

☆ School Info



School Name	Coconut Creek HS (1681)	School Grade (2018 - 2019)
Title 1 School	No	Differentiated Accountability (DA)
School of Excellence	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
09	478	145	89	243	187	---	166	0	23	384
10	467	157	127	209	196	---	222	0	21	388
11	366	124	64	141	89	---	135	0	19	151
12	396	179	24	70	51	---	95	22	30	68

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
09	456	133	134	201	176	---	194	0	18	386
10	404	120	57	154	129	---	146	0	12	329
11	382	106	81	119	0	---	91	0	17	N/A
12	319	154	52	58	0	---	89	37	14	N/A

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

Coconut Creek High School employs and effectively uses the Multi-Tiered System of Support and Response to Intervention system as a way to improve academic and behavioral performance for each student. Teachers have been provided and trained on effective strategies to assist students who's academic performance begin to decline. An RTI team meets every Thursday from 10:00AM to 12:00PM of each week to problem solve and create effective action plans for students referred to the MTSS-RTI system. The school offers tutoring in every class for all subjects on Mondays and Wednesdays at 1:40PM- 2:15PM. Mentorship has been put in place to ensure select students receive academic and behavior guidance, goal setting options and academic support. Coconut Creek High is fortunate to have a math and Reading coach who identifies struggling students and support teachers in their classrooms of those struggling students. Each grade level school counselor identifies and meets with students who have receive one or more failing grades in a class.

Coconut Creek High School will be offering the 21st Century Community Learning Centers (CCLC) program to our students starting on August 29, 2016. CCLC is a free after-school extended learning opportunity that offers students a variety of stimulating activities to promote academic success and personal well-being. CCLC will serve 80 students on a first come, first served basis and operate Monday-Thursday from 1:45 pm until 4:15 pm. Students will be provided with a nutritious meal as part of our partnership with our after-school Supper program. In addition, students will be provided with transportation home at the conclusion of the program daily. During the program, students will participate in various activities which include: tutoring, academic advising, leadership mentoring, enrichment participation, college tours, and standardized test preparation, and much more!

- Teachers monitor attendance daily, contact parent for 3 consecutive absences
- Promote attendance through daily announcements and by teacher conversation in class
- Teachers complete SSW referral after 5 consecutive absences
- Conference with student/parent
- Refer to 21st Century for Tutoring
- Peer Counseling
- MTL

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1681&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 is responsible to ensure classroom instruction is aligned to grade-level standards. Evidence is collected in the forms of walk-thrus, Formal Evaluations, District Test and Data Chats.

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

Standards-based data is entered and tracked in an Excel spreadsheet based on standards-based common assessments, as well as, informal and formal individual teacher assessments. Skills-based data is collected and tracked in our Tier 2 reading program—Lexia Power Up (for any students with reading deficiencies) and Lexi Core 5 (for the ESL subgroups).

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

Students identified through Filters 1 and 2, as not progressing toward individual and grade-level goals receive the appropriate interventions. "Developmental" Course Placement for FSA Level 1 and 2; Developmental ESOL for A1, A2, and B1. Filters 3, 4 and 5 are accomplished through the Lexia reading program, Lexia Power Up (FSA Level 1, 2 and some B1's), and Lexi Core 5 (for the ESL A1, A2, and some B1's).

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

Double block students in ELA in grades 9, 10 and 11
Lexia
Pull Outs
Push Ins
21st Century Tutoring

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)?

Seasons of Learning
AVID PD (instructional design and strategy implementation)
Common Planning
PLC Release Days

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

1. Students whose Oral English Language proficiency are the Beginning and Early Intermediate stages of development or who are at the Entering and Emerging level of English Language Proficiency are placed in a Developmental Language Arts class and are also placed in and English Through ESOL class.
2. Students whose first language may not be at grade level are placed in a Foreign Language class (Spanish, French) to continue to strengthen their First Language to better support the acquisition of their Second Language.
3. Students participate in the school's 21st Century Community Learning Center's after school program where Academic support and enrichment along with project based learning and personal enrichment are the focus.
4. Teachers have a Bilingual Educational Assistant who attends classes to support the language needs of the students while in content classes.
5. Students have access to bilingual dictionaries to use in the classroom and during test taking time.
6. Students are provided additional time for homework and tests.

