instruction/intervention, which is designed to build decoding and fluency skills along with reading comprehension. These students are also referred to the collaborative problem-solving team who facilitates and develops the implementation of an evidence-based intervention.

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

The instructional practices would be scaffolding, close reading activities, decoding, fluency and use of shared reading and visuals. The resources used for SWDs are the reinforcement of interventions and instructional strategies used in the core classes. TIER 2 and TIER 3 interventions are categorized by the student's reading deficiencies such as Phonics/Phonemic Awareness, Vocabulary, and Reading Comprehension. The ESE facilitators provide the interventions according to the student's IEP or tier. TIER 2 interventions frequency provided is 15 – 30 minutes daily or three times per week. TIER 3 interventions frequency provided is 30 minutes to an hour daily.

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

Teachers had professional learning on stations, technology, teaching strategies, learning strategies, standards-based instruction/activities, and how to utilize and access the District's core curriculum such as Collections and Inside.The professional learning provided information in more than one format. The teachers are able to access the full range of learners through text, audio, video and performance tasks, which gives all students a chance to access the materials in whichever way is best suited to their learning strengths (<https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/different-learning-strengths-what-you-need-to-know>).

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

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

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade Level PLC	Thursday	1st, 2nd, 3rd, 4th, 5th	8/26/2019 - 5/14/2020	8:00 AM - 8:45 PM	6, 7, 8
Content Area PLC	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/27/2019 - 5/12/2020	8:00 AM - 8:45 AM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM--Attucks-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0343_09102019_SAM--Attucks-Middle-School.pdf)	Myka Walker	9/10/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 3rd	9/4/2019 - 4/29/2020	9:15 AM - 11:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0343_09232019_SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0343_10012019_0343_09232019_SEL-Action-Plan-2019.pdf)	Audrey Dallaire	10/1/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Attucks_MS-Feedback-Forms-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0343_05312019_Attucks_MS-Feedback-Forms-2019-2020.pdf)	Shavonda Mitchum	5/31/2019
0343_04292019_Attucks-Middle-School-behavior-plan-19_20-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0343_10012019_0343_04292019_Attucks-Middle-School-behavior-plan-19_20-(1).pdf)	Audrey Dallaire	10/1/2019

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	745	496	66.58	139	18.66	91	12.21	19	2.55
2017 - 2018	793	488	61.54	174	21.94	102	12.86	29	3.66
2018 - 2019	860	541	62.91	201	23.37	92	10.70	26	3.02

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	06	303	198	65.35	70	23.10	31	10.23	4	1.32
2018 - 2019	07	284	189	66.55	65	22.89	24	8.45	6	2.11
2018 - 2019	08	273	154	56.41	66	24.18	37	13.55	16	5.86

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 62.9% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 13.7% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 3.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
0343_10032019_Attendance_Plan_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0343_11062019_0343_10032019_Attendance_Plan_2019-2020.pdf)	Audrey Dallaire	11/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0343_09102019_ASCP_2019-2020.pdf)	Jacquelyn Fernandez	9/10/2019

Equity Plan

File Name	File Uploaded By	Upload Date
0343_09232019_Attucks_Equity-Plan_SY19-20_Final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0343_10012019_0343_09232019_Attucks_Equity-Plan_SY19-20_Final.pdf)	Audrey Dallaire	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0343_10012019_BPIE-19_20.pdf)	Audrey Dallaire	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
01-September-2019-SAF-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0343_10042019_01-September-2019-SAF-Minutes.pdf)	October	None	10/4/2019
01-September-2019-SAF-Agenda-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0343_10042019_01-September-2019-SAF-Agenda-(1).pdf)	October	None	10/4/2019
01-September-2019-SAC-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0343_10042019_01-September-2019-SAC-Minutes.pdf)	October	Developed	10/4/2019
September-SAC-SIGN-IN.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0343_10042019_September-SAC-SIGN-IN.pdf)	September	Monitored	10/4/2019
SAF-Bylaw-Attucks-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0343_10042019_SAF-Bylaw-Attucks-2019_2020.pdf)	September	SAF ByLaws	10/4/2019
01-September-2019-SAC-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0343_10042019_01-September-2019-SAC-Agenda.pdf)	September	Developed	10/4/2019
SAC-ByLaws-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0343_10042019_SAC-ByLaws-2019_2020.pdf)	September	SAC ByLaws	10/4/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveysReportPrint6393105196207023945.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0343_10032019_SurveysReportPrint6393105196207023945.pdf)	Audrey Dallaire	10/3/2019
SurveysReportPrint2804451448716764408.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0343_10032019_SurveysReportPrint2804451448716764408.pdf)	Audrey Dallaire	10/3/2019
SurveysReportPrint1094366934418648821.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0343_10032019_SurveysReportPrint1094366934418648821.pdf)	Audrey Dallaire	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Attucks.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0343_10012019_Face-Plan-Attucks.pdf)	Audrey Dallaire	10/1/2019

☆ School Info



School Name	Bair MS (2611)	School Grade (2018 - 2019)
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)
School of Excellence	<input type="checkbox"/> ---	ESSA School
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2611_10042019_2019-2020-Bair-Middle-School-Ex) 	

☆ 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
06	334	45	40	16	112	---	13	2	7	311
07	323	51	63	35	120	---	37	14	6	298
08	269	45	41	19	61	---	43	12	9	251

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
06	317	47	55	32	113	---	61	7	11	289
07	339	57	47	27	116	---	67	5	6	312
08	296	56	45	13	86	---	50	12	8	270

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

There are many academic strategies employed by Apollo Middle School to improve academic performance for students with early warning indicators. Apollo Middle School provide students with computer-based programs to improve student achievement. Some of the programs include, but are not limited to First In Math, USA Test Prep, Achieve 3000. These programs are used on a daily basis as enrichment and remediation strategies for students. Mastery Connect is used as an evaluation tool to monitor student progress and assessment scores. In addition Saturday Academy, pullouts for core classes, and before/after school tutoring are provided in math, reading, science, and social studies for students requiring intervention. Apollo also provides several mentoring programs as interventions for struggling and at-risk according to the early warning indicators.

The SEL (Social and Emotional Learning) program will continue to be fully embedded into interdisciplinary studies throughout students' curriculum for each grade level. This curriculum is supported by a SEL Team that provides professional development, monitors, evaluates, and improves SEL instruction in the classroom with online enrichment programs, LEEO curriculum, Social awareness workshops for students, Suite 360 and Step Up enrichment materials, Peer Counseling, Health and Wellness center (within the school) and parental involvement events.

The primary mentoring and tutoring programs available to these students are First Priority, Developing Intelligent Young Men (DIYM), Ladies of Style and Elegance (LSE), Rites of Passage and Real Talk mentoring program.

The DIYM program focuses on 8th grade boys to improve social, behavioral, and academic progress. Students in the program have computer access and an hour of tutoring each meeting. The program provides students with guest speakers and field trips to local colleges. The Ladies of Style and Elegance was developed to mentor 8th grade girls. In addition, to mentoring the program does community service and fundraising activities to keep the girls focused on social and academic success. The program monitors the grades and behavior of all their students. The young men of DIYM and the ladies of LSE serve as student ambassadors for school events held on campus. The Rites of Passages Program provides mentoring and tutoring for male students. The program meets four days a week after school. During that time the young men learn different techniques to utilize to help them be successful in school and life. The "[T.R.U.T.H Mentoring & Leadership Program](#) offered at Apollo Middle School for young ladies in all three grades (ages 11-15). In the program, students are matched with an adult volunteer mentor who will meet at the school. The volunteers will act as mentors, counselors, advocates and educators on subjects specific to your child's needs and interests as well as act as an adult role model and source of friendship and encouragement.

All programs provide hands on academic support for our student's academically success. These programs and initiatives focus on the academic wellness of our students.

Hispanic Unity 4Teens (U4T) and 21st Century are year-round programs for a middle school age youth. Both programs provide parents with before and after school care for their children for free. The programs are designed to provide education and enrichment activities to help students attain academic and social success, reduce risk behaviors and learn skills so they may grow into self-sufficient, productive adults. Students are able to get homework assistance and tutoring in all the core subject areas. Lastly, Apollo Middle is proud to be a 21st Century Learning school which is a supplemental academic enrichment program that accompanies general education and core subjects for all students before, after school and in the summer. The program is designed to provide students with remediation and tutoring daily, year-long and in the summer between school years to boost FSA scores and student achievement.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2611&district=06>)

K-12 Comprehensive Reading Plan

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

School Administrators, Instructional Coaches and Department Chairs are responsible for ensuring that classroom instruction is aligned to grade-level standards. Before the school year begins, Department leaders design the instructional focus calendar and common formative assessments to reflect the scope and sequence of standards-based curriculum. A cross-curricular calendar, developed by the Literacy Coach, is also disseminated to provide a laser focus on ELA standards to be infused into all content instruction. Middle Administrators and our Literacy Coach.

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?

All students are administered a diagnostic assessment at the beginning of the first quarter to determine a performance baseline. Approximately, every 4-6 weeks, each department will administer a common formative assessment and a common mini assessment, as a checkpoint within the learning process. Individual teachers collect the data and analyze each period's performance to determine the appropriate response to students' needs. Additionally, teachers are asked to reflect on the performance of their students identified as the Lowest 30%, ELL, ESE, and Gifted, as well as describe how they intent to support and enrich the deficiencies and proficiencies, respectively, demonstrated in the results. Department leaders collect and analyze individual teacher data, then develop a department plan to attend to trends throughout the overall department and within each grade-levels.

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 were assigned to a Reading course based on the Reading Decision Chart. Additionally, students with an identified pattern of low classroom performance and/or low performance on common assessments are included in our Multi-tiered Support Systems (MTSS) process and monitored by at least two teachers (to include Reading, or Language Art if the student is not assigned to a Reading course.) Additional push-in/pull-out support will be provided by school Literacy Coach, as prescribed by intervention checklist.

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

Students whose end-of-year FAIR assessment results indicated multiple areas below the 30th percentile were enrolled in Reading courses. All teachers infuse literacy strategies, such as Cornell Notes, citing textual evidence, and vocabulary development. Students are provided instruction and remediation with a variety of resources: Collections' Supplemental Resource packages, Inside, Ready, Coach Crosswalk, CommonLit.com, Vocabulary.com, NewsELA. Teacher small groups occur throughout the week based on qualitative and quantitative data. Support facilitators and school Literacy Coach provide Tier 3 support, as needed.

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)?

Via our school Literacy Coach and District Instructional Specialist, our teachers have been exposed to Professional Development focusing on FSA - Digging Deeper into Data, Targeted Standards Instruction, Informative and Explanatory Writing, Raising the Rigor Toolbox, The Station Rotation Model in the ELA Classroom, and Literacy Strategies in the Content Area. All workshops were designed to provide the foundation for continuous growth and improvement in a teacher growth model. Feedback from observations and monitoring of collaborations during Professional Learning Communities (PLCs) help to identify teachers' grasp of previous professional learning and their ability to integrate these elements into instruction.

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

Tier A (A1/A2) students receive specialized instruction through a Developmental Language course, which includes the teacher of record and two ELL facilitators. All active students are monitored closing using common formative assessment data and teacher input. The school's ELL coordinator communicates with all involved stakeholders to ensure the additional supports implemented (ELL facilitators) and teacher accommodations are utilized effectively and consistently.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
P.R.I.D.E. Committee Meetings	Friday	4th	8/30/2019 - 5/22/2020	8:20 AM - 9:00 AM	6, 7, 8
Department Chair Meetings	Friday	3rd	8/16/2019 - 5/15/2020	8:20 AM - 9:00 AM	6, 7, 8
Professional Development Meetings	Friday	2nd	8/23/2019 - 5/8/2019	8:20 AM - 9:00 AM	6, 7, 8
Faculty Meetings	Friday	1st	8/14/2019 - 6/3/2020	8:20 AM - 9:00 AM	6, 7, 8
Department Meetings	Wednesday Thursday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 6/3/2020	8:20 AM - 9:00 AM	6, 7, 8
Parent Conferences	Monday Tuesday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 6/2/2019	8:20 AM - 9:00 AM	6, 7, 8

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
SAM--Bair-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2611_09052019_SAM--Bair-Middle-School.pdf)	Myka Walker	9/5/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday	4th	8/26/2019 - 5/26/2020	8:20 AM - 9:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2019-2020-Bair-Middle-School-SEL-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2611_10022019_2019-2020-Bair-Middle-School-SEL-Plan.pdf)	Joyvancia Gaines	10/2/2019
Revised-Reimaginig-BAIR.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2611_10072019_Revised-Reimaginig-BAIR.docx)	Joyvancia Gaines	10/7/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Bair-MS-SPBP-19-20---final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2611_04302019_Bair-MS-SPBP-19-20---final.pdf)	Joyvancia Gaines	4/30/2019
Bair_MS-Feedback-Forms-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2611_05312019_Bair_MS-Feedback-Forms-2019-2020.pdf)	Shavonda Mitchum	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	916	442	48.25	277	30.24	150	16.38	47	5.13
2017 - 2018	973	546	56.12	274	28.16	123	12.64	30	3.08
2018 - 2019	950	544	57.26	234	24.63	139	14.63	33	3.47

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	06	317	205	64.67	63	19.87	40	12.62	9	2.84
2018 - 2019	07	338	195	57.69	81	23.96	50	14.79	12	3.55
2018 - 2019	08	295	144	48.81	90	30.51	49	16.61	12	4.07

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 57.3% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 18.1% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 3.5% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
2019-2020-Bair-Middle-School-Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2611_11062019_2019-2020-Bair-Middle-School-Attendance-Plan.pdf)	Joyvancia Gaines	11/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2019-2020-Bair-Middle-School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2611_10022019_2019-2020-Bair-Middle-School-Counseling-Plan.pdf)	Joyvancia Gaines	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan--2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2611_10022019_Equity-Diversity-Action-Plan--2019-2020.pdf)	Joyvancia Gaines	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
2019-2020-Bair-Middle-School-BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2611_10042019_2019-2020-Bair-Middle-School-BPIE.pdf)	Joyvancia Gaines	10/4/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-October-Agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2611_10042019_SAC-October-Agenda.docx)	October	Monitored	10/4/2019
SAC-October-Minutes.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2611_10042019_SAC-October-Minutes.docx)	October	Monitored	10/4/2019
SAC-Attendance---10.3.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2611_10042019_SAC-Attendance---10.3.19.pdf)	October	Monitored	10/4/2019
2019-2020-Bair-Middle-School-SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2611_10042019_2019-2020-Bair-Middle-School-SAC-Composition.pdf)	October	Developed	10/4/2019
SAC-Meeting-Minutes---September-5-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2611_09122019_SAC-Meeting-Minutes---September-5-2019.pdf)	September	SAC ByLaws	9/12/2019
SAC-Meeting-Agenda---September-5-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2611_09122019_SAC-Meeting-Agenda---September-5-2019.docx)	September	SAC ByLaws	9/12/2019
SAC-By-Laws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2611_09092019_SAC-By-Laws-2019-2020.pdf)	September	SAC ByLaws	9/9/2019
SAC-Guest-Sign-In-Sheet---9.5.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2611_09092019_SAC-Guest-Sign-In-Sheet---9.5.19.pdf)	September	Developed	9/9/2019
SAC-Committee-Attendance---9.5.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2611_09092019_SAC-Committee-Attendance---9.5.19.pdf)	September	Developed	9/9/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Bair--Middle-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2611_10032019_Bair--Middle-Student-Survey.pdf)	Keietta Givens	10/3/2019

File Name	File Uploaded By	Upload Date
Staff-Survey-Bair-Middle.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2611_10032019_Staff-Survey-Bair-Middle.pdf)	Keietta Givens	10/3/2019
Staff-Survey-Parent-Bair-Middle.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2611_10032019_Staff-Survey-Parent-Bair-Middle.pdf)	Keietta Givens	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
2019-2020-Bair-Middle-School-FACE-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2611_10032019_2019-2020-Bair-Middle-School-FACE-Plan.pdf)	Joyvancia Gaines	10/3/2019

☆ School Info



School Name	Coral Springs MS (2561)	School Grade (2018 - 2019)	
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	
School of Excellence	<input type="checkbox"/> ---	ESSA School	
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2561_10012019_2561_2017_EXECUTIVE_SUMM/) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	404	37	70	17	102	---	19	2	2	387
07	411	56	76	12	115	---	20	1	3	383
08	384	56	62	21	77	---	52	5	9	365

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
06	389	34	88	11	83	---	55	2	12	369
07	413	51	85	24	95	---	60	6	3	388
08	405	58	105	37	106	---	80	14	3	381

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

Students who score a Level 1 or 2 on their Florida Standards Assessment in English Language Arts are scheduled in to an Intensive Reading course. Within the Intensive Reading courses, teachers utilize FAIR data and individual reading assessments (such as a fluency probe and the San Diego Quick word assessment) in order to gauge the amount of phonetic instruction the student(s) may or may not need. Reading teachers incorporate multisyllabic word attack skills to increase fluency, vocabulary instruction, and comprehension strategies for all students. In addition to FAIR data, reading teachers administer Common Formative Assessments that are based standards from the reporting categories, Key Ideas & Details, Craft & Structure, Integration of Knowledge and Ideas, as well as Language. Reading teachers utilize these grade level CFAs to determine next instructional steps for their students.

Academic interventions we make available are: Extra Help sessions on Wednesday mornings, available to all students in any subject; after school camp sessions focused on standards-based instruction in Reading, Math, Science, and Civics; Course recovery modules available through Canvas; ESE Resource room with Support Specialist available for assistance; ELL Resource room with a Spanish-speaking teacher assistant available for assistance.

In addition to teachers utilizing RtI referrals and documenting strategies utilized/attempted, time for teachers to meet and discuss students who are identified with Early Warning Indicators is built in to our before school professional time. Teachers have the opportunity to meet with other teachers who share these students, administration, and Guidance Counselors in order to provide academic and social support.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2561&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?

Grade level administrators / assistant principals are responsible to ensure classroom instruction is aligned to grade-level standards. In addition to classroom walk-throughs, common formative assessments aligned to standards are administered in all ELA, Math, Science, and Social Studies classrooms. Department heads collaborate with teachers to develop an instructional focus calendar, not to teach standards in isolation, but to ensure adequate instructional time is devoted to each standard and the possible remediation of 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?

Students who receive a Level 1 or 2 on their FSA in ELA are monitored for their progress in Reading using the FAIR (Florida Assessment for Instruction in Reading). This assessment provides four subtest categories (Word Recognition, Vocabulary Knowledge, Reading Comprehension, and Syntactic Knowledge). From these subtests, it is initially determined if a student is a candidate for a specialized intensive reading course, one that will provide additional support in the foundational reading areas. Using FAIR results as an determining factor, students are then also individually assessed with a graded words list as well as an oral reading fluency (ORF) probe. It is then determined if a student needs a special program placement like Just Words or Rewards. Intensive Reading students will take the FAIR subtests and an ORF three times a year for progress monitoring in addition to in-program assessments specific to Just Words or Rewards. The Literacy Coach is the school level designee responsible for collecting and reviewing progress monitoring data.