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
U.S History	Thursday	1st, 3rd	9/4/2019 - 5/15/2020	11:00 AM - 2:00 AM	11
Biology	Thursday	1st, 3rd	9/4/2019 - 5/15/2020	7:30 AM - 10:30 AM	9, 10
ELA 11/12	Tuesday	1st, 3rd	9/4/2019 - 5/15/2020	11:00 AM - 2:00 PM	11, 12
ELA 9/10	Tuesday	1st, 3rd	9/4/2019 - 5/15/2020	7:30 AM - 10:30 AM	9, 10
Algebra 1	Wednesday	1st, 3rd	9/4/2019 - 5/15/2020	7:30 AM - 10:30 AM	9, 10
Geometry	Wednesday	1st, 3rd	9/4/2019 - 5/15/2020	11:00 AM - 2:00 PM	11, 12

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Coconut-Creek-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1681_09102019_Broward-SAM--Coconut-Creek-High-School.pdf)	Miriam Gayle	9/10/2019

File Name	File Uploaded By	Upload Date
Coconut_Creek_HS-MTSS-Rtl-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1681_09112019_Coconut_Creek_HS-MTSS-Rtl-Action-Plan.pdf)	Scott R Fiske	9/11/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st	9/4/2019 - 5/29/2020	10:00 AM - 12:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
CCHS_SEL-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1681_09112019_CCHS_SEL-Action-Plan.pdf)	Scott R Fiske	9/11/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
CCHS-2019-20-SPBP-Revised.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1681_04302019_CCHS-2019-20-SPBP-Revised.docx)	Alfred Broomfield	4/30/2019
1681_CoconutCreekHS_Review.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1681_05312019_1681_CoconutCreekHS_Review.pdf)	Amber Boles	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	1686	731	43.36	407	24.14	350	20.76	198	11.74
2017 - 2018	1860	711	38.23	444	23.87	396	21.29	309	16.61
2018 - 2019	1563	630	40.31	398	25.46	331	21.18	204	13.05

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	09	458	215	46.94	103	22.49	89	19.43	51	11.14
2018 - 2019	10	404	188	46.53	92	22.77	75	18.56	49	12.13
2018 - 2019	11	382	166	43.46	107	28.01	63	16.49	46	12.04

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	12	319	61	19.12	96	30.09	104	32.60	58	18.18

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 40.3% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 34.2% 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 13.1% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance-Plan-MS-and-HS-Template-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1681_11062019_Attendance-Plan-MS-and-HS-Template-(2).pdf)	Stephon Wilson	11/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
CCHS-ASCP-SY-20_21.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1681_10022019_CCHS-ASCP-SY-20_21.pdf)	Stephon Wilson	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-Template-(3)-(June-M.-Cole).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1681_10032019_Equity-Diversity-Action-Plan-Template-(3)-(June-M.-Cole).docx)	Stephon Wilson	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-Template-(2)-(Jorge-E.-Souza).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1681_09122019_BPIE-Plan-Template-(2)-(Jorge-E.-Souza).docx)	Stephon Wilson	9/12/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
October-8th-SAC-Agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1681_11062019_October-8th-SAC-Agenda.docx)	October	None	11/6/2019
September-24.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1681_11062019_September-24.docx)	September	None	11/6/2019
1681_11032017_1681_10242017_School-Advisory-Council-Bylaws.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1681_11052019_1681_11032017_1681_10242017_School-Advisory-Council-Bylaws.docx)	October	SAC ByLaws	11/5/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
CCHS_Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1681_09112019_CCHS_Face-Plan.pdf)	Scott R Fiske	9/11/2019

☆ School Info



School Name	Coral Glades HS (3861)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> No	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/3861_08282019_Executive-summary2019.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
09	621	146	73	111	131	---	171	0	15	567
10	632	168	75	150	166	---	289	0	10	586
11	614	181	69	145	116	---	190	0	5	167
12	647	224	56	57	17	---	88	46	16	23

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
09	681	125	93	88	144	---	118	0	19	614
10	626	153	64	101	94	---	112	0	8	557
11	593	182	70	121	0	---	103	3	9	N/A
12	594	165	54	52	0	---	80	52	15	N/A

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

All staff members with concerns about students' performance are encouraged to submit referrals to the Collaborative Problem Solving Team (CPST). The CPST meets bi-weekly, gathering input from students, parents, and staff about student behavior and performance. Using the input from stakeholders in addition to collected data, such as attendance records, previous test scores, etc., the CPST creates an individualized plan of support for each student to be successful. The effectiveness of the plan is monitored by the CPST and additional support is provided as needed.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3861&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?

Assistant principals are responsible for ensuring that classroom instruction is aligned to grade-level standards and the schoolwide literacy plan as they conduct classroom walkthroughs and formal evaluations of classroom teachers. Literacy classes will be conducting monthly common assessments as evidence that students are progressing toward mastery of grade level standards.

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

Common assessment data is gathered and discussed at Synergy/PLC (Professional Learning Community) Team meetings. Sub-group data is provided by teachers using information provided in BASIS in order to verify that each sub-group is progressing toward mastery. Teachers will discuss and model strategies for enrichment and remediation for each sub-group as required, based on the results of the common assessments. The assistant principal will also conduct data chats with those teachers to monitor the progress of those students.

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

All students who scored a level 1 and 2 on the previous school year's FSA ELA (Florida Standards Assessment in English Language Arts) take the FAIR (Florida Assessments for Instruction in Reading) assessment three times throughout the year to diagnose reading challenges and offer teachers an additional opportunity to monitor students' progress in specific reading categories, including word recognition, reading comprehension, and syntactic knowledge. With this information, class content can be specifically targeted to students' needs and adjusted throughout the school year. This information is also used in conjunction with their FSA ELA scores to place students in intensive reading classes and English classes.

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 Exceptional Student Learning Support (ESLS) Facilitators, in conjunction with the Literacy Coach and Intensive Reading teachers, will pull-out students to provide supplemental small-group instruction for those students in need. The students who need Tier 2 and/or Tier 3 interventions can be included in these pull-outs and/or interventions from the Literacy Coach, based on each individual student's needs, as determined by the CPST (Collaborative Problem-Solving Team). Students will be taught strategies such as active reading through text annotation, summarizing, and using text-titles as prompts for self-questioning while reading.

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

Each year, teachers attend workshops which utilize the Universal Designs for Learning (UDL) strategies for effective planning and delivery. These strategies are shared in the Synergy/PLC Teams for all teachers to use with their students in order to reach our diverse population of student learners. These workshops include, but are not limited to, planning instructional strategies for differentiated instruction and learning strategies for English Language Learners (ELLs) and Students with Disabilities (SWDs). By sharing these strategies within the Synergy/PLC teams, it builds the instructional capacity for all teachers.

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

In addition to utilizing UDL strategies to reach ELL students in each of their classes, Coral Glades also has a range of English Language translation dictionaries for use by the students in class and on standardized tests. In the Spring, ELL students can also attend a Title 3 Learning Enrichment Camp for additional reading instruction and practice.

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
PLC19-20 3861 U.S History 11	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	11
PLC19-20 3861 Geometry 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	9, 10, 11, 12
PLC 2019-2020 3861 GRADUATION RATE 12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	12
PLC 2019-2020 3861 Algebra 2 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3861 World Languages 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3861 SVE 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3861 Social Studies 9-10	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	9, 10
PLC 19-20 3861 Research Skills 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3861 Physical Science 10-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	10, 11, 12
PLC 19-20 3861 Fine Arts 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3861 ELA 9	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	9
PLC 19-20 3861 ELA 11-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	11, 12
PLC 19-20 3861 ELA 10	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	10
PLC 19-20 3861 CTACE 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3861 Algebra 1 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3861 SS Project-Based 11-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	11, 12
PLC 19-20 3861 Biology 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:45 PM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Coral-Glades-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_09102019_Broward-SAM--Coral-Glades-High-School.pdf)	Miriam Gayle	9/10/2019
3861_MTSS-Rtl-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_10032019_3861_MTSS-Rtl-Action-Plan-2019-20.pdf)	Ashley ExterKamp	10/3/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	1st, 3rd	8/23/2019 - 5/29/2020	8:00 AM - 9:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
3861-SEL-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_10032019_3861-SEL-Action-Plan-2019-20.pdf)	Ashley ExterKamp	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
CGHS-2019-20-Schoolwide-Positive-Behavior-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_05172019_CGHS-2019-20-Schoolwide-Positive-Behavior-Plan.pdf)	Desiree Montalvo	5/17/2019
3861_CoralGladesHS_Review.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_05312019_3861_CoralGladesHS_Review.pdf)	Amber Boles	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	2584	1166	45.12	811	31.39	425	16.45	182	7.04
2017 - 2018	2611	987	37.80	853	32.67	546	20.91	225	8.62
2018 - 2019	2485	987	39.72	825	33.20	509	20.48	164	6.60