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

The Literacy Coach works closely with classroom Reading teachers to monitor all students' progress monitoring data, ensuring the proper placement in the varying intensive reading courses according to the district decision chart. Students who do not make progress within their specialized intensive reading courses are candidates for small group instruction with the Literacy Coach, pull-out sessions, and/or possible RtI referrals.

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

The instructional practices and resources used at our school include specially designed instruction for SWDs. Students are also provided targeted supplemental intervention (Tier 2) and/or Intensive Interventions (Tier 3) which are directly instructed through REWARDS, which specifically targets multisyllabic words. Students are provided direct instruction in a reading class through NG INSIDE and NewsELA to address reading comprehension.

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 our current faculty is knowledgeable and cognizant of Universal Designs for Learning when planning for effective instruction, we provided an in-house professional development session dedicated to UDL on October 4, 2019. From this session, it was discovered that less than 10% of the staff had ever been to a training focused on UDL or had been to a session that discussed UDL. Our in-house session was presented by the Literacy Coach, who also has never received training specific to UDL principles. However, teachers are now encouraged to further explore UDL within their professional learning community and to incorporate UDL principles into their curriculum delivery as well as student representations of knowledge and skills.

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

Currently, our ELL population who is not currently proficient according to ACCESS are placed in a Development English Language Arts class where they receive differentiated curriculum based on their level of English language proficiency. They are also afforded a bilingual teacher aide who is available throughout the day as a resource teacher to support our ELLs in their other courses. Additionally, we offer after school camp sessions specifically designed to impart supplemental standards-based instructional strategies as well as offer support/ tutoring for their current assignments. Teachers also utilize Ellevation to enhance instruction and be more aware of the needs of our ELL population.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC 2561 19-20 ELA 678; PLC 2561 19-20 Math 678; PLC 2561 19-20 SocSt 678; PLC 2561 19-20 SCI 678; PLC 2561 19-20 RDG 678; PLC 2561 19-20 Electives; PLC 2561 19-20 ESE 678; PLC 2561 19-20 GUID 678	Tuesday Friday	1st, 2nd, 3rd, 4th, 5th	8/7/2019 - 5/15/2020	8:35 AM - 9:05 AM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
SAM--Coral-Springs-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_08302019_SAM--Coral-Springs-Middle-School.pdf)	Myka Walker	8/30/2019
MTSS-Rtl-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_10032019_MTSS-Rtl-Action-Plan-2019.pdf)	Donna Destefano	10/3/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	8/7/2019 - 6/2/2020	10:15 AM - 12:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-CSMS-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_10032019_SEL-Action-Plan-CSMS-2019.pdf)	Donna Destefano	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
CSM_SPBP-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_05172019_CSM_SPBP-(1).docx)	Desiree Montalvo	5/17/2019
Coral-Springs-MS-SPBP-Feedback-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_05282019_Coral-Springs-MS-SPBP-Feedback-19-20.pdf)	Debbie Boles	5/28/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1219	810	66.45	303	24.86	93	7.63	13	1.07
2017 - 2018	1230	726	59.02	342	27.80	134	10.89	28	2.28
2018 - 2019	1206	726	60.20	322	26.70	128	10.61	30	2.49

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	06	389	243	62.47	108	27.76	34	8.74	4	1.03

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	07	412	232	56.31	122	29.61	44	10.68	14	3.40
2018 - 2019	08	405	251	61.98	92	22.72	50	12.35	12	2.96

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 60.2% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 13.1% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.5% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-CSMS-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_10022019_Attendance-Plan-CSMS-2019.pdf)	Donna Destefano	10/2/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-CSMS-2561-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_10022019_ASCP-CSMS-2561-2019.pdf)	Donna Destefano	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
CSMS--Equity-School-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_10032019_CSMS--Equity-School-Action-Plan-2019.pdf)	Donna Destefano	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_CSMS_May2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_09262019_BPIE_CSMS_May2019.pdf)	Donna Destefano	9/26/2019

SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-10-2-19-agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2561_10022019_SAC-10-2-19-agenda.pdf)	October	Monitored	10/2/2019
SAC-9-4-19-agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2561_10022019_SAC-9-4-19-agenda.pdf)	September	Monitored	10/2/2019
SAC-10-2-19-sign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2561_10022019_SAC-10-2-19-sign-in.pdf)	October	Developed	10/2/2019
SAC-9-4-19-minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2561_10022019_SAC-9-4-19-minutes.pdf)	September	Monitored	10/2/2019
SAC-9-4-19-signin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2561_10022019_SAC-9-4-19-signin.pdf)	September	Monitored	10/2/2019
SAC-bylaws-sept-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2561_10022019_SAC-bylaws-sept-2019.pdf)	September	SAC ByLaws	10/2/2019
Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2561_10022019_Committee-Membership.pdf)	October	Developed	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
2019-eProve-parent-survey-results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_10032019_2019-eProve-parent-survey-results.pdf)	Donna Destefano	10/3/2019
2019-eProve-staff-survey-results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_10032019_2019-eProve-staff-survey-results.pdf)	Donna Destefano	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_10022019_Face-Plan-2019.pdf)	Donna Destefano	10/2/2019
Cultural-Awareness-CSMS-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_10022019_Cultural-Awareness-CSMS-2019.pdf)	Donna Destefano	10/2/2019
Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_10022019_Programs-and-Services-Checklist.pdf)	Donna Destefano	10/2/2019
Catchthem-Being-Great-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2561_10022019_Catchthem-Being-Great-2019.pdf)	Donna Destefano	10/2/2019

☆ School Info



School Name	Driftwood MS (0861)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0861_10022019_DMS-school-executive-summary.p)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	516	83	83	11	179	---	24	1	3	478
07	463	73	98	12	162	---	25	3	5	438
08	499	98	144	12	119	---	77	11	14	466

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
06	467	48	119	14	140	---	77	1	10	439
07	510	85	125	14	166	---	109	1	2	484
08	465	61	113	6	145	---	92	17	4	440

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

Teachers will...

- Provide equal access to Class-wide Tier 1 strategies.
- No need to enter documentation in BASIS.
- No need to progress monitor.
- Analyze class-wide performance through data

Frequency: continuous

Persons involved: Classroom Teacher, Student

Supplemental Strategies:

- Start Problem Identification.
- Collect baseline data on Academic Assessment Form.
- Graph data on Academic Assessment Form.
- Document supplemental strategies in BASIS.
- Determine strategy next step.
- Refer to RtI Team, if outcome is poor or questionable.

Frequency: Every pre-determined assessment (per department) until student reaches benchmark or functional independence
Persons involved: Classroom Teacher, Team Teachers, Student, Guidance Counselor

Response to Intervention Team Referral

- Supplemental Strategies are not showing a positive outcome.
- Student is not near the expectation or peer aim line.
- Graph trend line is questionable or poor.
- Performance discrepancy is not closing or closing slowly
- Refer student to CPS Team for more support.

Frequency: As needed based on sufficient student documentation

Persons Involved: Team Teachers, Parent/Guardian, Guidance Counselor, Instructional Coach, Administrator, Student, Support Staff

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0861&district=06>)

K-12 Comprehensive Reading Plan

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

Literacy Coach

Assistant Principal over Reading

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?

FAIR

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?

Reading class instruction (remediation & enrichment)

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 - ESE support personnel

Tier 2 & Tier 3 - MTSS RtI team & Reading teacher

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

NA

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

Additional training for ELL teachers

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Reading, Language Arts, Math, Science, Electives, Social Studies	Monday Tuesday	1st, 2nd, 3rd, 4th, 5th	8/26/2019 - 5/19/2020	8:40 AM - 9:20 AM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM--Driftwood-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_08302019_SAM--Driftwood-Middle-School.pdf)	Myka Walker	8/30/2019
DMS-MTSS-Rtl-plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10032019_DMS-MTSS-Rtl-plan-1920.pdf)	Raheela Bello	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	9/26/2019 - 4/23/2020	10:00 AM - 11:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10022019_SEL-Plan-1920.pdf)	Raheela Bello	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
20192020-SPBP.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10022019_20192020-SPBP.docx)	Raheela Bello	10/2/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1461	884	60.51	362	24.78	175	11.98	40	2.74
2017 - 2018	1523	855	56.14	399	26.20	190	12.48	79	5.19
2018 - 2019	1436	813	56.62	419	29.18	153	10.65	51	3.55

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	06	467	279	59.74	135	28.91	39	8.35	14	3.00
2018 - 2019	07	507	279	55.03	141	27.81	65	12.82	22	4.34
2018 - 2019	08	462	255	55.19	143	30.95	49	10.61	15	3.25

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 56.6% 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 14.2% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 3.6% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
DMS-attendance-plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10022019_DMS-attendance-plan-1920.pdf)	Raheela Bello	10/2/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
DMS-School-Counseling-Plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10032019_DMS-School-Counseling-Plan-1920.pdf)	Raheela Bello	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
DMS-equity-plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10122019_DMS-equity-plan.pdf)	Raheela Bello	10/12/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10022019_BPIE_2018-(1).pdf)	Raheela Bello	10/2/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0861_10032019_SAC-ByLaws.pdf)	October	SAC ByLaws	10/3/2019
SAC-composition-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0861_10032019_SAC-composition-1920.pdf)	October	SAC ByLaws	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
StudentSurveysReportPrint1307234894126061215_DMS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10122019_StudentSurveysReportPrint1307234894126061215_DMS.pdf)	Raheela Bello	10/12/2019
StaffSurveysReportPrint3360132128585354305_DMS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10122019_StaffSurveysReportPrint3360132128585354305_DMS.pdf)	Raheela Bello	10/12/2019
ParentSurveysReportPrint2301878198232135569_DMS-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10122019_ParentSurveysReportPrint2301878198232135569_DMS-(1).pdf)	Raheela Bello	10/12/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
DMS-FACE-plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10032019_DMS-FACE-plan.pdf)	Raheela Bello	10/3/2019
CatchthemBeingGreat.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10032019_CatchthemBeingGreat.pdf)	Raheela Bello	10/3/2019
CulturalAwareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10032019_CulturalAwareness.pdf)	Raheela Bello	10/3/2019
ProgramsAndServicesChecklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0861_10032019_ProgramsAndServicesChecklist.pdf)	Raheela Bello	10/3/2019

☆ School Info



School Name	Forest Glen MS (3051)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3051_10012019_3051ExecutiveSummary.pdf) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	486	40	64	12	147	---	14	2	4	453
07	462	49	62	28	131	---	27	5	6	442
08	495	60	46	22	128	---	84	4	8	469

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
06	475	60	61	22	120	---	61	4	7	447
07	493	60	64	26	163	---	62	6	3	460
08	445	63	63	12	98	---	44	4	5	417

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

Standards-based instruction is used in all classrooms. Teachers attend weekly PLC's to plan instruction, create formative assessments, and analyze data. Formative assessments allow teachers to identify students who need remediation on each standard. Teachers also use BASIS to review individual students' data to guide instruction and identify students with one or more Early Warning Indicators. Students who scored Level 1 or 2 on FSA ELA in the spring of 2019 are placed in the appropriate reading class. Tier1, Tier 2, and Tier 3 Interventions are used in each classroom for students who need extra support. ELL students are placed in Developmental Language Arts and Reading classes, and ESOL strategies are used in all classrooms.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3051&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?

Our school focus is to plan and deliver standards-based instruction in our classrooms. Each teacher attends weekly PLC's where standards-based instruction is infused. The administration, Literacy Coach, PLC facilitators and individual teachers are responsible for ensuring classroom instruction is aligned to grade level standards. Lesson plans are collected and reviewed as evidence as well as informal, formal, and walk through observations. During PLC's, teachers collaborate and plan together and analyze student work.

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 use BASIS to review their individual students sub-group data to guide instruction. Pre/Post Assessments are delivered to determine students' progress toward proficiency. Individual teachers conduct data chats to review students' strengths and weaknesses and discuss future steps to take. We collect data from our Reading i-Ready program and our Imagine Math program through diagnostics and i-Ready standards mastery. We also use embedded assessments to determine proficiency which include performance tasks.

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 6-12 Identification/Intervention Reading Decision chart was used during the summer to place students in the course that would best meet their needs from the data we had at the time. When school began, all reading teachers administered the DAR Word list as well as an Oral Reading Fluency assessment to determine if our placements needed adjustment. These adjustments were quickly made. If teachers recognize a need for further evaluation, they will follow the proper steps and refer a student for RtI.

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 Tier 2 and Tier 3 interventions are provided through classroom differentiated small group instruction as well as a pull-out model. The Literacy Coach does Reading pull-outs. All classroom teachers are to follow their students with Disabilities' IEPs and make appropriate accommodations. In Reading, if students need Tier 2 or Tier 3 targeted instruction, they are placed in our Wilson, Just Words, Rewards, or Intensive Reading classes. Foundational skills instruction is provided in the first 3. Ongoing monitoring takes place through embedded assessments within each of these programs.

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)?

Last year, a strong emphasis was placed on having Professional Development instruction given by County Instructional Specialists. They provided our faculty with various tools that would meet the needs of the full range of students at our school. This year, teachers are applying their newly acquired knowledge to meet the needs of all students. This year, a master coach has been assigned to our school to assist us in reaching our vision.

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

Our ELL's that are a Level 1 or Level 2 on the ACCESS are placed in a Developmental Language Arts/Reading class. In Spring 2019, training was provided through department PLC's to share "Can Do's" and explain the Ellevation site. These students for their second block are in a Language Arts class that uses strategies to support this target population. Students in these classes use ESL Read Smart and follow the Keystone Curriculum. All teachers are provided a list of our ELL's and use ESOL strategies from the ESOL/Chart to support and differentiate their instruction.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Electives	Monday Thursday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/28/2020	8:35 AM - 9:05 AM	6, 7, 8
Science	Monday Thursday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/28/2020	8:35 AM - 9:05 AM	6, 7, 8
Math	Monday Thursday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/28/2020	8:35 AM - 9:05 AM	6, 7, 8
Reading/ESE	Monday Thursday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/28/2020	8:35 AM - 9:05 AM	6, 7, 8
Social Studies	Monday Thursday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/28/2020	8:35 AM - 9:05 AM	6, 7, 8
ELA	Monday Thursday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/28/2020	8:35 AM - 9:05 AM	6, 7, 8

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
SAM--Forest-Glen-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_08302019_SAM--Forest-Glen-Middle-School.pdf)	Myka Walker	8/30/2019
MTSSRtIActionPlan19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_09222019_MTSSRtIActionPlan19_20.pdf)	Ronald H Forsman	9/22/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	8/21/2019 - 5/27/2020	8:30 AM - 11:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_09222019_SEL-Action-Plan-2019-2020.pdf)	Ronald H Forsman	9/22/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Forest-Glen-SPBP-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_05172019_Forest-Glen-SPBP-2019-2020.docx)	Tyenne Hogan	5/17/2019
Forest-Glen-MS-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_06042019_Forest-Glen-MS-Feedback-Form.pdf)	Tyenne Hogan	6/4/2019
SPBP-2019-2020-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_09222019_SPBP-2019-2020-.pdf)	Ronald H Forsman	9/22/2019

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	1465	961	65.60	346	23.62	126	8.60	32	2.18
2017 - 2018	1489	942	63.26	375	25.18	133	8.93	39	2.62
2018 - 2019	1408	880	62.50	336	23.86	151	10.72	41	2.91

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	06	472	309	65.47	98	20.76	50	10.59	15	3.18
2018 - 2019	07	493	314	63.69	118	23.94	51	10.34	10	2.03
2018 - 2019	08	443	257	58.01	120	27.09	50	11.29	16	3.61

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 62.5% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 13.6% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.9% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
SIP-Attendance-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_10012019_SIP-Attendance-19-20.pdf)	Ronald H Forsman	10/1/2019
SIP-Attendance-19-20-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_10162019_SIP-Attendance-19-20-(1).docx)	Ronald H Forsman	10/16/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_09222019_ASCP_19_20.pdf)	Ronald H Forsman	9/22/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2019-20-SANCHEZ.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_10032019_Equity-Diversity-Action-Plan-2019-20-SANCHEZ.docx)	Ronald H Forsman	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_Questions_2019_2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_10012019_BPIE_Questions_2019_2020.docx)	Ronald H Forsman	10/1/2019
3051_11192018_3051_10212016_BPIE_Forest_Glen.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_10012019_3051_11192018_3051_10212016_BPIE_Forest_Glen.pdf)	Ronald H Forsman	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3051_09172019_SAC-ByLaws-2019_2020.pdf)	September	Monitored	9/17/2019
SAC-Agenda-September-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3051_09152019_SAC-Agenda-September-19_20.pdf)	September	Monitored	9/15/2019
SAC-Sign-In-September-2019-page-2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3051_09152019_SAC-Sign-In-September-2019-page-2.pdf)	September	Monitored	9/15/2019
SAC-Sign-In-September-2019-page-1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3051_09152019_SAC-Sign-In-September-2019-page-1.pdf)	September	Monitored	9/15/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
2019-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_10032019_2019-Parent-Survey.pdf)	Ronald H Forsman	10/3/2019
2019-Parent-Survey-Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_10032019_2019-Parent-Survey-Bilingual.pdf)	Ronald H Forsman	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
SIP_FACE_PLAN.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3051_10032019_SIP_FACE_PLAN.docx)	Ronald H Forsman	10/3/2019

☆ School Info



School Name	Lyons Creek MS (3101)	School Grade (2018 - 2019)	A
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3101_10032019_Executive-Summary_Revised_19)		

☆ 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
06	720	87	75	39	185	---	29	7	7	687
07	642	98	75	42	146	---	35	6	7	609
08	696	99	109	4	147	---	85	4	9	658

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
06	684	51	74	52	160	---	84	8	2	638
07	727	87	170	60	157	---	118	19	6	678
08	643	76	104	19	123	---	71	9	6	604

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

We use a variety of intervention strategies to improve the academic performance of students. The strategies used for Math are: CSA Holistic, CSA Cycle Assessments, MAFS Standards-based instruction, 'Go Math!', Math pull-outs and differentiated instruction. The strategies used for Reading are I ready, Newslea, Vocabulary.com, CSA Holistic Assessments, and CSA Cycle Assessments.

School Report Card

[FLDOE: Edudata \(https://edudata.fldoe.org/ReportCards/Schools.html?school=3101&district=06\)](https://edudata.fldoe.org/ReportCards/Schools.html?school=3101&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?