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	09	679	315	46.39	225	33.14	114	16.79	25	3.68
2018 - 2019	10	623	268	43.02	194	31.14	122	19.58	39	6.26
2018 - 2019	11	586	211	36.01	186	31.74	139	23.72	50	8.53
2018 - 2019	12	597	193	32.33	220	36.85	134	22.45	50	8.38

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 39.7% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 27.1% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 6.6% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
3861_AttendancePlan_09252019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_10152019_3861_AttendancePlan_09252019.pdf)	Ashley ExterKamp	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-SY2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_09102019_ASCP-SY2020.pdf)	Roxanne Brissett	9/10/2019

Equity Plan

File Name	File Uploaded By	Upload Date
3861_Final-Equity-Report-June-30-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_09102019_3861_Final-Equity-Report-June-30-2019.pdf)	Roxanne Brissett	9/10/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
3861_BPIE_2018_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_11082019_3861_BPIE_2018_2019.pdf)	Ashley ExterKamp	11/8/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3861_SAC_CompositionReport_10172019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3861_10172019_3861_SAC_CompositionReport_10172019.pdf)	October	None	10/17/2019
3861_SAC_Bylaws_10142019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3861_10172019_3861_SAC_Bylaws_10142019.pdf)	October	SAC ByLaws	10/17/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
3861_2019-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_10032019_3861_2019-Parent-Survey.pdf)	Roxanne Brissett	10/3/2019
3861_2019-Parent-Survey-Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_10032019_3861_2019-Parent-Survey-Bilingual.pdf)	Roxanne Brissett	10/3/2019
3861_2019-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_10032019_3861_2019-Staff-Survey.pdf)	Roxanne Brissett	10/3/2019
3861_2019-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_10032019_3861_2019-Student-Survey.pdf)	Roxanne Brissett	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
3861_10032019_FacePlanTemplate_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_10152019_3861_10032019_FacePlanTemplate_2019.pdf)	Ashley ExterKamp	10/15/2019
3861_09292019_Programs_and_Services_Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_10152019_3861_09292019_Programs_and_Services_Checklist.pdf)	Ashley ExterKamp	10/15/2019
3861_09252019_CatchThemBeingGreat.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_10152019_3861_09252019_CatchThemBeingGreat.pdf)	Ashley ExterKamp	10/15/2019
3861_09252019_10-Things-You-Should-Know-Questionnaire.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_10152019_3861_09252019_10-Things-You-Should-Know-Questionnaire.pdf)	Ashley ExterKamp	10/15/2019
3861_CulturalAwareness_09252019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3861_10152019_3861_CulturalAwareness_09252019.pdf)	Ashley ExterKamp	10/15/2019

☆ School Info



School Name	Coral Springs HS (1151)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> No	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/1151_07172019_Executive_Summary.pdf) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
09	679	115	131	189	214	---	224	0	15	631
10	769	193	106	202	226	---	279	0	16	700
11	770	227	88	236	173	---	243	0	19	248
12	677	208	72	92	39	---	89	13	13	52

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
09	707	125	144	180	221	---	196	0	32	652
10	696	149	115	154	165	---	171	0	15	625
11	713	183	130	153	0	---	128	0	10	1
12	741	247	76	76	0	---	97	62	17	N/A