Lyons Creek Middle School believes that all students can and will learn when paired with teachers who are monitored and trained professionally with high expectations and excellence as the goal. We provide a rigorous, academic program through which effective educators lead students to take responsibility for learning. All administrators, Coaches, and Teachers are responsible to ensure classroom instructions are aligned to the grade-level standards. The implementation and monitoring process includes Professional Development on Vertical Alignment. Coach and Administrator provide classroom support, training and most important, timely 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 system used to collect data for the 2019-20 school year is IReady. I-Ready is an online program for reading that will help the teacher(s) determine your student needs, personalize their learning, and monitor progress throughout the school year. This monitoring system allows the teacher(s) to meet each student exactly where they are and provides data to increase learning gains. I-Ready consists of two parts: Diagnostic and Instruction. The Literacy Coach and teachers 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?

I-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth, eliminating the need for multiple testing. The Administrator and the Literacy Coach meet to discuss student's placement that is not progressing towards individual grade-level goals. Based on the result from the Diagnostics a DAR is administered. Then the students are placed in the appropriate reading intervention support (Coach pullout, Rewards, Like Grouping) recommended by 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?

To provide targeted interventions and increase the abilities of teachers, Lyons Creek utilizes the MTSS (RTI system) to guide interventions and provide deliberate support. Lyons Creek Middle School Tier 2 intervention includes targeted supplemented intervention and support through an Intensive Reading class. Our Tier 3 students receive intensive and individual instruction through weekly pullout by the Literacy Coach. Weekly the RTI team (Guidance, Administrator, School Psychologist, Exceptional Student Support Chair, Coaches) meet to ensure that students' difficulties are not based on lack of instruction. The team then identifies and provide early interventions for students in need and make formal and informal decisions about what resources are needed to ensure success.

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

Through weekly Professional Learning Community and District led Professional Developments, our teachers have access to resources and information that guide and support effective implementation of Instruction. Teachers are encouraged to look for multiple ways to motivate students and creating opportunities for student engagement and movement. Teachers collaborate weekly to create interactive lessons, differentiate instruction, and providing a variety of options for students when teaching the lesson. Professional learning communities modify instructions based on student's needs.

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 ELLs becoming proficient on the ACCESS students are enrolled in an English Language Learner Class which consists of 55 minute(s)/5 days a week block. Our ELLs have the opportunity to utilize district online resources such as ESOL Reading Smart, Ellevation and IReady. The online activities are differentiated, structured, and support student-to-student or teacher-led group interaction. The teacher provides an opportunity for ELL students to demonstrate speaking abilities. For example, check for understanding with key academic vocabulary, and increase writing opportunities. Most importantly ELL parent involvement is encouraged through parent links and ELL parent 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)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (<http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf>)
- BCPS Literacy Field Guide for Educators (<http://www.bcps-literacyguide.com/>)

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Lyons Creek Middle PLCs	Wednesday		8/21/2019 - 5/27/2020	8:35 AM - 9:05 AM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
MTSS-Rtl-Action-Plan--19-20-Complete.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10012019_MTSS-Rtl-Action-Plan--19-20-Complete.pdf)	Shena Wright	10/1/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/29/2019 - 5/28/2020	9:30 AM - 11:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10032019_SEL-Action-Plan-2019.pdf)	Shena Wright	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Lyons-Creek-MS-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_05242019_Lyons-Creek-MS-Feedback-Form.pdf)	LaToya Flournoy	5/24/2019
behavior-plan-FINAL.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10032019_behavior-plan-FINAL.pdf)	Shena Wright	10/3/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	2029	1408	69.39	456	22.47	133	6.55	32	1.58
2017 - 2018	2085	1225	58.75	565	27.10	235	11.27	60	2.88
2018 - 2019	2049	1307	63.79	517	25.23	177	8.64	48	2.34

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	06	681	461	67.69	165	24.23	36	5.29	19	2.79
2018 - 2019	07	726	454	62.53	180	24.79	71	9.78	21	2.89
2018 - 2019	08	642	392	61.06	172	26.79	70	10.90	8	1.25

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 63.8% 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 11.0% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.3% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan---SIP-2019-Complete.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10142019_Attendance-Plan---SIP-2019-Complete.pdf)	Shena Wright	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan-2019-Complete.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10012019_School-Counseling-Plan-2019-Complete.pdf)	Shena Wright	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
LCMS-Equity-Diversity-Action-Plan-Template-1920-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10012019_LCMS-Equity-Diversity-Action-Plan-Template-1920-(1).pdf)	Shena Wright	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-2019-Complete.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10012019_BPIE-Plan-2019-Complete.pdf)	Shena Wright	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
August-SAC-Agenda-Minutes-Sign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3101_10042019_August-SAC-Agenda-Minutes-Sign-in.pdf)	October	None	10/4/2019
SAC-ByLaws-2019-Revised.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3101_10022019_SAC-ByLaws-2019-Revised.pdf)	October	Developed	10/2/2019
SAC-2019-2020-DATES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3101_10022019_SAC-2019-2020-DATES.pdf)	October	Developed	10/2/2019
SAC-Composition-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3101_10022019_SAC-Composition-2019.pdf)	October	Developed	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
May-2019-Student-Stakeholder-Survey-Responses-PDF-5.18.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10032019_May-2019-Student-Stakeholder-Survey-Responses-PDF-5.18.19.pdf)	Shena Wright	10/3/2019
May-2019-Staff-Stakeholder-Survey-Responses-PDF-5.18.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10032019_May-2019-Staff-Stakeholder-Survey-Responses-PDF-5.18.19.pdf)	Shena Wright	10/3/2019
May-2019-Parent-Stakeholder-Survey-Responses-PDF-5.18.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10032019_May-2019-Parent-Stakeholder-Survey-Responses-PDF-5.18.19.pdf)	Shena Wright	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
LCMS-Face_Plan-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10012019_LCMS-Face_Plan-19_20.pdf)	Shena Wright	10/1/2019
LCMS-Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10022019_LCMS-Programs-and-Services-Checklist.pdf)	Shena Wright	10/2/2019
LCMS-Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10022019_LCMS-Customer-Service.pdf)	Shena Wright	10/2/2019
LCMS-Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10022019_LCMS-Cultural-Awareness.pdf)	Shena Wright	10/2/2019
LCMS-Catchthem-Being-Great-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3101_10022019_LCMS-Catchthem-Being-Great-.pdf)	Shena Wright	10/2/2019

☆ School Info



School Name	Margate MS (0581)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> No
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0581_10022019_Executive-Summary-Template-19)		

☆ 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
06	417	31	105	43	142	---	25	0	5	387
07	463	59	113	34	207	---	38	1	7	438
08	421	61	90	37	166	---	69	6	21	399

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
06	426	26	107	35	146	---	86	1	14	405
07	384	40	81	14	141	---	69	0	2	355
08	467	45	132	26	181	---	110	8	10	429

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

Margate Middle School provides a variety of opportunities to ensure that all students meet/exceed grade level expectations and acquire the skills needed to be productive in the 21st Century. The following Extended Learning Opportunities (ELO) are available to assist all students:

Before school Open Labs, After School Tutoring & Homework Assistance, Saturday Academic Camp

Additionally, select students participate in pull-out groups to remediate areas that they are not proficient. Faculty and Staff members participate in ongoing Professional Development to ensure continuous improvement.

BEST PRACTICES:

Student progress will be monitored using I-Ready and USA Test Prep.

- I-Ready monitors their growth in both Math and Reading and provides lessons based on where they are academically in both areas of focus and increases in difficulty as students master the standards. Teachers are also able to assign lessons on specific standards to help students reinforce what they've learned in class.
- USA Test Prep is used to administer CFAs in both Science and Civics. Teachers can monitor student mastery per benchmark and standard, and they can assign lessons on specific standards for student remediation and/or enrichment.
- Teachers participate in weekly PLCs that focus on sharing best practices in target areas that are part of the Instructional Practice Guides (IPG) such as: instructional planning, multiple grade level texts, higher order thinking questions, student accountable talk, looking at student work and social & emotional learning. Extended learning opportunities are made available for CORE content areas on Saturdays, before and after school.

SUPPLEMENTAL And INTERVENTION PROGRAMS

- Students use computer-based programs such as Vocabulary.com, Newsela, CommonLit, Readworks, STEMScopes, PENDA, Khan Academy, Algebra Nation and ICivics.
- Clearly articulated expectations, goals, learning outcomes, and course requirements are used to increase student engagement and improve their learning experience.
- Students develop goals during Data Chats with their ELA & Math teachers and determine what strategies they should use to meet their goals for the school year. Teachers will then provide meaningful and timely feedback regularly so students can make learning gains in core subject areas.
- Differentiating instruction is used to meet individual student needs such as scaffolding and using student stations specifically to accommodate our ESLS, ESOL and low performing students.
- Extended learning opportunities for students include: Pull-outs/Push-ins, Saturday Camp, Before and After School Tutoring.
- Effective instructional practices are taught at professional development workshops both in house and at district facilitated trainings.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0581&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
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Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
<p>Margate Middle School will focus on improving student achievement from the 2018-2019 school year to the 2019-2020 school year. Students will increase their proficiency in the following areas: Math 46% to 50% (+4), Science 40% to 44% (+4), ELA 49% to 53% (+4) and Civics 66% to 70% (+4). In addition, Margate Middle will focus on increasing parental involvement through Title I to improve student achievement.</p>	<p>Teachers and students have access to Newsela, CommonLit, I-Ready, USA Test Prep, online testing resources and online textbooks. Teachers will access to various technology resources and professional development on site.</p>	<p>Instructional Coaches and Department Chairs</p>	<p>5/28/2020</p>	<p>PLC's, Team Meetings, District Led Workshops</p>	<p>Teacher TDA's \$2,000</p>	<p>◆ Common Formative Assessment (CFA) data is collected every six weeks and utilized to inform instruction for remediation and enrichment. Teachers discuss CFA data during PLCs to assess how students are performing across content areas. ◆ School level programs utilized for progress monitoring are as follows: ELA ◆ I-Ready, CommonLit and Teacher Assessments Math ◆ I-Ready, Algebra Nation, My HRW and Teacher Assessments Science ◆ STEMScopes, USA Test Prep, and Mini Assessments created by grade level teachers in PLC Social Studies ◆ USA Test Prep and Mini Assessments created by grade level teachers in PLC</p>	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
<p>Margate Middle School will focus on improving student achievement from the 2018-19 School Year to the 2019-2020 in the following specified areas: Students in the Lowest 25%, SWD & ELL students. Activities will include: Push-ins and Pullouts with the Literacy Coach. Professional Development and support will be scheduled and provided by the Instructional Facilitators (IF) from the ESOL, ESE, Literacy, Science, Social Studies and Math Departments on a regular basis.</p>	<p>Extended learning opportunities will be provided before and after school hours to increase student achievement. Students will receive lessons that are tailored to their individualized needs through the use of adaptive digital resources such as IReady, USA Testprep, Newsela and IXL. ♦ Common Formative Assessment (CFA) data is collected every six weeks and utilized to inform instruction for remediation and enrichment. Teachers discuss CFA data during PLCs to assess how students are performing across content areas. ♦ School level programs utilized for progress monitoring are as follows: ELA ♦ I-Ready, CommonLit and Teacher Assessments Math ♦ I-Ready, Algebra Nation, My HRW and Teacher Assessments Science ♦ STEMScopes, USA Test Prep, and Mini Assessments created by grade level teachers in PLC Social Studies ♦ USA Test Prep and Mini Assessments created by grade level teachers in PLC</p>	<p>Literacy Coach, Science Coach, ELA, Math & Social Studies Department Chairs and Assistant Principals.</p>	<p>5/28/2020</p>	<p>PLC's, Team Meetings, District Led Workshops</p>		<p>♦ Common Formative Assessment (CFA) data is collected every six weeks and utilized to inform instruction for remediation and enrichment. Teachers discuss CFA data during PLCs to assess how students are performing across content areas. ♦ School level programs utilized for progress monitoring are as follows: ELA ♦ I-Ready, CommonLit and Teacher Assessments Math ♦ I-Ready, Algebra Nation, My HRW and Teacher Assessments Science ♦ STEMScopes, USA Test Prep, and Mini Assessments created by grade level teachers in PLC Social Studies ♦ USA Test Prep and Mini Assessments created by grade level teachers in PLC</p>	

K-12 Comprehensive Reading Plan

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
MMS Professional Learning Communities	Monday Tuesday	1st, 2nd, 3rd, 4th, 5th	8/19/2019 - 5/25/2020	8:20 AM - 9:00 AM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Margate-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0581_09102019_Broward-SAM--Margate-Middle-School.pdf)	Myka Walker	9/10/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/20/2019 - 5/26/2020	2:15 PM - 3:15 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-MMS2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0581_09272019_SEL-Action-Plan-MMS2019.pdf)	Judy Ann Dennis	9/27/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
margatemiddle04242019_SPBP-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0581_05202019_margatemiddle04242019_SPBP-2019-2020.docx)	Desiree Montalvo	5/20/2019
Margate-MS-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0581_05242019_Margate-MS-Feedback-Form-2019-20.pdf)	Cortney Roberts	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1404	1057	75.28	223	15.88	84	5.98	40	2.85
2017 - 2018	1365	937	68.64	261	19.12	119	8.72	48	3.52
2018 - 2019	1274	900	70.64	253	19.86	91	7.14	30	2.35

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	06	426	312	73.24	83	19.48	25	5.87	6	1.41
2018 - 2019	07	382	259	67.80	81	21.20	33	8.64	9	2.36
2018 - 2019	08	466	329	70.60	89	19.10	33	7.08	15	3.22

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 70.6% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 9.5% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.4% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Margate-0581-Attendance-Plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0581_10032019_Margate-0581-Attendance-Plan-1920.pdf)	Krystal Coke	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
annual-guidance-plan.pdf-4.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0581_10032019_annual-guidance-plan.pdf-4.pdf)	Krystal Coke	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0581_10042019_Equity-School-Action-Plan-2019.docx)	Krystal Coke	10/4/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
MArgate-0581-BPIE-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0581_10032019_MArgate-0581-BPIE-1920.pdf)	Krystal Coke	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-SEPT-17-COMIT-SIGN-IN.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0581_10022019_SAC-SEPT-17-COMIT-SIGN-IN.pdf)	September	Monitored	10/2/2019
SAC-Meeting-Agenda-Sept-17-(2).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0581_10022019_SAC-Meeting-Agenda-Sept-17-(2).docx)	October	Monitored	10/2/2019
SAC-MEETING-MINUTES-SEPT-17.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0581_09262019_SAC-MEETING-MINUTES-SEPT-17.pdf)	September	Monitored	9/26/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Survey_Results.zip (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0581_10032019_Survey_Results.zip)	Krystal Coke	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Margate-Face-Plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0581_10042019_Margate-Face-Plan-1920.pdf)	Krystal Coke	10/4/2019

☆ School Info



School Name	McNicol MS (0481)	School Grade (2018 - 2019)	
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	
School of Excellence	<input type="checkbox"/> No	ESSA School	
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0481_09102019_0481_2019_0481_10162017_EXE)		

☆ 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
06	277	21	98	23	116	---	22	0	3	258
07	252	18	59	50	101	---	33	2	0	234
08	294	17	48	44	134	---	58	0	5	267

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
06	263	14	76	26	111	---	58	3	4	244
07	272	13	81	55	142	---	83	7	2	254
08	251	17	80	20	104	---	64	5	2	228

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

Identified students will receive one or more of the following interventions:

- Invited to Saturday Camp- an extended learning opportunity
- scheduled for a pull-out opportunity with an instructional coach
- 5000 Role Models Assignment
- monitor student with a daily progress report to be completed by each teacher and reviewed by both parent and counselor or administrator
- request parent conference
- Administrative data chat with students
- IXL lab
- Homework help (once a week)

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0481&district=06>)

K-12 Comprehensive Reading Plan

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

The following District Offices/Departments are responsible for ensuring classroom instruction is aligned to grade-level Florida Standards:

- Office of School Performance and Accountability (OSPA)
- 11 Instructional Cadre Directors assigned to a group of schools facilitate school improvement and curricular innovation.
- Office of Academics

Literacy Department, Mildred Grimaldo, Director Elementary Learning Department, Nicole Mancini, Director Secondary Learning Department, Guy Barmoha, Director Bilingual/ESOL Department, Victoria Saldala, Director Diversity, Prevention & Intervention Department, Adrienne Dixson, Rtl Specialist Elementary, Exceptional Student Learning Support, Jennifer Bigos, Director Secondary, Exceptional Students Learning Support, Sonja Clay, Director Teacher Professional Learning and Growth (TPLG), Dr. Fabian Cone, Director

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

At the secondary level, in grades 6-12, students are administered the online Florida Assessments in Reading-Florida Standards (FAIR-FS) three times a year and the data are uploaded from the Progress Monitoring and Reporting Network (PMRN) and transferred into BASIS 3.0.

Idea Proficiency Test (IPT) is administered annually to ELLs to monitor English Language proficiency. All English Language Learner (ELL) data is housed in a software platform called ELlevation, in addition to BASIS 3.0

The majority of SWDs are progress monitored using the tools referenced above. Students with significant cognitive disabilities are instructed utilizing the participate in grade-level Florida Standards Access Points to the grade-level Florida Standards 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 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?

Teachers meet weekly as a Grade Level team to develop lesson plans and the Reading Intervention hour will be a part of the planning. Also, teachers will discuss reading strategies in weekly grade level meetings to implement in intervention time, as well as provide leveled readers for small group intervention. Teachers attend Data meetings where they discuss/determine small groups from progress monitoring data along with the Literacy Coach, and the Literary Coach addresses pertinent reading strategies, and RTI in teacher meetings. The teacher's effectiveness in teaching reading will be validated by i-Ready Student monthly growth monitoring and the teacher's yearly evaluation per the Florida Consortium of Public Charter Schools Charter School Classroom Teacher Evaluation.

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?

District academic teams also conduct informal classroom walkthroughs at the request of the school principal (and/or Cadre Director) to ensure that instruction is systematic and explicit to meet the needs of students. Recommendations for professional development and additional support are provided to schools based on data and student needs. Follow-up implementation assignments that teachers are required to complete after attending a professional learning course facilitated by the Office of Academics are critiqued to ensure that the best instructional practices learned in the courses are being implemented effectively in the classroom. These include, effective use of ESOL instructional practices including both content and language objectives and appropriate accommodations to support SWD 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 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)?

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The Just Read, Florida! Office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process

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

Data chats for feedback. Targeted standards and skills. Gradual release for instruction. Small teacher lead groups. Based on BAS data teachers group students for targeted instruction using research based curriculum, Fountas Pinnell Leveled Literacy program.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Curriculum PLC's	Wednesday	1st, 2nd, 3rd, 4th, 5th	9/4/2019 - 6/8/2020	2:15 PM - 3:15 PM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM--McNicol-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_09052019_SAM--McNicol-Middle-School.pdf)	Myka Walker	9/5/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	9/12/2019 - 6/4/2020	2:15 PM - 2:55 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Template.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_09102019_SEL-Action-Plan-Template.docx)	Melissa Gurreonero	9/10/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Mcnicol04272019_SWPB-NEW-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_05202019_Mcnicol04272019_SWPB-NEW-(1).docx)	Desiree Montalvo	5/20/2019
McNicol-Middle-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_05242019_McNicol-Middle-Feedback-Form-2019-20.pdf)	Cortney Roberts	5/24/2019
SWBP-Completed-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_09122019_SWBP-Completed-Plan.pdf)	JASMINE NIEVES	9/12/2019

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	889	718	80.76	118	13.27	43	4.84	10	1.12
2017 - 2018	857	663	77.36	133	15.52	43	5.02	18	2.10
2018 - 2019	786	629	80.03	112	14.25	30	3.82	15	1.91

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	06	263	212	80.61	37	14.07	10	3.80	4	1.52
2018 - 2019	07	272	219	80.51	39	14.34	10	3.68	4	1.47
2018 - 2019	08	251	198	78.88	36	14.34	10	3.98	7	2.79

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 80.0% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school is among the lowest in the District with only 5.7% 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 1.9% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Complete-Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_10082019_Complete-Attendance-Plan.pdf)	JASMINE NIEVES	10/8/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Complete-School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_09132019_Complete-School-Counseling-Plan.pdf)	JASMINE NIEVES	9/13/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2020_final.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_09102019_Equity-School-Action-Plan-2020_final.docx)	Melissa Gurreonero	9/10/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
0481_09122019_Completed-BPIE-Assessment-Plan-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_09272019_0481_09122019_Completed-BPIE-Assessment-Plan-(1).pdf)	JASMINE NIEVES	9/27/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
October-24th-attendance-sheet.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0481_11042019_October-24th-attendance-sheet.jpeg)	October	A+ Funds	11/4/2019
october-24-agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0481_11042019_october-24-agenda.pdf)	October	A+ Funds	11/4/2019
Commitee-Membership-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0481_09292019_Commitee-Membership-2019.pdf)	September	A+ Funds	9/29/2019
Bylawpage3SAC.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0481_09292019_Bylawpage3SAC.jpg)	September	SAC ByLaws	9/29/2019
Bylawpage2SAC.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0481_09292019_Bylawpage2SAC.jpg)	September	SAC ByLaws	9/29/2019
Bylawpage1SAC.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0481_09292019_Bylawpage1SAC.jpg)	September	SAC ByLaws	9/29/2019
Commitee-Membership-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0481_09272019_Commitee-Membership-2019.pdf)	September	A+ Funds	9/27/2019
SAC-Meeting-Minutes-Sep-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0481_09272019_SAC-Meeting-Minutes-Sep-19.pdf)	September	A+ Funds	9/27/2019
Sac-Agenda-september-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0481_09272019_Sac-Agenda-september-19.pdf)	September	A+ Funds	9/27/2019
SAF-Agenda-September-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0481_09272019_SAF-Agenda-September-19.pdf)	September	A+ Funds	9/27/2019
SAF-meeting-minutes-September-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0481_09272019_SAF-meeting-minutes-September-19.pdf)	September	A+ Funds	9/27/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
McNicol-MS-Student-Survey-Feb-11-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_10032019_McNicol-MS-Student-Survey-Feb-11-2019.pdf)	JASMINE NIEVES	10/3/2019
McNicol-MS-Staff-Survey-Feb-11-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_10032019_McNicol-MS-Staff-Survey-Feb-11-2019.pdf)	JASMINE NIEVES	10/3/2019
McNicol-MS-Parent-Survey-Feb-11-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_10032019_McNicol-MS-Parent-Survey-Feb-11-2019.pdf)	JASMINE NIEVES	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Caught-Beeing-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_09272019_Caught-Beeing-Great.pdf)	JASMINE NIEVES	9/27/2019
Cumstomer-Service-Agenda-Page-1.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_09292019_Cumstomer-Service-Agenda-Page-1.jpg)	JASMINE NIEVES	9/29/2019

File Name	File Uploaded By	Upload Date
Customer-Service-Agenda-page-2.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0481_09292019_Customer-Service-Agenda-page-2.jpg)	JASMINE NIEVES	9/29/2019

☆ School Info



School Name	Millennium MS (4772)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	Executive Summary		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	530	31	97	16	169	---	19	1	6	499
07	529	44	86	42	181	---	31	3	8	493
08	534	45	116	48	130	---	132	11	17	504
09	77	3	1	1	1	---	27	0	0	76
10		N/A	N/A	N/A	N/A	---	N/A	N/A	N/A	N/A

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
06	475	34	167	12	145	---	96	0	15	447
07	540	41	121	13	206	---	87	0	4	518
08	524	52	164	57	132	---	107	37	7	508
09	79	5	1	1	0	---	0	0	0	77
10	70	1	5	0	0	---	0	0	0	70

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

Support staff and Academic Coaches will meet weekly to discuss strategies and schoolwide programs needed to address students who demonstrate early warning indicators, using the K-12 Reading Plan, RTI Tier 1,2, and 3 interventions, and the Decision Tree charts from the District. The ESE Specialist and ESOL contact will provide ongoing professional learning for all staff on specific, targeted strategies needed for academic achievement in all content areas. Data chats will be ongoing and teachers will also meet with Administrative staff to discuss their common formative data and their plans for reteach and enrichment. The Literacy and Math coaches will also provide monthly IReady data to the Department Chairs and Leadership Team members to develop targeted warm-ups and Level Up activities to be done weekly.

Attendance will be monitored and addressed through our school's STAR time which is held during the first half hour of the morning, 9:30 am-9:55 am, prior to when instructional time begins at 10:00 am. Each student is placed in a STAR advisor class to discuss and monitor the "whole child". Schoolwide SEL activities are also part of the schoolwide STAR time.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=4772&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?

Millennium 6-12 Collegiate Academy has three academic coaches, Literacy Coach, Mathematics Coach, and High School Math Support/Science Coach. Additionally, all grade level Administrators evaluate and monitor two department areas each. They use the Success Map elements from Marzano's Instructional Framework to provide ongoing feedback to teachers.

Each department chair, who is nominated by their respective departments, are the facilitators of standards-based lesson plans during Professional Learning Community sessions and department meetings. They provide their department members with a standards-based lesson planning template tool to ensure the lessons are standards-based, including daily learning goals and targets. Every week, a formative assessment is given in all content areas for evidence of mastery levels of standards being taught. There are common formative assessments given by each department and results and trends are shared at the department meetings and content area Professional Learning Communities.

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?

Technology programs such as IReady in Math and ELA are given to all subgroups and reports are pulled bimonthly to monitor ELL, SWD, lowest 25% subgroups by our Literacy Coach. These students are given extra tutorials during electives and morning time, scheduled by the Math and Literacy Coaches. Every Friday, Millennium will have "Level-Up" activities to target our various subgroups who need reading interventions through the different content areas. Every teacher will be trained on Close Reading, Frayer Model, Cornell Notes, and other literacy strategies.

The Literacy Coach meets with each department chair to review monthly progress towards reading proficiency for every class. Each content area tracks their common formative assessment data on an excel sheet and by class period to analyze trends. Data Chats are held with Administration and Support Staff each quarter and with students in the classrooms.

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?

Monthly Checkpoints are given where each ELA teacher meets with individual students and analyze their reading progress using charts and graphs. Every ELA teacher maintains literacy folders where students use graphic organizers and vocabulary strategies while reading.

The Literacy Coach facilitates two IReady ELA diagnostics and places scores in our in-school filemaker database. Administration holds quarterly data chats with all teachers to discuss trends and data from ELA common formative assessments. The struggling reader's chart is used during weekly PLC sessions to ensure our school is using appropriate interventions. The RTI team discusses further interventions as needed, and our Literacy coach conducts small pullout groups.

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 Specialist and Support Facilitators provide information and strategies to our teachers who have SWD students. There is a laptop cart available for all SWD teachers and they can also rotate their students through four lab locations to use Khan Academy, IReady, and IXL. The students who need Tier 2 strategies are pulled out by our support facilitators for various subject areas, based on their academic needs. If they have a behavioral issue, they meet with our Behavior Specialist and Guidance Counselors and participate in SEL activities. Our Tier 3 students meet with our ESE Specialist and have individualized schedules that meet their needs. The RTI committee reviews all plans and updates the plans when needed.

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)?

BEST strategies (Building Effective Strategies for Teaching) will be a major focus of our professional learning, as well as SEL activities (Social Emotional Learning), and Conscious Discipline. Facilitators will consist of the 3 academic coaches as well as teachers who were trained in SEL and Conscious Discipline. Mini-workshops are held on wednesdays during the first half hour of teacher planning periods. So far, our teachers have had Marzano Instructional Framework training sessions, Data Analysis, and Learning Stations for the classroom. They will also learn lesson study components and research-based comprehension strategies. Lesson Planning and Delivery will be a part of every professional learning community.

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

Our ELL contact ensures the ELL students are strategically placed in the master schedule to meet their individual needs. The students who are non-english speaking are grouped for their reading classes with a trained teacher for the reading curriculum they need to use. Dictionaries are given in those classrooms as well. They can then mainstream to other classes, where they are hearing, speaking, and using the english language daily. Vocabulary infusion is used on all content area classes, which helps to increase our ELL's language proficiency. Our ESOL Contact holds small pullout groups during electives when needed. Several staff member are also trained in the WIDA standards and ACCESS testing for ELLs.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Grade Level Content Areas	Monday Tuesday Wednesday Thursday	1st, 2nd, 3rd, 4th	8/21/2019 - 5/20/2019	10:00 AM - 3:00 PM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM--Millennium-6-12-Collegiate-Academy.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/4772_08302019_SAM--Millennium-6-12-Collegiate-Academy.pdf)	Myka Walker	8/30/2019
MTSS-Rtl-Action-Plan20192020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/4772_09192019_MTSS-Rtl-Action-Plan20192020.docx)	Cindy Pluim	9/19/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
4772_SELplan1920.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/4772_09162019_4772_SELplan1920.docx)	Cindy Pluim	9/16/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Millen-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/4772_05162019_Millen-19-20.docx)	Tyney Hogan	5/16/2019
Millennium-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/4772_05242019_Millennium-Feedback-Form-2019-20.pdf)	Cortney Roberts	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1593	1235	77.53	245	15.38	75	4.71	38	2.39
2017 - 2018	1732	1283	74.08	309	17.84	109	6.29	31	1.79
2018 - 2019	1684	1147	68.11	391	23.22	121	7.19	25	1.48

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	06	473	338	71.46	97	20.51	33	6.98	5	1.06
2018 - 2019	07	538	361	67.10	133	24.72	35	6.51	9	1.67
2018 - 2019	08	524	334	63.74	132	25.19	48	9.16	10	1.91
2018 - 2019	09	79	56	70.89	18	22.78	4	5.06	1	1.27
2018 - 2019	10	70	58	82.86	11	15.71	1	1.43	0	0.00

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 68.1% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 8.7% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.5% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
4772_N2Attendanceplan1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/4772_10152019_4772_N2Attendanceplan1920.pdf)	Cindy Pluim	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
4772_2019Guidanceplan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/4772_09142019_4772_2019Guidanceplan.pdf)	Cindy Pluim	9/14/2019

Equity Plan

File Name	File Uploaded By	Upload Date
4772_equity-plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/4772_09292019_4772_equity-plan-2019-2020.docx)	Cindy Pluim	9/29/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-4772-1920.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/4772_09232019_BPIE-Plan-4772-1920.docx)	Cindy Pluim	9/23/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Math-Resource-Night-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/4772_10232019_Math-Resource-Night-2019-2020.pdf)	October	None	10/23/2019
4772_SELartifactfaceplan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/4772_10022019_4772_SELartifactfaceplan.pdf)	October	Developed	10/2/2019
4772_SACmtg2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/4772_10012019_4772_SACmtg2.pdf)	October	SAF ByLaws	10/1/2019
4772SAC-Bylaws-2019-2020.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/4772_09242019_4772SAC-Bylaws-2019-2020.doc)	September	SAC ByLaws	9/24/2019
4772_A1sacmtg.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/4772_09052019_4772_A1sacmtg.pdf)	September	Developed	9/5/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
4772_eprove-surveydata1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/4772_09272019_4772_eprove-surveydata1920.pdf)	Cindy Pluim	9/27/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
4772_FACEPLPANDocs.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/4772_10012019_4772_FACEPLPANDocs.pdf)	Cindy Pluim	10/1/2019

☆ School Info



School Name	Nova MS (1311)	School Grade (2018 - 2019)
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)
School of Excellence	<input type="checkbox"/> ---	ESSA School
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1311_09272019_Executive-Summary-Nova-Middle- 	

☆ 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
06	454	25	74	59	109	---	35	10	3	448
07	420	38	56	39	102	---	25	1	3	413
08	425	25	44	22	85	---	70	3	8	415

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
06	458	32	77	45	96	---	64	8	3	448
07	429	42	85	24	103	---	62	3	1	421
08	408	41	57	30	111	---	60	17	2	405

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

Based on early warning indicators, a variety of intervention strategies are employed by the school to improve academic performance of students. Students who exhibit early warning indicators of academic failure are referred to the CPST team, which consists of teachers, administrators, guidance counselors, school social work, school psychologist, and the ESE specialist. The team reviews each individual case and develops an intervention plan unique to the individual student needs. Each student is monitored as they move through this RtI process.

Next, students with specific math and reading deficiencies are placed in enrichment academic elective courses designed to remediate the skills the students are lacking. Struggling readers are placed in Reading classes utilizing Achieve 3000! software which provides reading instruction at the students lexile level and uses scaffolding strategies to increase reading performance. The FAIR Assessment data is utilized as a tool for specialized instruction to the students with critical needs.

Lastly, the school's Community Liaison will monitor attendance to help maximize instructional time as well as extending the learning opportunity (ELO) program on select Saturdays to help students prepare for the FSA and EOCs.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1311&district=06>)

K-12 Comprehensive Reading Plan

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

The following stakeholders are responsible for collecting and reviewing student progress monitoring data:
Administrators, Teachers, Literacy Coach

Our administration team conducts informal classroom observations to ensure instruction is fully aligned to the Florida Standards. Use of the Instructional Practice Guide (IPG) may be used as an observation tool to determine the level of alignment of instructional practices towards the standard. Data are analyzed to inform the professional development needs of staff to support high-quality 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?

In grades 6-8, all students are administered the online Florida Assessments in Reading-Florida Standards (FAIR-FS). FAIR-FS data enable schools to determine strategies that can be incorporated into instruction that address the individual needs of students. Students are administered the online Florida Assessments in Reading-Florida Standards (FAIR-FS) three times a year and the data are uploaded from the Progress Monitoring and Reporting Network (PMRN) and transferred into BASIS 3.0. English Language Learners (ELL) participate in the same progress monitoring assessment. 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 as well as administered a DAR 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?

Our school ensures that students that are not progressing towards grade level goals are being monitored and provided with appropriate intervention and receive 90 minutes, every other day, of intensive reading instruction by teachers who are certified/endorsed in teaching reading. The reading coach supports teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need.

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

Students are provided with supplemental instructional materials that are grounded in evidence-based reading research. Nova Middle School uses REWARDS, Achieve 3000, and Ready Florida LAFS Curriculum Associates to provide targeted supplemental intervention through Response To Intervention (RTI). Interventions are implemented in the classroom by the intensive reading teacher weekly with the support from the reading coach.

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

ESE Specialist conducted a staff training for all teachers. Support facilitators - utilizing a push-in or pull-out program -support students with IEP's; additional training may be done at PLC's, workshop participation, and meeting the 20-hour requirement to renew certification during each 5-year validity period.

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

Nova Middle School has a small percentage of ELL's. All students are in mainstream classes. For these mainstreamed students, every teacher at NMS is ESOL endorsed or is in the process of attaining the endorsement. All teachers are able to use their ESOL strategies with the students. Teachers may meet with ESOL coordinator to determine an additional strategy that they can use to help the student. Every ESOL student at NMS has an ELL Plan, which is available to every teacher through ELLevation. This program provides strategies and additional information that the students and teachers can use in the classroom.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA, Unified Arts, Guidance/ESE, Reading & Critical Thinking, Math, Science, Social Studies	Monday Tuesday Wednesday Thursday Friday	2nd, 3rd, 4th, 5th	8/19/2019 - 5/8/2020	11:15 AM - 12:00 PM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM--Nova-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_09052019_SAM--Nova-Middle-School.pdf)	Myka Walker	9/5/2019
MTSS-Rtl-Action-Plan-Nova-Middle.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_10082019_MTSS-Rtl-Action-Plan-Nova-Middle.pdf)	Cassandra Woehr	10/8/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	9/4/2019 - 5/27/2020	10:00 AM - 3:45 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_10022019_SEL-Action-Plan-2019-2020.pdf)	Ashley Pastor	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Nova-Middle-School-Final-SPBP-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_05012019_Nova-Middle-School-Final-SPBP-19-20.pdf)	Darryl Baker	5/1/2019
Nova-Middle-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_05242019_Nova-Middle-Feedback-Form.pdf)	Teresa Kelly	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1253	932	74.38	242	19.31	70	5.59	9	0.72
2017 - 2018	1306	913	69.91	302	23.12	79	6.05	12	0.92
2018 - 2019	1293	871	67.36	300	23.20	109	8.43	13	1.01

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	06	457	334	73.09	89	19.47	28	6.13	6	1.31
2018 - 2019	07	428	273	63.79	112	26.17	39	9.11	4	0.93
2018 - 2019	08	408	264	64.71	99	24.26	42	10.29	3	0.74

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 67.4% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.

Attendance Type	School Goal
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 9.4% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.0% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_10152019_Attendance-Plan-2019-2020.pdf)	Eli Atlas	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_09272019_School-Counseling-Plan-2019.pdf)	Eli Atlas	9/27/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_10032019_Equity-Plan-2019-2020.pdf)	Eli Atlas	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_09272019_BPIE.pdf)	Eli Atlas	9/27/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Nova-Middle-SAC-Agenda-September-17th-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1311_09242019_Nova-Middle-SAC-Agenda-September-17th-2019.docx)	September	A+ Funds	9/24/2019
Nova-Middle-SAC-Sign-in-Sheets-Septmeber-17th-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1311_09242019_Nova-Middle-SAC-Sign-in-Sheets-Septmeber-17th-2019.pdf)	September	A+ Funds	9/24/2019
Nova-Middle-Sac-Minutes-August-27th-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1311_09242019_Nova-Middle-Sac-Minutes-August-27th-2019.docx)	September	A+ Funds	9/24/2019
Nova-Middle-SAC-Agenda-August-27th-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1311_09242019_Nova-Middle-SAC-Agenda-August-27th-2019.docx)	September	A+ Funds	9/24/2019
Nova-Middle-SAC-Sign-in-Sheets-August-27th-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1311_09242019_Nova-Middle-SAC-Sign-in-Sheets-August-27th-2019.pdf)	September	A+ Funds	9/24/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Nova-Middle-Eprove-survey-results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_10022019_Nova-Middle-Eprove-survey-results.pdf)	Ashley Pastor	10/2/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Program-and-Services-Checklist-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_10022019_Program-and-Services-Checklist-2020.pdf)	Ashley Pastor	10/2/2019
Cultural-Awareness-2019---2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_10022019_Cultural-Awareness-2019---2020.pdf)	Ashley Pastor	10/2/2019
Customer-Service-2019---2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_10022019_Customer-Service-2019---2020.pdf)	Ashley Pastor	10/2/2019
Catch-Them-Being-Great-FACE-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1311_10032019_Catch-Them-Being-Great-FACE-2020.pdf)	Ashley Pastor	10/3/2019

☆ School Info



School Name	Olsen MS (0471)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	↕
School of Excellence	<input type="checkbox"/> No	ESSA School	↕
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0471_10022019_0471_2019_OMS_Executive-Sum) 		

☆ 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
06	228	32	48	11	96	---	19	0	5	200
07	260	49	70	25	109	---	26	2	4	219
08	252	77	58	27	90	---	51	6	12	208

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
06	227	44	58	9	82	---	52	0	5	188
07	222	39	72	50	111	---	82	0	6	194
08	298	70	81	59	140	---	101	11	6	257

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

Based on early warning indicators, a variety of intervention strategies are employed by the school to improve academic performance of students. Students who exhibit early warning indicators of academic failure are referred to the CPST team, which consists of teachers, administrators, guidance counselors, school social work, school psychologist, and the ESE specialist. The team reviews each individual case and develops an intervention plan unique to the individual student needs. Each student is monitored as they move through this RtI process.