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

Coral Springs High school uses various intervention strategies to improve student performance based on the need of the student. CSHS provides afterschool tutoring from NHS, Mu Alpha Theta, and Spanish Honor Society. There are also a variety of online resources students can use including, but not limited to Vocabulary.com, Khan Academy, NewsELA, Naviance, Algebra Nation, and Geometry Nation. Common Formative Assessments are used to monitor student performance on state standards based in English, Math, Science, and Social Studies. Students are given enrichment activities or remediation based on the results of the Common Formative Assessment. Math and science teacher push in and pull out in classrooms for struggling students. Seniors in danger of not graduating are given a teacher mentor to monitor their grades and attendance. These teachers help and encourage the students and get them back on track. Some 9th and 10th grade students are part of the Personalization for Academic and Social Emotional Learning (PASL) to help these students stay on track in the beginning of their high school career. Coral Springs High School also offer Mentoring Tomorrow's Leaders (MTL) to also provide students with support and incentive to do well in school.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1151&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Students with disabilities (our lowest subgroup) will increase proficiency on the ELA FSA by 3% by June of 2020	Push In services, support by support facilitators, access to after school tutoring, NewsELA, vocabulary.com, and Khan Academy	Teachers and Administration	6/4/2020	None	\$1,200.00	Common Formative Assessments analyzed by PLCs	
We will increase student achievement on the ELA FSA by 7% by the end of the 2020 school year.	We will be using push in/pull out services, NewsELA, Common Lit, Write Scores, Collections, and our PLC groups to help reach our goal.	Teachers and Administration	6/4/2020	None	\$1,200.00	Common Formative Assessments	

K-12 Comprehensive Reading Plan

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

Assistant principals are responsible for overseeing teachers as they collect data from their students on common formative assessments based on the content area standards. Teachers collect data and discuss the data at monthly PLC meetings. Topics discussed include remediation and enrichment.

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 in subgroups that are progressing towards reading proficiency have their data analyzed in their reading and English classes. Teachers adjust their curriculum and their teaching styles based on the student data. Teachers look at data of specific benchmarks and overall standards of their subjects. Teachers in all subjects analyze their data at monthly PLCs and provide enrichment and reteaching activities as needed.

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

Coral Springs High School provides students who are not proficient on the FSA are given a FAIR test to determine strategies teachers can use in their classroom for students. Teachers are also given time during common planning periods and monthly PLCs to discuss their data and strategies to teach students who are not proficient. These students are also targeted during the second semester to have push in services by the Literacy Coach and other English/Math teachers to help them reach their grade level 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?

Coral Springs High School reviews the scores and academic history of all students with disabilities for course placement. Students are supported by an ESE teacher and are enrolled in a Learning Strategies course for Specialized Instruction in Reading or Independent Functioning per committee decision. Support Facilitators are available for push-in and pull-out services for students and teachers. General Education teachers are provided accommodations, teaching resources, and strategies to support these students. A Support Lab is available for all courses and students are encouraged to go during their Study Hall.

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

All teachers have participated in CANVAS training and share best practices and lesson plans during Professional Study Days in their PLCs. English teachers have been trained and use noredink.com and commonlit.com to help all learners. Science and Social Studies teachers provide online modules on Canvas as well as through NewsELA.

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

Our school provides many supports to help ELL students becoming proficient on the ACCESS for ELLs. Students have a mentor paraprofessional that provides small group instruction at least weekly for no shorter than 30 minutes. They will focus on improving grades, GPAs, meeting graduation requirements, and keeping up with academic performance. These should also help ELL students prepare for the ACCESS for ELLs. This monitoring program will start the week of September 9th, 2019. If students need further help, they will be directed to the on school tutoring services or meet more often for longer periods with their paraprofessional mentor.

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	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12
Gov/Econ	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	12
World History/East&West Hert.	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10
US History	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	11
Science AP	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12
Environmental/Marine	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12
Chemistry	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12
Biology	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12
PE/JROTC	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12
Geometry	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12
Algebra I	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12
Math –PERT/ACT/SAT/ & Algebra 2	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12
Reading	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12
English IV	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	12
English AP/DE	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	11, 12
English II and III	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	10, 11
English I	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9
Foreign Language	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12
Fine Arts	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12
ESE	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12
CTE	Thursday	1st	9/12/2019 - 4/2/2020	1:30 PM - 2:40 PM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Coral-Springs-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09102019_Broward-SAM--Coral-Springs-High-School.pdf)	Miriam Gayle	9/10/2019
Coral_Springs_High_SAM_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09192019_Coral_Springs_High_SAM_2019-2020.pdf)	Stacey Weaver	9/19/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd	9/13/2019 - 5/5/2020	8:30 AM - 12:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
Coral_Springs_high_SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09192019_Coral_Springs_high_SEL-Action-Plan-2019-2020.pdf)	Stacey Weaver	9/19/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Coral_Springs_High_SPBP_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_05172019_Coral_Springs_High_SPBP_2019.pdf)	Desiree Montalvo	5/17/2019
Coral-Springs-HS-SPBP-Feedback-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_05282019_Coral-Springs-HS-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	3081	1596	51.80	757	24.57	487	15.81	241	7.82
2017 - 2018	2991	1340	44.80	849	28.39	531	17.75	271	9.06
2018 - 2019	2854	1331	46.64	778	27.26	508	17.80	237	8.30