Next, students with specific math and reading deficiencies are placed in enrichment academic elective courses designed to remediate the skills the students are lacking. Struggling readers are placed in Reading classes utilizing Achieve 3000! software which provides reading instruction at the students lexile level and uses scaffolding strategies to increase reading performance. The FAIR Assessment data is utilized as a tool for specialized instruction to the students with critical needs.

Lastly, the school's Community Liaison will monitor attendance to help maximize instructional time as well as extending the learning opportunity (ELO) program on select Saturdays to help students prepare for the FSA and EOCs.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0471&district=06>)

K-12 Comprehensive Reading Plan

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

The Principal, Assistant Principals over ELA, ESOL and ESE, in collaboration with the Literacy coach conduct weekly informal classroom observations to ensure that classroom instruction is fully aligned to the Florida Standards. Use of the Instructional Practice Guide (IPG) is often used as an observation tool to determine the level of alignment of instructional practices towards the standard. Additionally, student portfolios containing ELA standards and artifacts to demonstrate mastery are monitored by classroom teachers and literacy coach. Teachers also bring samples of student work (evidence) to PLC's when the team meets to analyze students' work.

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 is collected monthly through CFAs that are aligned to the Florida standards. Data from CFAs is then used to plan remediation activities both during classroom time as well as immersion experiences and ELOs.

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 English Language Arts team, including the Assistant Principal over ELA and the literacy coach meet after the CFA's to analyze student data. Based on the data, the ELA teachers provide differentiated and small group instruction at the classroom level. The literacy coach is also responsible for "pushing in" and "pulling out small groups of students twice weekly to provide appropriate interventions.

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

ELL students are instructed utilizing Keystone and Rewards. Students with significant cognitive disabilities are instructed utilizing the grade-level Florida Standards Access Points and progress is measured through curriculum-based assessments. In addition, through our Digital 20 program, students are able to engage in standards based instruction 24/7. Students have online access to NewsELA Vocabulary.com, Achieve3000 and i-Ready reading. Through these online platforms, students have the opportunity to practice standards-based and content based information text to supplement their learning at their instructional level.

The ESOL coordinator, ESE specialist, Spanish and Creole paraprofessionals, and ESE support teachers work collaboratively to ensure that SWDs are provided with the appropriate supplemental intervention. Students are provided interventions twice weekly.

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

Teachers have received professional learning on lesson planning, differentiated instruction, small groups instruction and station based strategies through the district's Literacy department and school-based PLCs. A specialist from the district level literacy department provides professional learning at least three times per month. Representatives from the different software companies provide PD twice yearly to assist teachers in using digital programs effectively.

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

Activities to increase the percentage of ELL's becoming proficient include targeted classroom instruction by an ESOL teacher, providing students with ESOL dictionaries, the incorporation of ESOL strategies into every lesson schoolwide, additional tutoring through Lationo's in Action, and small group instruction from other ELL paraprofessionals.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
19-20 O471 Math PLC	Wednesday		9/4/2019 - 5/27/2020	1:45 PM - 2:45 PM	6, 7, 8
19-20 0471 Science 6-8	Thursday	2nd, 3rd, 4th	8/29/2019 - 5/28/2020	2:00 PM - 2:45 PM	6, 7, 8
19-20 0471 SS 6-8	Monday		9/9/2019 - 5/25/2020	1:45 PM - 2:45 PM	6, 7, 8
19-20 0471 Electives 6-8	Monday	2nd, 3rd, 4th	8/26/2019 - 5/25/2020	2:00 PM - 2:45 PM	6, 7, 8
19-20 0471 ELA 6-8	Tuesday		9/3/2019 - 5/26/2020	1:45 PM - 2:45 PM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM--Olsen-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0471_09052019_SAM--Olsen-Middle-School.pdf)	Myka Walker	9/5/2019
19-20-OLM_MTSS-Rtl-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0471_10052019_19-20-OLM_MTSS-Rtl-Action-Plan.pdf)	Indranie Hassad	10/5/2019

Rtl 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	2:00 PM - 2:45 PM
Wednesday	1st, 2nd, 3rd, 4th	8/28/2019 - 5/3/2020	8:00 AM - 10:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Olsen-MS-SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0471_10022019_Olsen-MS-SEL-Action-Plan-2019.pdf)	kenyatta mckie	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
PBIS20192020OlsenMS-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0471_05202019_PBIS20192020OlsenMS-(1).docx)	Desiree Montalvo	5/20/2019
Olsen-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0471_05242019_Olsen-Feedback-Form.pdf)	Teresa Kelly	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	837	480	57.35	198	23.66	121	14.46	38	4.54
2017 - 2018	784	393	50.13	223	28.44	121	15.43	47	5.99
2018 - 2019	743	397	53.43	183	24.63	117	15.75	46	6.19

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	06	226	130	57.52	49	21.68	38	16.81	9	3.98
2018 - 2019	07	222	123	55.41	59	26.58	31	13.96	9	4.05
2018 - 2019	08	295	144	48.81	75	25.42	48	16.27	28	9.49

Attendance Type	School Goal

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 53.4% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 21.9% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 6.2% of students were recorded as Severe Chronic Absenteeism, which was within 1% of the District average of 5.26%. Our goal is to have an average below 5% for severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-OlsenMS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0471_10012019_Attendance-Plan-OlsenMS.pdf)	Claire Norris	10/1/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
1920-ASCP-(signed).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0471_09232019_1920-ASCP-(signed).pdf)	Angelia Andrews	9/23/2019

Equity Plan

File Name	File Uploaded By	Upload Date
19-20-OLM-Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0471_10022019_19-20-OLM-Equity-Diversity-Action-Plan.pdf)	kenyatta mckie	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018-submitted-10.19.18.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0471_10012019_BPIE_2018-submitted-10.19.18.pdf)	kenyatta mckie	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF_Agenda_Attendance_October.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0471_11062019_SAF_Agenda_Attendance_October.pdf)	October	None	11/6/2019
SAC_Agenda_Attendance-October.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0471_11062019_SAC_Agenda_Attendance-October.pdf)	October	Monitored	11/6/2019
SAC-Minutes_August29.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0471_10042019_SAC-Minutes_August29.pdf)	October	Monitored	10/4/2019
SAC_Committee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0471_10032019_SAC_Committee-Membership.pdf)	October	Developed	10/3/2019
SAC-Agenda-9.27.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0471_10022019_SAC-Agenda-9.27.19.pdf)	October	Developed	10/2/2019
SAC_SAF-Meeting-8.29.19-Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0471_10022019_SAC_SAF-Meeting-8.29.19-Agenda.pdf)	October	Developed	10/2/2019
OMS-SAF-bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0471_10022019_OMS-SAF-bylaws.pdf)	October	SAF ByLaws	10/2/2019
0471_92619_0471_SAC_Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0471_10022019_0471_92619_0471_SAC_Bylaws.pdf)	October	SAC ByLaws	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
StaffSurveyResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0471_10012019_StaffSurveyResults.pdf)	Claire Norris	10/1/2019
ParentSurveyResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0471_10012019_ParentSurveyResults.pdf)	Claire Norris	10/1/2019
StudentSurveyResults.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0471_10012019_StudentSurveyResults.pdf)	Claire Norris	10/1/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-OlsenMS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0471_10012019_Face-Plan-OlsenMS.pdf)	Claire Norris	10/1/2019

☆ School Info



School Name	Plantation MS (0551)	School Grade (2018 - 2019)	
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	
School of Excellence	<input type="checkbox"/> No	ESSA School	
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0551_10052019_0551_10022019_2019-2020-Exec)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	240	31	58	41	117	---	29	2	3	217
07	256	37	50	53	105	---	46	5	4	233
08	267	40	73	59	103	---	65	4	5	256

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
06	244	23	43	10	90	---	44	0	6	230
07	245	36	77	74	123	---	88	2	3	224
08	259	36	81	40	106	---	84	51	1	243

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

Based on early warning indicators, a variety of intervention strategies are employed by the school to improve academic performance of students. Students who exhibit early warning indicators of academic failure are referred to the CPST team, which consists of teachers, administrators, guidance counselors, school social work, school psychologist, and the ESE specialist. The team reviews each individual case and develops an intervention plan unique to the individual student needs. Each student is monitored as they move through this RtI process.

Next, students with specific math and reading deficiencies are placed in enrichment academic elective courses designed to remediate the skills the students are lacking. Struggling readers are placed in Reading classes utilizing Achieve 3000! software which provides reading instruction at the students lexile level and uses scaffolding strategies to increase reading performance. The FAIR Assessment data is utilized as a tool for specialized instruction to the students with critical needs.

Lastly, the school's Community Liaison will monitor attendance to help maximize instructional time as well as extending the learning opportunity (ELO) program on select Saturdays to help students prepare for the FSA and EOCs.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0551&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, the Reading coach and the Department chair are responsible for ensuring that classroom instruction is aligned to grade-level standards. The current evidence that is collected to demonstrate classroom instruction is aligned to grade-level standards is student work, common formative assessments,

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

The progress monitoring data that is collected by subgroups consist of:

Math - person responsible (Dr. Spence) - Common Formative Assessments - Broward Standards Assessment

Science - person responsible (Mr. McNabb) - Common Formative Assessments -

ELA - person responsible (Mrs. Carter-Martin) Common Formative Assessments - Broward Standards Assessment

Social Studies - (Ms. Stachura) - Common Formative Assessments

Each content area group collects and reviews the student progress monitoring data and make adjustments to instructional practices based on student levels of achievement.

The goals include achieving the following by 2020: * Improving overall student achievement on the Florida Standards Assessment - English Language Arts (FSA-ELA) by six percentile points * Improving overall student learning gains in ELA by seven percentile points * Closing the achievement gap in ELA between the following subgroups by one-third *White/African American *White/Hispanic o Economically Disadvantaged/Non-Economically Disadvantaged o Students with Disabilities (SWD)/Students without Disabilities and English Language Learners(ELL)/ Non-English Language Learners

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

At the secondary level, in grades 6-12, students who score a Level 1 or 2 on the FSA-ELA are administered the online Florida Assessments in Reading-Florida Standards (FAIR-FS). FAIR-FS data enable schools to determine strategies that can be incorporated into instruction that address the individual needs of students. 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.

The goals include achieving the following by 2020: * Improving overall student achievement on the Florida Standards Assessment - English Language Arts (FSA-ELA) by six percentile points * Improving overall student learning gains in ELA by seven percentile points ? Closing the achievement gap in ELA between the following subgroups by one-third o White/African American o White/Hispanic o Economically Disadvantaged/Non-Economically Disadvantaged o Students with Disabilities (SWD)/Students without Disabilities o English Language Learners(ELL)/ Non-English Language Learners

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

Evidence Based Strategy

The evidence-based strategies will include: provide exemplars, models and notes, provide extended time, provide flexible grouping, provide prompts and cues, preview/review critical content, provide multiple means of representation, provide multiple opportunities to practice, provide remediation with feedback, and consistently communicate with parent/guardian. In addition, the general teacher receives support with the assistance of the ESE Support Facilitator via pull-out sessions and or push-in sessions.

Rationale

The rationale for selecting the following strategies is to provide all SWD students with maximum opportunities for academic success. The evidence-based strategies will include: provide exemplars, models and notes, provide extended time, provide flexible grouping, provide prompts and cues, preview/review critical content, provide multiple means of representation, provide multiple opportunities to practice, provide remediation with feedback (quick notes, charts agendas), and consistently communicate with parent/guardian. In addition, the general teacher receives support with the assistance of the ESE Support Facilitator via pull-out sessions and or push-in sessions.

Action Steps

1. Multi-Tiered Systems of Support Training for all teachers
2. Appropriate identification of all SWD students
3. Universal Tier 1 Supplemental Supports and Strategies Training/Review
4. Pull-out schedule for ESE Support Facilitator/Push-in Schedule for ESE Support Facilitator
5. Progress Monitoring of supplemental supports and strategies by the ESE Specialist and administrative team

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

ELL

Evidence-Based

The evidence-based strategies will include: Summarizing, retelling (Simple to Complex), modeled read aloud, Daily Oral Language activities, provide exemplars, models and notes, provide extended time, provide flexible grouping, provide prompts and cues, preview/review critical content, provide multiple means of representation, provide multiple opportunities to practice, provide remediation with feedback, and consistently communicate with parent/guardian.

Rationale

The rationale for selecting the following strategies is to provide all ELL students with maximum opportunities for academic success. The evidence-based strategies will include: Summarizing, retelling (Simple to Complex), modeled read aloud, Daily Oral Language activities, provide exemplars, models and notes, provide extended time, provide flexible grouping, provide prompts and cues, preview/review critical content, provide multiple means of representation, provide multiple opportunities to practice, provide remediation with feedback, and consistently communicate with parent/guardian.

Action-Steps

1. Multi-Tiered Systems of Support Training for all teachers
2. Appropriate identification of all ELL students
3. Universal Tier 1 Supplemental Supports and Strategies Training/Review
4. Pull-out schedule for ELL Support Facilitator/Push-in Schedule for ELL Support Facilitator
5. Progress Monitoring of supplemental supports and strategies by the ESOL contact for the school

Resources

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

- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Plantation Middle School Professional Learning Community	Wednesday	1st, 2nd, 3rd, 4th, 5th	9/11/2019 - 5/13/2020	8:15 AM - 9:15 AM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM--Plantation-Middle-School2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_09052019_SAM--Plantation-Middle-School2019.pdf)	Myka Walker	9/5/2019
PlantationMiddle_ActionPlan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_09162019_PlantationMiddle_ActionPlan.docx)	Myka Walker	9/16/2019

Rtl Team Meeting Schedule

No Meeting Schedule

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2019-2020-SEL-Action-Plan-Plantation-Middle-School.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_09122019_2019-2020-SEL-Action-Plan-Plantation-Middle-School.docx)	Takesha McCray	9/12/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
PLMS-behavior-plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_05202019_PLMS-behavior-plan-2019-20.docx)	Desiree Montalvo	5/20/2019
Plantation-MS-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_05242019_Plantation-MS-Feedback-Form.pdf)	Miriam Gayle	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	848	535	63.09	205	24.17	80	9.43	28	3.30
2017 - 2018	797	498	62.48	175	21.96	82	10.29	42	5.27
2018 - 2019	744	470	63.17	174	23.39	80	10.75	20	2.69

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	06	243	170	69.96	50	20.58	19	7.82	4	1.65
2018 - 2019	07	244	157	64.34	49	20.08	29	11.89	9	3.69
2018 - 2019	08	257	143	55.64	75	29.18	32	12.45	7	2.72

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 63.2% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 13.4% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.7% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
AttendancePlanPlantationMS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_10142019_AttendancePlanPlantationMS.pdf)	Kimarya Carter-Martin	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
PLMS-SCHOOL-COUNSELING-PLAN-2019-20202019-10-02-141745.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_10022019_PLMS-SCHOOL-COUNSELING-PLAN-2019-20202019-10-02-141745.pdf)	Takesha McCray	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_09272019_Equity-Diversity-Action-Plan-.docx)	Kimarya Carter-Martin	9/27/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
PLMS-BPIE-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_10022019_PLMS-BPIE-2019.pdf)	Kimarya Carter-Martin	10/2/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
October-SAC-agenda-minutes-sign-in-sheets2019-10-15-153445.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0551_10152019_October-SAC-agenda-minutes-sign-in-sheets2019-10-15-153445.pdf)	October	Monitored	10/15/2019
SAC-Minutes-9-9-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0551_10042019_SAC-Minutes-9-9-19.pdf)	October	A+ Funds	10/4/2019
SAC-Composition-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0551_10042019_SAC-Composition-2019-2020.pdf)	October	A+ Funds	10/4/2019
PLMS-SAC-BYLAWS-2019-20202019-10-04-143731.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0551_10042019_PLMS-SAC-BYLAWS-2019-20202019-10-04-143731.pdf)	October	SAC ByLaws	10/4/2019
Sept-2019-SAC-Agenda-Sign-In-sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0551_09112019_Sept-2019-SAC-Agenda-Sign-In-sheet.pdf)	September	A+ Funds	9/11/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Plantation-Middle-Staff-Survey--Feb-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_10022019_Plantation-Middle-Staff-Survey--Feb-2019.pdf)	Takesha McCray	10/2/2019
Plantation-Middle-Parent-Survey--Feb-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_10022019_Plantation-Middle-Parent-Survey--Feb-2019.pdf)	Takesha McCray	10/2/2019
Plantation-Middle-Student-Survey--Feb-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_10022019_Plantation-Middle-Student-Survey--Feb-2019.pdf)	Takesha McCray	10/2/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Catch-Them-Being-Great-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_10022019_Catch-Them-Being-Great-(1).pdf)	Kimarya Carter-Martin	10/2/2019
Cultural-Awareness-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_10022019_Cultural-Awareness-(1).pdf)	Kimarya Carter-Martin	10/2/2019
Customer-Service-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_10022019_Customer-Service-(1).pdf)	Kimarya Carter-Martin	10/2/2019
Face-Plan-Plantation-MS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_10022019_Face-Plan-Plantation-MS.pdf)	Kimarya Carter-Martin	10/2/2019
Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0551_10022019_Programs-and-Services-Checklist.pdf)	Kimarya Carter-Martin	10/2/2019

☆ School Info



School Name	Ramblewood MS (2711)	School Grade (2018 - 2019)
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)
School of Excellence	<input type="checkbox"/> No	ESSA School
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2711_09112019_2711_09112019_2711_Executive-) 	

☆ 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
06	448	50	34	16	150	---	9	0	5	432
07	446	75	30	34	105	---	26	0	0	432
08	400	51	48	48	81	---	52	1	3	384

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
06	390	38	42	2	102	---	34	0	3	369
07	448	59	55	29	137	---	66	14	5	429
08	429	63	54	48	71	---	57	1	0	409

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

At Ramblewood Middle school we use the following strategies to improve the academic performance of students:

CARE tutoring on Wednesdays, raffle prizes for students who have turned in all assignments for the week, differentiated instruction, Algebra Nation, small groups, graphic organizers, Pinnacle notes, parent phone calls, providing visual aids, simplifying directions, students seated near the teacher, Achieve 3000, USA Test Prep, Project Based Learning, Compass Learning and using short formative assessments.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2711&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Based on the Overall Federal Index, Ramblewood Middle School has 43% of their SWD population meeting proficiency as measured by state assessments. Our goal is to increase SWD proficiency as measured by the Overall Federal Index by 3%	Strategies can include but are not limited to: daily/weekly reporting, peer assistance, written notes, assistive technology devices, oral presentation, reduction of assignments, small group testing, additional time, and utilizing the resource room.	Every Teacher	5/31/2020	As needed	N/A	ESE Facilitators	
Literacy Goal: Based on our most recent data, Ramblewood Middle will focus on improving its literacy achievement as measured by the FSA ELA. Ramblewood will increase their proficiency level by 3% from 59% to 62%.	We follow the Broward County Schools Decision Tree for Reading Intervention to place our students in Reading class. Teachers utilize Just Words, REWARDS, and Achieve 3000.	Ms. Debra Mandel	5/31/2020	As needed: Reading Intervention and Strategies Professional Learning	N/A	Common formative assessments in ELA and Reading	

K-12 Comprehensive Reading Plan

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

Grade level administrators are responsible to make sure instruction is aligned to standards. Formal and Informal observations are used to ensure rigor and standards are being used and taught. Lesson plans are collected every nine weeks to ensure standards are being taught. Lesson plans must include ESOL & Special Education interventions and/or modifications. Also, each teacher's board configuration is universal and must include the Florida state's standards and objectives. Colleague observations which include Literacy Coach and Department Chairs also ensure standards are aligned and being taught

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?

Ramblewood Middle School participates in a monthly common formative assessment cycle. Power standards are decided on and specifically taught during the month. In addition, FSA Level 1 and Level 2 students are given the FAIR assessment 3 times during the year. The Literacy Coach and Assistant Principal in charge of Literacy, are responsible for collecting and reviewing student progress monitoring data. The progress monitoring RMS uses includes subgroups as well.

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?

Ramblewood Middle School participates in a monthly common formative assessment cycle. Power standards are decided on and specifically taught during the month. In addition, FSA Level 1 and Level 2 students are given the FAIR assessment 3 times during the year. The Literacy Coach and Assistant Principal in charge of Literacy, are responsible for collecting and reviewing student progress monitoring data. The progress monitoring RMS uses includes subgroups as well.

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

Tier 1 academic strategies are provided to teachers during professional development meetings. Lesson plans outlining Tier 1 strategies are completed by teachers and submitted to administration. If a teacher doesn't see a student progressing from Academic Tier 1, the teacher brings it up to the RTI team. Tier 1 interventions are entered Basis. Then, the student is provided with Tier 2 interventions by our Literacy Coach. The student is progress monitored for 4-6 weeks. Tier 2 includes a small group setting. After 4-6 weeks of Tier 2 monitoring, if the student doesn't progress, then the student is moved to Tier 3 which includes one on one help with our Literacy Coach. Parent notification is involved throughout the whole RTI process. RMS uses the following materials in assisting with Tier 2 and Tier 3: Legends of Learning, Achieve 3000, FAIR, Inside, National Geographic, Flocabulary, USA Test Prep, BrainPop, and LAFS books. For some of our SWD students, they work with a facilitator in small groups. All accommodations and modifications are met. Teachers write the modification/accommodations in their lesson plans

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

Professional development is provided to all teachers to provide effective and varied planning and teaching methods. Also, Formal observations by administration and one on ones with the teacher are conducted to ensure that classroom instruction is effective for our students different learning abilities. Some of the topics include: Nearpod, CANVAS, Inside, Achieve 3000, Novel use in all Content Areas, and Project-Based Learning,

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

National Junior Honor society provides tutoring for our all students including ESOL. In addition, we offer afterschool tutoring in all subject areas and morning tutoring on Wednesdays for enrichment or remediation. Small group setting is used with a push in aide during the double block of ESOL 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)
- 2019 20 BROWARD K12 Reading Plan (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-20-BROWARD-K12-Reading-Plan.pdf)
- 2019 BROWARD DT 2 and DT 3 Secondary Level Charts (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT-2-and-3-Secondary-Level-Charts.pdf)
- Broward 2018-19 K-12 Comprehensive Research-Based Reading Plan (<http://www.fldoe.org/core/fileparse.php/7539/urlt/Broward1819-K12RP.pdf>)
- BCPS Literacy Field Guide for Educators (<http://www.bcps-literacyguide.com/>)
- World-Class Instructional Design and Assessment for ELL (<https://wida.wisc.edu/>)
- Can Do Descriptors for ELL (<https://wida.wisc.edu/teach/can-do/descriptors>)
- SWD Support Resources (<https://browardschools.instructure.com/courses/661066>)
- Framework For ELL Achievement ESSA (V2) (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Framework-for-ELL-Achievement_ESSA-V2.pptx)
- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Math Department PLC	Friday	1st, 2nd, 3rd, 4th	8/16/2019 - 5/29/2020	8:20 AM - 9:10 AM	6, 7, 8
Science Department PLC	Friday	1st, 2nd, 3rd, 4th	8/16/2019 - 5/29/2020	8:20 AM - 9:10 AM	6, 7, 8
Reading Department PLC	Friday	1st, 2nd, 3rd, 4th	8/16/2019 - 5/29/2020	8:20 AM - 9:10 AM	6, 7, 8
Social Studies Department PLC	Friday	1st, 2nd, 3rd, 4th	8/16/2019 - 5/29/2020	8:20 AM - 9:10 AM	6, 7, 8
Language Arts Department PLC	Friday	1st, 2nd, 3rd, 4th	8/16/2019 - 5/29/2020	8:20 AM - 9:10 AM	6, 7, 8
ESE Department PLC	Friday	1st, 2nd, 3rd, 4th	8/16/2019 - 5/29/2020	8:20 AM - 9:10 AM	6, 7, 8
Electives Department PLC	Friday	1st, 2nd, 3rd, 4th	8/16/2019 - 5/29/2020	8:20 AM - 9:10 AM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM--Ramblewood-Middle-School-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_09052019_SAM--Ramblewood-Middle-School-(1).pdf)	Myka Walker	9/5/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	9/9/2019 - 5/18/2020	9:30 AM - 11:00 AM
Monday	1st, 3rd	9/9/2019 - 5/18/2020	9:30 AM - 11:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2711-2019-2020-Updated.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_09162019_SEL-Action-Plan-2711-2019-2020-Updated.pdf)	Alan Russo	9/16/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
ramblewoodms_2019-20-SPBP-final.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_05202019_ramblewoodms_2019-20-SPBP-final.docx)	Desiree Montalvo	5/20/2019
Ramblewood-MS-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_05242019_Ramblewood-MS-Feedback-Form.pdf)	Miriam Gayle	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	1294	872	67.39	267	20.63	124	9.58	31	2.40
2017 - 2018	1314	795	60.50	338	25.72	152	11.57	29	2.21
2018 - 2019	1266	720	56.87	370	29.23	145	11.45	31	2.45

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	06	389	245	62.98	102	26.22	30	7.71	12	3.08
2018 - 2019	07	448	236	52.68	147	32.81	57	12.72	8	1.79
2018 - 2019	08	429	239	55.71	121	28.21	58	13.52	11	2.56

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 56.9% of students in this category, which was within 2% of the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 13.9% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.4% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-2711-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_09112019_Attendance-Plan-2711-2019-2020.pdf)	Elmo Siggia	9/11/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Guidance-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_09112019_Guidance-Plan-2019-20.pdf)	Elmo Siggia	9/11/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_09272019_Equity-Diversity-Action-Plan.pdf)	Alan Russo	9/27/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Ramblewood-Middle.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_09112019_BPIE-Plan-Ramblewood-Middle.pdf)	Alan Russo	9/11/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
A+-ballot.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2711_10282019_A+-ballot.pdf)	October	A+ Funds	10/28/2019
A+Money_Results_RMS_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2711_10282019_A+Money_Results_RMS_19_20.pdf)	October	A+ Funds	10/28/2019
A+Money-Vote_SIGNIN_RMS_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2711_10282019_A+Money-Vote_SIGNIN_RMS_19_20.pdf)	October	A+ Funds	10/28/2019
RMS-SAC-Meeting-October-17.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2711_10172019_RMS-SAC-Meeting-October-17.pdf)	October	A+ Funds	10/17/2019
RMS-October-SAC-SAF-Attendance.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2711_10172019_RMS-October-SAC-SAF-Attendance.pdf)	October	A+ Funds	10/17/2019
RMS-October-SAC-SAF-Guest-Attendance.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2711_10172019_RMS-October-SAC-SAF-Guest-Attendance.pdf)	October	A+ Funds	10/17/2019
SAC-composition-report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2711_10082019_SAC-composition-report.pdf)	October	Developed	10/8/2019
2711_09192019_2711-SAC-ByLaws-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2711_09232019_2711_09192019_2711-SAC-ByLaws-19-20.pdf)	September	Developed	9/23/2019
RMS-SAC-Meeting-September-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2711_09232019_RMS-SAC-Meeting-September-19.pdf)	September	Developed	9/23/2019
RMS-Septmeber-SAC-SAF-Attendance.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2711_09232019_RMS-Septmeber-SAC-SAF-Attendance.pdf)	September	Developed	9/23/2019
RMS-Septmber-SAC-SAF-Guest-Attendance.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2711_09232019_RMS-Septmber-SAC-SAF-Guest-Attendance.pdf)	September	Developed	9/23/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
2018-2019-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_09262019_2018-2019-Parent-Survey.pdf)	Alan Russo	9/26/2019
2018-2019-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_09262019_2018-2019-Student-Survey.pdf)	Alan Russo	9/26/2019
2018-2019-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_09262019_2018-2019-Staff-Survey.pdf)	Alan Russo	9/26/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_09262019_Face-Plan-20192020.pdf)	Alan Russo	9/26/2019
FACE_Plan_Supporting-photo.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_09262019_FACE_Plan_Supporting-photo.pdf)	Alan Russo	9/26/2019

File Name	File Uploaded By	Upload Date
Hispanic-Heritage-Month-Supporting-Doc.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_09262019_Hispanic-Heritage-Month-Supporting-Doc.docx)	Alan Russo	9/26/2019
FACE-Providing-Quality-Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_09262019_FACE-Providing-Quality-Customer-Service.pdf)	Alan Russo	9/26/2019
FACE-Providing-Quality-Customer-Service-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_10012019_FACE-Providing-Quality-Customer-Service-(1).pdf)	Alan Russo	10/1/2019
Family-and-Community-Engagement-Plan---ELA-Dept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_10012019_Family-and-Community-Engagement-Plan---ELA-Dept.pdf)	Alan Russo	10/1/2019
Family-and-Community-Engagement-Plan---ELECTIVES.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_10012019_Family-and-Community-Engagement-Plan---ELECTIVES.pdf)	Alan Russo	10/1/2019
Family-and-Community-Engagement-Plan---ESE-Dept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_10012019_Family-and-Community-Engagement-Plan---ESE-Dept.pdf)	Alan Russo	10/1/2019
Family-and-Community-Engagement-Plan---Math-Dept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_10012019_Family-and-Community-Engagement-Plan---Math-Dept.pdf)	Alan Russo	10/1/2019
Family-and-Community-Engagement-Plan---Reading-Dept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_10012019_Family-and-Community-Engagement-Plan---Reading-Dept.pdf)	Alan Russo	10/1/2019
Family-and-Community-Engagement-Plan---Science-Dept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_10012019_Family-and-Community-Engagement-Plan---Science-Dept.pdf)	Alan Russo	10/1/2019
Family-and-Community-Engagement-Plan---Social-Studies-Dept.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_10012019_Family-and-Community-Engagement-Plan---Social-Studies-Dept.pdf)	Alan Russo	10/1/2019
Family-and-Community-Engagement-Plan---Customer-Service---STAFF-Signatures.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2711_10022019_Family-and-Community-Engagement-Plan---Customer-Service---STAFF-Signatures.pdf)	Elmo Siggia	10/2/2019

☆ School Info



School Name	Sawgrass Springs MS (3431)	School Grade (2018 - 2019)
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)
School of Excellence	<input type="checkbox"/> No	ESSA School
Executive Summary	Executive Summary	

☆ 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
06	390	41	57	15	113	---	13	2	1	374
07	446	71	50	27	96	---	23	4	2	422
08	454	68	69	4	87	---	44	5	4	427

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
06	390	25	78	23	88	---	42	3	2	370
07	414	52	67	41	128	---	66	5	3	391
08	445	69	66	4	82	---	44	4	2	422

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

At Ramblewood Middle school we use the following strategies to improve the academic performance of students:

CARE tutoring on Wednesdays, raffle prizes for students who have turned in all assignments for the week, differentiated instruction, Algebra Nation, small groups, graphic organizers, Pinnacle notes, parent phone calls, providing visual aids, simplifying directions, students seated near the teacher, Achieve 3000, USA Test Prep, Project Based Learning, Compass Learning and using short formative assessments.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3431&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?

- *ELA and reading teachers, administrators, literacy coach and department chairperson are responsible to ensure classroom instruction is aligned to grade-level standards. Evidence collected to demonstrate that classroom instruction is aligned to grade-level standards includes: Common Formative Assessment data (analyzed in PLCs), lesson plans collected by administrators, best practices and student work products shared by teachers at PLCs.*

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?

- *Quarterly common formative assessment Pre and Post tests are given in both reading and language arts classes to show proficiency and growth in each standard. The testing platform Quia is used to administer the CFA s and data reports are generated for individual student achievement, as well as data regarding each standard. Teachers use BASIS to identify those students in each class that are within subgroups. Language arts and reading teachers 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?

- *All level 1 and 2 students are scheduled into intensive reading classes according to the reading decision chart. Students within those intensive reading classes are administered the FAIR (Florida Assessment in Reading) 3 times a year. Students who have 30% or less probability of success according to the FAIR, are also administered the DAR (Diagnostic Assessment in Reading). Of those students, any scoring the 4th grade level or lower are scheduled into a Rewards class for explicit, systemic, teacher-led instruction in decoding and phonemic awareness.*

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

- *Instructional practices used at our school include: small group instruction within reading and language arts classes; push-in and pull-out support for SWDs from ESE support facilitators; differentiated instruction within all classrooms; students needing Tier 3 interventions are pulled out of class for targeted instruction by ESE support facilitators (for SWDs) and the literacy coach.*

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

- *Teachers will receive training in Universal Designs for Learning.*

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

- *DLA classes work on the four areas of reading, writing, speaking and listening. At all Title 1 nights there are ELL parent breakout sessions.*

Resources

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

- Supplemental Title III Materials List (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Supplemental-Title-III-Materials-List.doc)
- Tier I Core Instructional Factors for ELLs (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/Tier-1-Core-Instructional-Factors-for-ELLs.pdf)

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Leadership Team	Monday	5th	8/14/2019 - 6/4/2020	8:25 AM - 9:00 AM	6, 7, 8
Electives	Tuesday	1st, 2nd, 3rd, 4th	8/14/2019 - 6/4/2020	8:25 AM - 9:00 AM	6, 7, 8
Science	Tuesday	1st, 2nd, 3rd, 4th	8/14/2019 - 6/4/2020	8:25 AM - 9:00 AM	6, 7, 8
Social Science	Tuesday	1st, 2nd, 3rd, 4th	8/14/2019 - 6/4/2020	8:25 AM - 9:00 AM	6, 7, 8
Mathematics	Tuesday	1st, 2nd, 3rd, 4th	8/14/2019 - 6/4/2020	8:25 AM - 9:00 AM	6, 7, 8
ELA/Reading	Tuesday	1st, 2nd, 3rd, 4th	8/14/2019 - 6/4/2020	8:25 AM - 9:00 AM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM--Sawgrass-Springs-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09052019_SAM--Sawgrass-Springs-Middle-School.pdf)	Myka Walker	9/5/2019
MTSS-Rtl-Action-Plan-Template-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09302019_MTSS-Rtl-Action-Plan-Template-2019-2020.pdf)	Lisa Gray	9/30/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 3rd	8/14/2019 - 6/4/2020	10:15 AM - 11:15 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Template-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09302019_SEL-Action-Plan-Template-(1).pdf)	Lisa Gray	9/30/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Sawgrass-Middle2019-2020-SPBP.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_05032019_Sawgrass-Middle2019-2020-SPBP.docx)	Lisa Gray	5/3/2019
Sawgrass-Springs-MS-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_05282019_Sawgrass-Springs-MS-Feedback-Form-2019-20.pdf)	Kristina Dever	5/28/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1311	781	59.57	373	28.45	133	10.14	24	1.83
2017 - 2018	1325	757	57.13	382	28.83	161	12.15	25	1.89
2018 - 2019	1247	737	59.10	351	28.15	126	10.10	33	2.65

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	06	390	263	67.44	101	25.90	21	5.38	5	1.28
2018 - 2019	07	413	238	57.63	116	28.09	47	11.38	12	2.91
2018 - 2019	08	444	236	53.15	134	30.18	58	13.06	16	3.60

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 59.1% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 12.8% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 2.6% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-MS-and-HS-Template-(3).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_10172019_Attendance-Plan-MS-and-HS-Template-(3).pdf)	Lisa Gray	10/17/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
3431AnnualSCPlan-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09112019_3431AnnualSCPlan-(1).pdf)	Lisa Gray	9/11/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Sawgrass-Springs-Middle-School-Equity-Plan-(2019-20).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09302019_Sawgrass-Springs-Middle-School-Equity-Plan-(2019-20).pdf)	Lisa Gray	9/30/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Sawgrass-Springs-MS-BPIE_4.2018-(11).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09112019_Sawgrass-Springs-MS-BPIE_4.2018-(11).pdf)	Lisa Gray	9/11/2019
3431_09172019_BPIE-Plan-Template-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09232019_3431_09172019_BPIE-Plan-Template-(2).pdf)	Lisa Gray	9/23/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SACMinutesOctober-2--2019-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3431_10172019_SACMinutesOctober-2--2019-(1).pdf)	October	Developed	10/17/2019
SACCompositionimage2019-10-02-160559.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3431_10022019_SACCompositionimage2019-10-02-160559.pdf)	October	Developed	10/2/2019
SACByLawsimage2019-10-02-160802.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3431_10022019_SACByLawsimage2019-10-02-160802.pdf)	October	Developed	10/2/2019
SAC10022019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3431_09302019_SAC10022019.pdf)	October	Developed	9/30/2019
SACMinutesSeptember-4--2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3431_09112019_SACMinutesSeptember-4--2019.pdf)	September	Developed	9/11/2019
SACSeptsign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3431_09062019_SACSeptsign-in.pdf)	September	Developed	9/6/2019
SAC09042019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3431_09062019_SAC09042019.pdf)	September	Developed	9/6/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Sawgrass-Springs-MS-Student-Survey-Feb-11-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_10012019_Sawgrass-Springs-MS-Student-Survey-Feb-11-2019.pdf)	Lisa Gray	10/1/2019
Sawgrass-Springs-MS-Staff-Survey-Feb-11-2019-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_10012019_Sawgrass-Springs-MS-Staff-Survey-Feb-11-2019-(1).pdf)	Lisa Gray	10/1/2019
Sawgrass-Springs-MS-Parent-Survey-Feb-11-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_10012019_Sawgrass-Springs-MS-Parent-Survey-Feb-11-2019.pdf)	Lisa Gray	10/1/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
3431_01302017_CustomerFeedback-Box.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09062019_3431_01302017_CustomerFeedback-Box.jpg)	Lisa Gray	9/6/2019
3431_01302017_Sawgrass-Resource-1.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09062019_3431_01302017_Sawgrass-Resource-1.jpg)	Lisa Gray	9/6/2019
Programsand-Serviceschecklist2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09232019_Programsand-Serviceschecklist2019-2020.pdf)	Lisa Gray	9/23/2019
Face-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09232019_Face-Plan-Template.pdf)	Lisa Gray	9/23/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09232019_Customer-Service.pdf)	Lisa Gray	9/23/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09232019_Cultural-Awareness.pdf)	Lisa Gray	9/23/2019
Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3431_09232019_Catchthem-Being-Great.pdf)	Lisa Gray	9/23/2019

☆ School Info



School Name	Seminole MS (1891)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1891_09122019_1891_ExecutiveSummary.pdf) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	388	44	44	31	83	---	22	2	0	373
07	373	45	59	35	110	---	30	0	2	359
08	455	74	68	37	112	---	87	1	4	438

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
06	397	52	54	32	102	---	58	2	5	370
07	386	43	48	54	98	---	53	1	0	363
08	390	57	64	32	111	---	70	6	3	365

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

There are a number of intervention goals our school employs to ensure we are improving academic performance. We have students take monthly progress monitoring checks to ensure that teachers are constantly aware of their students data and performance. We also have a Reading pull out program for students who are on the verge of not being proficient readers. Our school has a number of extended learning opportunities to help students become proficient learners. Teachers have monthly data chats with both the Principal and grade-level administrator to ensure they are aware of their data and are using their data to plan remediation as needed.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1891&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?