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	09	707	383	54.17	188	26.59	100	14.14	36	5.09
2018 - 2019	10	694	345	49.71	187	26.95	109	15.71	53	7.64
2018 - 2019	11	712	330	46.35	191	26.83	127	17.84	64	8.99
2018 - 2019	12	741	273	36.84	212	28.61	172	23.21	84	11.34

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 46.6% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 26.1% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.

Attendance Type	School Goal
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 8.3% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Coral-Springs-High-Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_10212019_Coral-Springs-High-Attendance-Plan.pdf)	Stacey Weaver	10/21/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Coral_Springs_High_Counseling_Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09122019_Coral_Springs_High_Counseling_Plan.pdf)	Stacey Weaver	9/12/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Coral_Springs_High_School_Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09172019_Coral_Springs_High_School_Equity-Diversity-Action-Plan.pdf)	Stacey Weaver	9/17/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Coral_Springs_high_School_BPIE-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09192019_Coral_Springs_high_School_BPIE-2019-2020.pdf)	Stacey Weaver	9/19/2019
1151_10152018_BPIE_2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09192019_1151_10152018_BPIE_2018.pdf)	Stacey Weaver	9/19/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Coral_Springs_High_October_SAC_Items.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1151_10232019_Coral_Springs_High_October_SAC_Items.pdf)	October	Monitored	10/23/2019
Coral_Springs_High_SAC_Cpcomposition_Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1151_10152019_Coral_Springs_High_SAC_Cpcomposition_Report.pdf)	October	Monitored	10/15/2019
Coral_Springs_High_SAC_September_Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1151_09182019_Coral_Springs_High_SAC_September_Agenda.pdf)	September	Monitored	9/18/2019
Coral_Springs_High_SAC_September_SignIn.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1151_09182019_Coral_Springs_High_SAC_September_SignIn.pdf)	September	Monitored	9/18/2019
Coral_Springs_High_SAC_September_Guest_Sign_In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1151_09182019_Coral_Springs_High_SAC_September_Guest_Sign_In.pdf)	September	Monitored	9/18/2019
1151_Coral_Springs_High_SAC_Bylaws_10_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1151_09182019_1151_Coral_Springs_High_SAC_Bylaws_10_20.pdf)	September	SAC ByLaws	9/18/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
E_Prove_Parent_Survey_Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09252019_E_Prove_Parent_Survey_Results.pdf)	Stacey Weaver	9/25/2019
E_Prove_Student_Survey_Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09252019_E_Prove_Student_Survey_Results.pdf)	Stacey Weaver	9/25/2019
E-Prove_Staff_Survey_Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09252019_E-Prove_Staff_Survey_Results.pdf)	Stacey Weaver	9/25/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Coral_Springs_High_School_Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09172019_Coral_Springs_High_School_Equity-Diversity-Action-Plan.pdf)	Stacey Weaver	9/17/2019
Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09182019_Catchthem-Being-Great.pdf)	Stacey Weaver	9/18/2019
Colts_of_Character_traits_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09182019_Colts_of_Character_traits_19_20.pdf)	Stacey Weaver	9/18/2019
Coral_Springs_High_Cultural_Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09182019_Coral_Springs_High_Cultural_Awareness.pdf)	Stacey Weaver	9/18/2019
Coral_Springs_High_Programs-and-Services-Checklist.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09242019_Coral_Springs_High_Programs-and-Services-Checklist.docx)	Stacey Weaver	9/24/2019
1151_09112018_Clerical_colt_GUEST.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09242019_1151_09112018_Clerical_colt_GUEST.pdf)	Stacey Weaver	9/24/2019
1151_09112018_Clerical_Phone_Tips.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09242019_1151_09112018_Clerical_Phone_Tips.pdf)	Stacey Weaver	9/24/2019