Our Reading Coach and Administrator over Reading and Language Arts is responsible for ensuring classroom instruction aligns with grade-level standards. The Reading and Language Arts department conduct monthly progress monitoring checks. They also conduct a Friday Focus. This allows teachers to monitor and track student progress and growth. The Friday Focus also is aligned to grade-level standards and allows teachers to ensure that the standards are being met. The ELA department and Reading department also meet weekly through PLC meetings and their common planning. During these common planning times teachers are able to plan instruction that is aligned to their 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?

Each content area teacher gives monthly progress monitoring checks. The data collected from the monthly progress monitoring checks are used during teacher data chats with students, as well as, administration. The data is broken down by subgroup and analyzed based on classroom instruction. Teachers also use the data collected to remediate students and plan classroom instruction.

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

Once students are showing that they are not progressing towards grade level goals they are monitored by classroom teachers and the Reading Coach. The Reading Coach provides a pull out program where students are provided small group instruction based on their goals and needs. The Reading Coach also works with the classroom teachers to ensure that teachers are able to meet the needs of their students. Finally, students that are struggling to show growth are also given a second reading class to ensure they are receiving daily reading instruction which will help improve their reading skills and abilities.

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 uses Inside which is taught by certified reading teachers who work with below proficiency level students. These teachers ensure that daily instruction is taking place following a rigorous reading curriculum. Students who require more intensive instruction are provided with supplemental REWARDS lessons to increase phonics and fluency. Certified ELA teachers use Coach Digital during classroom instruction in order to remediate skills that students are struggling to comprehend. Students who still require extra individualized instruction or are SWD can receive it through pull out or push in by a support facilitator.

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)?

As a PBL (project based learning) school the majority of our staff has either taken the PBL training or are taking it this school year. Teachers are incorporating PBL strategies and techniques into their daily lessons and instruction. Our teachers have also had a number of trainings on ESE strategies and how to work with Deaf and Hard of Hearing students. These trainings have been geared towards understanding how to provide differentiated instruction for a variety of learners and how to do so through both instructional design and delivery.

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

Our ELL students are using ESL Reading Smart through small group pull out and individualized instruction. Our ELL students also receive additional reading instruction through their second reading course. Content teachers also provide reading strategies to ensure ELL students can connect their background knowledge to their content.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ESE PLC	Tuesday	1st, 2nd, 3rd, 4th, 5th	9/10/2019 - 6/2/2020	7:15 AM - 7:45 AM	6, 7, 8
Departmental PLC	Monday	1st, 2nd, 3rd, 4th, 5th	8/26/2019 - 5/25/2020	7:15 AM - 7:45 AM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM--Seminole-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_09052019_SAM--Seminole-Middle-School.pdf)	Myka Walker	9/5/2019
Rtl-action-plan-and-MTSS-guiding-questions.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_09102019_Rtl-action-plan-and-MTSS-guiding-questions.pdf)	Sarah Rappaport	9/10/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 3rd, 5th	8/14/2019 - 6/2/2020	8:30 AM - 9:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-2020_1891.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_09272019_SEL-Action-Plan-2019-2020_1891.pdf)	Sarah Rappaport	9/27/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SMS-SPBP-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_05172019_SMS-SPBP-2019-20.pdf)	Tyynne Hogan	5/17/2019
Seminole-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_05242019_Seminole-Feedback-Form.pdf)	Desiree Montalvo	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1245	711	57.11	354	28.43	150	12.05	30	2.41
2017 - 2018	1241	711	57.29	353	28.44	139	11.20	38	3.06
2018 - 2019	1169	676	57.83	330	28.23	112	9.58	51	4.36

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	06	397	230	57.93	111	27.96	40	10.08	16	4.03
2018 - 2019	07	385	234	60.78	104	27.01	29	7.53	18	4.68
2018 - 2019	08	387	212	54.78	115	29.72	43	11.11	17	4.39

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 57.8% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 13.9% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 4.4% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
1891_09102019_SeminoleMiddle_AttendancePlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_09272019_1891_09102019_SeminoleMiddle_AttendancePlan.pdf)	Sarah Rappaport	9/27/2019
Seminole-Middle-Attendance-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_10162019_Seminole-Middle-Attendance-Plan-2019-2020.pdf)	Sarah Rappaport	10/16/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
1891_CounselingPlan_1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_09272019_1891_CounselingPlan_1920.pdf)	Sarah Rappaport	9/27/2019

Equity Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_10032019_Equity-Diversity-Action-Plan.pdf)	Sarah Rappaport	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Seminole-MS-2.2019-BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_09132019_Seminole-MS-2.2019-BPIE.pdf)	Sarah Rappaport	9/13/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda-101619.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1891_11012019_SAC-Agenda-101619.pdf)	October	Monitored	11/1/2019
SAC_SignIn_101619.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1891_11012019_SAC_SignIn_101619.pdf)	October	Monitored	11/1/2019
1891_Minutes_91119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1891_10082019_1891_Minutes_91119.pdf)	October	Developed	10/8/2019
CompositionReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1891_10022019_CompositionReport.pdf)	October	None	10/2/2019
SAC-ByLaws_1891_091119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1891_09112019_SAC-ByLaws_1891_091119.pdf)	September	SAC ByLaws	9/11/2019
1891_SignInSheets_091119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1891_09112019_1891_SignInSheets_091119.pdf)	September	Developed	9/11/2019
SAC_Agenda_091119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1891_09112019_SAC_Agenda_091119.pdf)	September	Developed	9/11/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Seminole-MS-Student-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_09122019_Seminole-MS-Student-Survey-2019.pdf)	Sarah Rappaport	9/12/2019
Seminole-MS-Staff-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_09122019_Seminole-MS-Staff-Survey-2019.pdf)	Sarah Rappaport	9/12/2019
Seminole-MS-Parent-Survey--2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_09122019_Seminole-MS-Parent-Survey--2019.pdf)	Sarah Rappaport	9/12/2019

File Name	File Uploaded By	Upload Date
Seminole-MS-Bilingual-Parent-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_09122019_Seminole-MS-Bilingual-Parent-Survey-2019.pdf)	Sarah Rappaport	9/12/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Programs-and-Services-Checklist_1891.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_10022019_Programs-and-Services-Checklist_1891.pdf)	Sarah Rappaport	10/2/2019
Catchthem-Being-Great_1891.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_10022019_Catchthem-Being-Great_1891.pdf)	Sarah Rappaport	10/2/2019
Cultural-Awareness_1891.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_10022019_Cultural-Awareness_1891.pdf)	Sarah Rappaport	10/2/2019
Customer-Service_1891.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_10022019_Customer-Service_1891.pdf)	Sarah Rappaport	10/2/2019
FACE-Plan_1891.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1891_10022019_FACE-Plan_1891.pdf)	Sarah Rappaport	10/2/2019

☆ School Info



School Name	Silver Lakes MS (2971)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2971_10032019_Executive-Summary2020.pdf)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	245	29	77	6	111	---	15	0	3	222
07	269	45	94	21	115	---	30	4	8	246
08	241	50	69	14	104	---	38	2	14	225

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
06	226	30	72	10	93	---	55	1	8	215
07	262	43	65	17	133	---	75	0	4	236
08	262	46	88	24	113	---	77	8	5	236

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

There are a number of intervention goals our school employs to ensure we are improving academic performance. We have students take monthly progress monitoring checks to ensure that teachers are constantly aware of their students data and performance. We also have a Reading pull out program for students who are on the verge of not being proficient readers. Our school has a number of extended learning opportunities to help students become proficient learners. Teachers have monthly data chats with both the Principal and grade-level administrator to ensure they are aware of their data and are using their data to plan remediation as needed.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2971&district=06>)

K-12 Comprehensive Reading Plan

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

Administrators, academic coaches and department chairs are responsible for ensuring that instruction is aligned to academic standards. This is monitored through classroom walkthrough protocols for feedback to teachers, and iObservation teacher evaluation notes which capture samples of student work with teacher feedback, evidence of progression of learning aligned to the standard learning scales, evaluating questions and tasks used during instruction to measure alignment to the depth and rigor of the standard, review of lesson plans and information gathered during PLC and Collaborative planning sessions, as well as data conversations with teachers.

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

Students who are in the Wilson Reading intervention are progress monitored using the Wilson pre, mid, and post tests. Since most of these students are SWD and automatically in the RtI process, DAR data is available to monitor the student's grade level progression in attaining mastery in foundation reading skills. Likewise, students receiving support with the REWARDS fluency building program track their progress through graphing records. ELL students who are in DLA classes are monitored with the IPT and curriculum program assessments. The FAIR assessment is administered (pre, mid, post) 3 times annually to all level 1 and 2 students to assess growth in vocabulary, word recognition, and comprehension. In addition to this, students, as recommended by reading teachers and the RtI team are monitored using DAR to further identify deficiencies in students and to create and activate a plan of action as part of the RtI process. Students progression towards grade level standards mastery is assessed using Edulastic (standard aligned assessment resource recommended by BCPS Dept. of Academics to replace I-Ready). This process is carefully monitored by administration, literacy coach, and teachers through multi-layered data conversations with documented data and analysis.

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 data team includes (but not limited to) the supervising administrator for literacy, guidance counselors, and the literacy coach, work together to disaggregate student FSA data. This data is then aligned with other assessment instrument results such as FAIR/I-Ready, DAR scores if available, and Wilson reports along with the student's cumulative record (if needed) to make a decision that aligns with the 6-12 Intervention Reading Decision Tree. In addition to this, the literacy coach meets with teachers at the end of the year for them to make recommendation on each of their students based on teacher observation and other student work data. Once placement is done according to this matrix, teachers are trained in and given a clear plan on the purpose of the particular course and level of students, the micro-interventions of expectations as well progression goals for the sub-group of students. Teachers also become familiar with students PMP notes and provide intervention accordingly. The literacy coach and administrator meet with teachers collectively in PLCs and individually in data conversations to discuss specific sub-groups of students and their progress towards skill developmental and learning goals.

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

Silver Lakes Middle school uses text sets in its Reading Intervention classes. Struggling students are supported by incorporating resources such as NEWSLEA and Common Lit which both provide the opportunity for adjustments in text lexile to accommodate the students' independent reading level. Students who have decoding and fluency issues are given supported with audio versions of the selections to build fluency. In addition to this, the literacy coach works closely with the RtI team Case managers to provide one-on-one support to students for Tier 3 instruction, using supplemental materials as recommended by the department of academics and from the struggling reader's chart. Administration, teachers and support facilitators as well as ELL paraprofessional

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 and will continue to receive UDL professional learning through whole staff formal professional development as provided by SLMS and district level ESE support staff. Through these PDs, teachers will see how to differentiate curricula and instructional approaches based on student needs. In addition to this, specific department PD and continued support will be provided by the BCPS department of academics and the literacy coach to work with intervention and content class teachers to incorporate lexile and language adaptable materials (eg. NewsELA and Common Lit) as part of the instruction rotation to ensure that all students are given the opportunity to be fully immersed in content learning by accessing information in text; this includes the includes video and audio-visual materials as well. All teachers at SLMS has had and will continue to receive department and individual support by both district and SLMS personnel (including demonstration classrooms) on how to effectively utilize centers in order to incorporate the RtI process as part of the instructional design. These centers will be data-driven in order to attend to the needs of the individual students.

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

In addition to the student being accurately placed in the appropriate Developmental Language Arts program, there will be intentional focus on increasing speaking and listening activities in all classes to assist students with vocabulary and knowledge acquisition; this includes Project Based Learning (PBL), Socratic seminars and the use of accountable talk. In addition to this, interactive word walls is a school-wide initiative, where both linguistic and non-linguistic measures of building and assessing understanding of the ELL learner can be in place. Paraprofessionals will be assigned to work with teachers in content classrooms and with small groups of students in the DLA classroom, with focus on vocabulary acquisition and systematic comprehension building. All content and intervention class teachers will have students working consistently with home language dictionaries - this includes during assessments. ELL students will also be enrolled in a homeroom class with specific language support daily as an additional 30 minutes of extended learning.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Reading/Literacy	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/22/2019 - 5/15/2020	8:30 AM - 9:10 AM	6, 7, 8
Science	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/22/2019 - 5/15/2020	8:30 AM - 9:10 AM	6, 7, 8
Math	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/22/2019 - 5/15/2020	8:30 AM - 9:10 AM	6, 7, 8
Social Studies	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/22/2019 - 5/15/2020	8:30 AM - 9:10 AM	6, 7, 8
Language Arts	Monday	1st, 2nd, 3rd, 4th, 5th	8/22/2019 - 5/15/2020	8:30 AM - 9:10 AM	6, 7, 8

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
SAM--Silver-Lakes-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_09052019_SAM--Silver-Lakes-Middle-School.pdf)	Myka Walker	9/5/2019
SLMS_MTSS-RtI-Action-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_10032019_SLMS_MTSS-RtI-Action-Plan-2019-2020.docx)	Masharie Powell	10/3/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/12/2019 - 5/28/2020	1:30 PM - 3:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SLMS-SEL-PLAN-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_10032019_SLMS-SEL-PLAN-2019-2020.pdf)	Mishka-Gaye Corbitt	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SLMS-2019-20-SPBP-(1)-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_05202019_SLMS-2019-20-SPBP-(1)-(1).docx)	Desiree Montalvo	5/20/2019
Silver-Lakes-MS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_05242019_Silver-Lakes-MS.pdf)	Desiree Montalvo	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	817	510	62.42	165	20.20	104	12.73	38	4.65
2017 - 2018	807	444	55.02	216	26.77	97	12.02	50	6.20
2018 - 2019	749	442	59.01	179	23.90	102	13.62	26	3.47

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	06	225	138	61.33	55	24.44	26	11.56	6	2.67
2018 - 2019	07	262	157	59.92	58	22.14	38	14.50	9	3.44
2018 - 2019	08	262	147	56.11	66	25.19	38	14.50	11	4.20

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 59.0% of students in this category, which was more than 2% above the District average (55.7%). Our goal is to maintain or further improve regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 17.1% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 3.5% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-MS-Silver-Lakes-Middle.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_10032019_Attendance-Plan-MS-Silver-Lakes-Middle.docx)	Masharie Powell	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
19-20-SLMS-AGP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_10032019_19-20-SLMS-AGP.pdf)	Masharie Powell	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_10032019_Equity-Diversity-Action-Plan-2020.pdf)	Mishka-Gaye Corbitt	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
SLMS_BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_10032019_SLMS_BPIE.pdf)	Masharie Powell	10/3/2019
BPIE-Plan-Template-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_10032019_BPIE-Plan-Template-.docx)	Masharie Powell	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Bilaws-201920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2971_10032019_SAC-Bilaws-201920.pdf)	October	SAC ByLaws	10/3/2019
SAC-Sept-2019-AGENDA.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2971_10032019_SAC-Sept-2019-AGENDA.doc)	September	Monitored	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Surveys---Staff---SLMS---2018-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_10032019_Surveys---Staff---SLMS---2018-19.pdf)	Mishka-Gaye Corbitt	10/3/2019
Surveys---Students---SLMS---2018-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_10032019_Surveys---Students---SLMS---2018-19.pdf)	Mishka-Gaye Corbitt	10/3/2019
Surveys---Parents---SLMS-2019-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_10032019_Surveys---Parents---SLMS-2019-19.pdf)	Mishka-Gaye Corbitt	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Template-201920.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2971_10042019_Face-Plan-Template-201920.docx)	Mishka-Gaye Corbitt	10/4/2019

☆ School Info



School Name	Westglades MS (3871)	School Grade (2018 - 2019)
Title 1 School	<input type="checkbox"/> No	Differentiated Accountability (DA)
School of Excellence	<input type="checkbox"/> No	ESSA School
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3871_10022019_3871_11032017_EXECUTIVE_SL)	

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	609	62	26	3	78	---	7	0	1	590
07	604	56	16	10	63	---	16	2	1	580
08	600	100	45	5	66	---	71	1	3	584

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
06	604	33	52	1	45	---	14	1	1	592
07	623	75	42	10	52	---	32	2	0	596
08	609	99	99	13	60	---	57	6	1	579

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

Students who score a Level 1 or 2 on the FSA-ELA will be assessed using the online Florida Assessments in Reading (FAIR). FAIR provides information on the following areas: word recognition, vocabulary, comprehension, and syntactic knowledge. The following resources will be used to address specific student needs. Inside, Achieve 3000, and district provided resources on the Secondary ELA SharePoint. The FAIR assessment will be used to monitor student progress throughout the year. Achieve 3000 will also be used to provide a pre-test (level-set) to create an individualized learning path for students based on their Lexile level. Teachers, the Literacy Coach and the ELA administrator will collaborate to analyze FAIR and Achieve 3000 data to monitor student progress.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3871&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By May 2019, 70% of the students in the lowest quartile will make a learning gain as evidenced on the 2019 FSA in ELA.	In PLCs, teachers will work in grade level teams to plan lessons and activities with a special focus on differentiating instruction, sharing data results, instructional resources, and to discuss remediation and enrichment activities. The following resources will be utilized for instruction and learning: Secondary Learning SharePoint, Achieve3000, and USA Test Prep and other online learning tools.	Language Arts teachers, Reading teachers, Reading Coach, Administrators.	6/1/2020	Professional development sessions scheduled monthly.		Principal, Matthew Bianchi	In progress

K-12 Comprehensive Reading Plan

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

The principal and assistant principal over the Reading Department are responsible to ensure classroom instructions are aligned to grade-level standards. The evidences collected to demonstrate classroom instruction is aligned to the district's curriculum will be: lesson plans, CARE cycle data through PLC's, Common formative Assessments, and informal/formal walk throughs. School administrators will conduct informal and formal observations to make sure instructions are aligned to Language Arts Florida Standards. The IPG (Instructional Pacing Guide) posted in Secondary ELA SharePoint can be used as a tool to examine overall ELA/Reading classroom instruction.