File Name	File Uploaded By	Upload Date
1151_09112018_Clerical_Presentation.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09242019_1151_09112018_Clerical_Presentation.pdf)	Stacey Weaver	9/24/2019
CSHS-Face-resource-Team.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09242019_CSHS-Face-resource-Team.pdf)	Stacey Weaver	9/24/2019
Coral_Springs_High_FACE_Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1151_09242019_Coral_Springs_High_FACE_Plan.pdf)	Stacey Weaver	9/24/2019

☆ School Info



School Name	Hallandale HS (0403)	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/0403_09292019_Hallandale-HS_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
09	398	118	48	87	169	---	96	1	18	330
10	373	123	68	96	152	---	137	0	11	304
11	359	133	44	99	105	---	116	0	16	168
12	363	174	20	25	19	---	48	9	15	39

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
09	320	67	56	88	132	---	102	0	10	273
10	362	111	69	92	116	---	118	0	16	300
11	326	113	45	109	0	---	76	0	7	N/A
12	302	123	29	34	1	---	54	20	16	1

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

School Report Card

[FLDOE: Edudata \(https://edudata.fldoe.org/ReportCards/Schools.html?school=0403&district=06\)](https://edudata.fldoe.org/ReportCards/Schools.html?school=0403&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?

English and Reading teachers met over the summer to plan instructional focus calendars and curriculum pacing guides for the year. Teachers used district curriculum guides as a model, and implement curriculum from Collections and Edge, as well as supplemental resources including ReadTheory, Khan Academy, Vocabulary.com, commonlit.com, Achieve the Core, and Newsela. They meet weekly in their Professional Learning Community during common planning for 30 minutes to plan standards based lessons aligned to grade-level standards, create common formative assessments, and analyze student progress monitoring data to use in their instructional planning cycles. The literacy coach, Barbara Harris, supports teachers by providing resources and support for planning lessons aligned with grade-level standards. Assistant Principals also attend the PLC's to collaborate with the department and offer feedback and support for planning classroom instruction that is aligned to the grade-level standards. Teachers submit data from common formative assessments and submit that data to department heads, who in turn share the information with supervising Assistant Principals and at monthly Curriculum Leadership Team meetings. Supervising administrators complete classroom observations and provide feedback to teachers regarding instruction alignment with grade-level standards.

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

Common formative assessments for Florida writing standards are given to all students in October, December, February, and March. Common formative assessments for Florida reading standards are given to all students in November, January, February, and April. All level 1 and 2 students in 9th and 10th grade, and all 11th and 12th grade students who have not met the reading requirement for graduation are progressed monitored 3 times a year using the FAIR assessment. Student data from October's PSAT test and the Broward Standards Assessment in January is also utilized to monitor progress. Teachers complete quarterly data chats with students to ensure they are informed about their progress, and students chart their own progress on Writing and Reading common formative assessments. Teachers submit data from common formative assessments and submit that data to department heads, who in turn share the information with supervising Assistant Principals and at monthly Curriculum Leadership Team meetings. Supervising Assistant Principals, along with the literacy coach and English and Reading department heads keep an updated spreadsheet with student progress monitoring data. Assistant Principals and reading coach utilize progress monitoring data to create pull-out groups needing additional instructional support.

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?

9th and 10th grade students who scored a level 2 on the ELA FSA are placed in an English course, and English teachers monitor their progress towards mastery of literacy standards through FAIR administered 3 times a year, and monthly common formative assessments. 9th and 10th grade students who scored a level 1 on the ELA FSA are placed in an intensive reading course and teachers monitor their progress towards mastery of literacy standards through FAIR administered 3 times a year, and monthly common formative assessments. All 9-12th grade students who scored a level 1 on the access test or A1 or A2 ELL students are placed in a developmental language arts class in addition to their grade level English through ESOL course, and teachers monitor their progress towards mastery of literacy standards through FAIR administered 3 times a year, and monthly common formative assessments. Students utilize supplemental program ReadTheory in their reading course and pull-out small group instruction with literacy coach during their personalization period if their progress monitoring data shows they are not making progress towards their literacy goals.