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

The specific progress monitoring data collected to determine that students by subgroups are progressing toward reading proficiency is the Florida Assessment in Reading (FAIR). Students who score a Level 1 or 2 on the FSA-ELA are administered the online Florida Assessments in Reading (FAIR). FAIR provides information on the following areas: word recognition, vocabulary, comprehension, and syntactic knowledge. Students monitored using the Achieve 3000 program which administers a pre-test (level-set) and creates a path for students based on their Lexile level. The Literacy Coach works together with the reading teachers to analyze FAIR data results and Achieve 3000 data to monitor student progress. This data is used to target and address the needs of these students in the Reading class.

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 ensures that students that are not progressing towards individual and grade level goals are being monitored and provided with the appropriate interventions using the 6-12 Identification/Intervention Reading Decision Chart for proper placement. The Secondary Reading Intervention Decision Tree is used to analyze the reading placement of FSA ELA level 1 and 2 students with reading skill deficits. Student progress is monitored by FAIR-FS three times a year through AP 1, AP2 and AP3. Student progress is also monitored on Achieve 3000 on a monthly basis.

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

The instructional practices and resources used at our school include specially designed instruction for SWDs. Students are also provided targeted supplemental intervention (Tier 2) and/or Intensive Interventions (Tier 3) which are directly instructed through REWARDS for READING which specifically targets multisyllabic words. Students are provided direct instruction in a reading class through INSIDE and Achieve 3000 to address reading comprehension.

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

Teachers have attended professional learning and facilitated professional learning communities on UDL concepts for effective instructional design planning and teaching deliverance. Many teachers have attended district trainings which also addressed student learning styles.

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

The activities below will be implemented at our school to increase the percentage of ELL's becoming proficient on the ACCESS for ELL's:

- Differentiate curriculum, instruction, and assessments designed in English based on language learners' levels of English language proficiency
- Collaborate and engage in instructional conversations about the academic success of language learners in English environments
- Advocate for equitable access to content for language learners based on their level of language proficiency

Teachers will utilize Ellevation to enhance instruction, increase productivity and improve collaboration regarding language acquisition and learning for ELL students.

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC 19-20 3871 Related Arts 6-8	Thursday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	6, 7, 8
PLC 19-20 3871 Guidance 6-8	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	6, 7, 8
PLC 19-20 3871 Spanish 6-8	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	6, 7, 8
PLC 19-20 3871 Social Studies 8	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	8
PLC 19-20 3871 Social Studies 7	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	7
PLC 19-20 3871 Social Studies 6	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	6
PLC 19-20 3871 ELA-Reading 6-8	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	6, 7, 8
PLC 19-20 3871 ELA 8	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	8
PLC 19-20 3871 ELA 7	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	7
PLC 19-20 3871 ELA 6	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	6
PLC 19-20 3871 Algebra & Geometry	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	8
PLC 19-20 3871 Math 7	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:45 AM - 9:10 AM	7
PLC 19-20 3871 Math 6	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	6
PLC 19-20 3871 Science 8	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	8
PLC 19-20 3871 Science 7	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 8:45 AM	7
PLC 19-20 3871 Science 6	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	6
PLC 19-20 3871 ESE 6-8	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 6/2/2020	8:20 AM - 9:10 AM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM--Westglades-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_09052019_SAM--Westglades-Middle-School.pdf)	Myka Walker	9/5/2019
Westglades_3871_MTSS-Rtl-Action-Plan.docx.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_09302019_Westglades_3871_MTSS-Rtl-Action-Plan.docx.pdf)	Alice Tatoute	9/30/2019

Rtl 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	9:30 AM - 11:10 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan_Westglades-2019-20_3871_1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_10022019_SEL-Action-Plan_Westglades-2019-20_3871_1.pdf)	Shaante Collie	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Behavior-Plan-2019__Westglades-MS-Final-1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_04292019_Behavior-Plan-2019__Westglades-MS-Final-1.pdf)	Shaante Collie	4/29/2019
Westglades-MS_feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_05302019_Westglades-MS_feedback-form-2019-20.pdf)	Nichole Johnson	5/30/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1754	1111	63.34	464	26.45	163	9.29	16	0.91
2017 - 2018	1824	950	52.08	653	35.80	192	10.53	29	1.59
2018 - 2019	1833	923	50.35	682	37.21	213	11.62	15	0.82

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	06	604	362	59.93	199	32.95	42	6.95	1	0.17

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	07	621	310	49.92	232	37.36	76	12.24	3	0.48
2018 - 2019	08	608	251	41.28	251	41.28	95	15.63	11	1.81

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 50.4% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 12.4% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 0.8% 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-Westglades-MS_SIP-2019_ST1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_09272019_Attendance-Plan-Westglades-MS_SIP-2019_ST1.pdf)	Shaante Collie	9/27/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
SIP_Annual-School-Counseling-Plan-Westgaldes--2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_10022019_SIP_Annual-School-Counseling-Plan-Westgaldes--2019.pdf)	Shaante Collie	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-SIP-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_09272019_Equity-Diversity-Action-Plan-SIP-2019_2020.pdf)	Shaante Collie	9/27/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Westglades-MS_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_09272019_BPIE-Plan-Westglades-MS_2019-2020.pdf)	Shaante Collie	9/27/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC_3871_Westglades_November_8-19_Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_11082019_SAC_3871_Westglades_November_8-19_Agenda.pdf)	November	Monitored	11/8/2019
SAC_3871_Westglades_SignIn_Nov.8-19---Copy.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_11082019_SAC_3871_Westglades_SignIn_Nov.8-19---Copy.pdf)	November	Monitored	11/8/2019
SAC_3871_Westglades_A+Results_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_11082019_SAC_3871_Westglades_A+Results_2019-2020.pdf)	November	A+ Funds	11/8/2019
SAC_3871Westglades_A+Money_November_Agenda_19-20_powerpoint.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_11082019_SAC_3871Westglades_A+Money_November_Agenda_19-20_powerpoint.pdf)	November	A+ Funds	11/8/2019
SAC_3871_Westglades_SignIn_A+Money_Nov.8-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_11082019_SAC_3871_Westglades_SignIn_A+Money_Nov.8-19.pdf)	November	A+ Funds	11/8/2019
SAC_3871_Westglades_A+Ballot_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_11082019_SAC_3871_Westglades_A+Ballot_2019-2020.pdf)	October	A+ Funds	11/8/2019
SAC_3871_Westglades_SignIn_Oct.11-19---Copy.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_11082019_SAC_3871_Westglades_SignIn_Oct.11-19---Copy.pdf)	October	Approved	11/8/2019
SAC_3871Westglades_October_Minutes_-October11_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_10142019_SAC_3871Westglades_October_Minutes_-October11_19-20.pdf)	October	Approved	10/14/2019
SAC_3871Westglades_October_Agenda_19-20_powerpoint.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_10142019_SAC_3871Westglades_October_Agenda_19-20_powerpoint.pdf)	October	Approved	10/14/2019
SAC_3871_Westglades_ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_10032019_SAC_3871_Westglades_ByLaws.pdf)	September	Developed	10/3/2019
SAC_3871_Westglades_Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_10032019_SAC_3871_Westglades_Composition.pdf)	September	Developed	10/3/2019
SAC_3871_Westglades_-Minutes_Sept.13-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_09172019_SAC_3871_Westglades_-Minutes_Sept.13-19.pdf)	September	Developed	9/17/2019
SAC_3871_Westglades_SignIn_Sept.13-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_09172019_SAC_3871_Westglades_SignIn_Sept.13-19.pdf)	September	Developed	9/17/2019
SAC_3871_Westglades_Agenda_Sept.13-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3871_09172019_SAC_3871_Westglades_Agenda_Sept.13-19.pdf)	September	Developed	9/17/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
WMS-Student-Survey_2018_19-SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_10022019_WMS-Student-Survey_2018_19-SY.pdf)	Shaante Collie	10/2/2019
WMS-Staff-Survey_2018_19-SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_10022019_WMS-Staff-Survey_2018_19-SY.pdf)	Shaante Collie	10/2/2019

File Name	File Uploaded By	Upload Date
WMS-Parent-Survey_2018_19-SY.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_10022019_WMS-Parent-Survey_2018_19-SY.pdf)	Shaante Collie	10/2/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-Westglades-2019_1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_10022019_Face-Plan-Westglades-2019_1.pdf)	Shaante Collie	10/2/2019
FACE-Plan-Cultural-Awareness-2019_Westglades_1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_10022019_FACE-Plan-Cultural-Awareness-2019_Westglades_1.pdf)	Shaante Collie	10/2/2019
FACE-Caught-Being-Kind-Westglades-2019_1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3871_10022019_FACE-Caught-Being-Kind-Westglades-2019_1.pdf)	Shaante Collie	10/2/2019

☆ School Info



School Name	Westpine MS (2052)	School Grade (2018 - 2019)	
Title 1 School	<input type="checkbox"/> Yes	Differentiated Accountability (DA)	
School of Excellence	<input type="checkbox"/> No	ESSA School	
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2052_09182019_2052_10082018_Westpine-Execu 		

☆ 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
06	350	37	90	52	130	---	36	4	2	317
07	358	40	94	22	132	---	25	5	7	337
08	282	41	65	36	91	---	49	2	12	265

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
06	364	32	84	31	93	---	61	7	7	335
07	351	27	119	34	138	---	89	1	4	322
08	348	38	97	21	115	---	80	13	3	317

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

- Individualized goal charts for Reading and Mathematics are created.
- Assignments are modified.
- Providing study skills and/or learning strategies.
- Providing frequent, immediate and positive feedback.
- Providing student rewards.
- Simplifying directions.
- Additional time is given for assignments and exams.
- Preferential seating near teacher.
- Providing visual aids in the classroom.
- Give student reminders to remain on task.
- Teacher notes are provided as an accommodation for some students.
- Students are assigned classes based on their Reading and Mathematics achievement scores.
- Agenda planners are used for parent and student communication and organization.
- Students work with support facilitators and/or student interns in small groups or provide 1-1 instruction.
- Support facilitators will re-teach skills to reinforce content.
- Encourage the use of online resources to review or reinforce content.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2052&district=06>)

K-12 Comprehensive Reading Plan

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

Literacy coach, ELA department head, and Administration are responsible to ensure grade level standards and classroom instruction are aligned to grade-level text. This will be evident through walkthroughs, lesson plan check, data chats and teacher best practices in professional learning communities. The Literacy coach will also provide follow up support to ensure the implementation of the Florida 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, Literacy Team, and Administration review students progress data in weekly professional learning communities and monthly Literacy Team meetings. The school will be using I-Ready Diagnostics, I-Ready Standard Mastery as Common Formative Assessments.

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 grade level goals will initially be identified by their FSA scores. I-Ready assessments will be administered to determine if there is a fundamental skill deficit. This diagnostic is administered three times per year for progress monitoring. For those students in need of decoding intervention the DAR word list will be administered and placed in a REWARDS class per the 6-12 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?

Assignments are modified. Students will be provided study skills and/or learning strategies. Teachers will simplify questions based on students needs. Providing frequent, immediate and positive feedback, additional time is given for assignments and exams, and preferential seating near teacher. Teacher notes are provided as an accommodation for some students. Literacy coach assesses students and then assigned classes based on their Reading scores. Students work with ESE support facilitator and/or Literacy coach to provide one on one 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)?

REWARDS
 Summer Curriculum planning
 Inside Training by District Facilitator
 Novel Studies Workshop

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

Vocabulary Enrichment Program
 Usage of Dictionary and Glossary in native language
 One on One Facilitation with ELL Coordinator
 I-Ready Program for progress monitoring
 Web Resources
 Free Reading
 ABCYA.com
 Quizlet
 ESL Cyber Listen Lab
 Starship Games

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Guidance & ESE	Tuesday		8/26/2019 - 5/30/2020	9:15 AM - 9:45 AM	6, 7, 8
Science and Math	Monday	1st, 2nd, 3rd, 4th, 5th	8/27/2019 - 5/30/2020	8:00 AM - 8:40 AM	6, 7, 8
Literacy, Social Studies and Electives	Friday	1st, 2nd, 3rd, 4th, 5th	9/26/2020 - 5/30/2020	8:00 AM - 8:40 AM	6, 7, 8

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
SAM--Westpine-Middle-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09052019_SAM--Westpine-Middle-School.pdf)	Myka Walker	9/5/2019
MTSS-Rtl-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_10022019_MTSS-Rtl-Action-Plan.pdf)	Lasondria Young	10/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/26/2019 - 5/30/2020	9:00 AM - 11:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
WPMS2052-SEL-Action-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09262019_WPMS2052-SEL-Action-Plan.docx)	Lasondria Young	9/26/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Positive-Schoolwide-Behavior-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_04302019_Positive-Schoolwide-Behavior-Plan-2019-2020.docx)	Kim Showers	4/30/2019
Westpine-MS_feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_05302019_Westpine-MS_feedback-form-2019-20.pdf)	Nichole Johnson	5/30/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1058	737	69.66	201	19.00	92	8.70	28	2.65
2017 - 2018	998	685	68.64	218	21.84	79	7.92	16	1.60
2018 - 2019	1063	714	67.17	242	22.77	93	8.75	14	1.32

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	06	364	246	67.58	83	22.80	29	7.97	6	1.65
2018 - 2019	07	351	243	69.23	77	21.94	30	8.55	1	0.28
2018 - 2019	08	348	225	64.66	82	23.56	34	9.77	7	2.01

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 67.2% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 10.1% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.3% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Westpine_MS_2019_2020_Attendance_Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09232019_Westpine_MS_2019_2020_Attendance_Plan.pdf)	Kevin Peters	9/23/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
school-counseling-plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09232019_school-counseling-plan.pdf)	Lasondria Young	9/23/2019
ASCP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09232019_ASCP.pdf)	Lasondria Young	9/23/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Westpine-Middle-School-Equity-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09262019_Westpine-Middle-School-Equity-Plan.pdf)	Geneveve Barnes	9/26/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_10032019_BPIE-Plan-Template.pdf)	Lasondria Young	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Westpine-SAC-Agenda-September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2052_10042019_Westpine-SAC-Agenda-September-2019.pdf)	October	Developed	10/4/2019
Westpine-SAC-ByLaws-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2052_10042019_Westpine-SAC-ByLaws-2019.pdf)	October	Developed	10/4/2019
SAF-Minutes-September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2052_10042019_SAF-Minutes-September-2019.pdf)	October	Developed	10/4/2019
SAF-Meeting-Signatures-September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2052_10042019_SAF-Meeting-Signatures-September-2019.pdf)	October	Developed	10/4/2019
SAC-Meeting-Signatures-September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2052_10042019_SAC-Meeting-Signatures-September-2019.pdf)	October	Developed	10/4/2019
September-2019---SAC-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2052_10042019_September-2019---SAC-Minutes.pdf)	October	Monitored	10/4/2019
SAC-Meeting-Minutes---May-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2052_10042019_SAC-Meeting-Minutes---May-2019.pdf)	October	A+ Funds	10/4/2019
Westpine-SAF-Agenda-September-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2052_10042019_Westpine-SAF-Agenda-September-2019.pdf)	October	Developed	10/4/2019
SACMeetingAgendaOctober-3--2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2052_10042019_SACMeetingAgendaOctober-3--2019.pdf)	October	Monitored	10/4/2019
Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2052_10042019_Composition-Report.pdf)	October	Developed	10/4/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Westpine-MS-Parent-Survey-Feb-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09262019_Westpine-MS-Parent-Survey-Feb-2019.pdf)	Lasondria Young	9/26/2019
Westpine-MS-Staff-Survey-Feb-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09262019_Westpine-MS-Staff-Survey-Feb-2019.pdf)	Lasondria Young	9/26/2019
Westpine-MS-Student-Survey-Feb-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09262019_Westpine-MS-Student-Survey-Feb-2019.pdf)	Lasondria Young	9/26/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Cultural-Awareness-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09252019_Cultural-Awareness-2019.docx)	Geneveve Barnes	9/25/2019
Westpine-Announcements-September-26-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09262019_Westpine-Announcements-September-26-19.pdf)	Lasondria Young	9/26/2019
Catch-Them-Being-Great-Announcement.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09272019_Catch-Them-Being-Great-Announcement.pdf)	Geneveve Barnes	9/27/2019

File Name	File Uploaded By	Upload Date
Catchthem-Being-Great-(2).pdf.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09272019_Catchthem-Being-Great-(2).pdf.docx)	Geneveve Barnes	9/27/2019
YMCA-Program.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09282019_YMCA-Program.pdf)	Lasondria Young	9/28/2019
Customer-Service-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09282019_Customer-Service-2019.pdf)	Lasondria Young	9/28/2019
FACE-Parent-Corner-Photographs.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09282019_FACE-Parent-Corner-Photographs.pdf)	Lasondria Young	9/28/2019
FACE-Resource-Team-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09282019_FACE-Resource-Team-.pdf)	Lasondria Young	9/28/2019
Westpine-Face-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_09282019_Westpine-Face-Plan-2019.pdf)	Lasondria Young	9/28/2019
Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_10012019_Programs-and-Services-Checklist.pdf)	Geneveve Barnes	10/1/2019
Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2052_10022019_Customer-Service.pdf)	Geneveve Barnes	10/2/2019