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

Teachers utilize departmental common planning time to work collaboratively to develop classroom lessons that offer flexible methods of presentation, such as lecture, jigsaw strategies, videos, demos, text-based lessons, and inquiry based lessons. They also plan lessons that offer multiple ways of expression to provide diverse students with alternatives for demonstrating what they have learned through portfolios, journaling, and through formative and summative assessments. Teachers also share lesson ideas designed and proven to motivate diverse learners to engage. Classroom walkthroughs are conducted by administrators, curriculum coaches, and master teachers to provide feedback to teachers about those 3 elements of the universal design for learning and staff development is offered to individual teachers and to groups of teachers based on identified needs. Students with disabilities are taught one-on-one and in small groups by their support facilitators in the resource classroom. Students needing supplemental Tier 2 intervention in literacy are scheduled into intensive reading courses where they receive strategy instruction, vocabulary improvement lessons, decoding instruction (where appropriate), and support for improved reading comprehension. Students who need intensive Tier 3 intervention are pulled from their personalization period by our literacy coach and ESOL support teacher for small group and one-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)?

Teachers utilize departmental common planning time to work collaboratively to develop classroom lessons that offer flexible methods of presentation, such as lecture, jigsaw strategies, videos, demos, text-based lessons, and inquiry based lessons. They also plan lessons that offer multiple ways of expression to provide diverse students with alternatives for demonstrating what they have learned through portfolios, journaling, and through formative and summative assessments. Teachers also share lesson ideas designed and proven to motivate diverse learners to engage. Classroom walkthroughs are conducted by administrators, curriculum coaches, and master teachers to provide feedback to teachers about those 3 elements of the universal design for learning and staff development is offered to individual teachers and to groups of teachers based on identified needs.

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

All teachers received professional development during pre-planning regarding ELL data, utilizing elevation, and instructional strategies for ELL students. Our ESOL support professional provides classroom and resource support for ELL instruction in content classrooms. The ESOL support teacher provides pull-out small group instruction for ELL students during their personalization period. District ESOL support facilitators have been scheduled to present additional ESOL instructional strategies during professional study day professional development sessions. We offer Language Enrichment Camp for ELL students to be able to receive additional literacy and math instruction beyond the regularly scheduled school day.

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 0403-Science 9-12	Friday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 5/26/2020	1:00 PM - 1:30 PM	9, 10, 11, 12
PLC 19-20 0403-Performing Arts 9-12	Thursday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 5/26/2020	9:30 AM - 10:00 AM	9, 10, 11, 12
PLC 19-20 0403-Mathematics 9-12	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 5/26/2019	11:00 AM - 11:30 AM	9, 10, 11, 12
PLC 19-20 0403-CTACE 9-12	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 5/26/2020	8:00 AM - 8:30 AM	9, 10, 11, 12
PLC 19-20 0403 Social Studies 9-12	Monday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 5/26/2020	10:40 AM - 11:10 AM	9, 10, 11, 12
PLC 19-20 0403-ESE 9-12	Friday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 5/26/2020	11:00 AM - 11:30 AM	9, 10, 11, 12
PLC 19-20 0403-Foreign Language 9-12	Thursday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 5/26/1920	2:30 PM - 3:00 PM	9, 10, 11, 12
PLC 19-20 0403-Reading 9-12	Wednesday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 5/26/2020	9:30 AM - 10:00 AM	9, 10, 11, 12
PLC 19-20 0403-ELA 9-12	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/14/2019 - 5/26/2020	10:00 AM - 10:30 AM	9, 10, 11, 12

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Hallandale-High-School20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_09112019_Broward-SAM--Hallandale-High-School20.pdf)	Monique Pernel	9/11/2019

File Name	File Uploaded By	Upload Date
MTSS-Rtl-Action-Plan-Hallandale-HS-SIP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_09292019_MTSS-Rtl-Action-Plan-Hallandale-HS-SIP-2019-2020.pdf)	Sonja Sherman	9/29/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd, 5th	8/20/2019 - 5/19/2020	8:00 AM - 10:40 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
HHS_SEL-PLAN_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_09292019_HHS_SEL-PLAN_2019-2020.pdf)	Sonja Sherman	9/29/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-2020-Hallandale-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_05172019_2019-2020-Hallandale-High-School.pdf)	Tyney Hogan	5/17/2019
Hallandale-Feedback-Form-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_06182019_Hallandale-Feedback-Form-19-20.pdf)	Desiree Montalvo	6/18/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1584	886	55.93	398	25.13	204	12.88	96	6.06
2017 - 2018	1561	548	35.11	414	26.52	326	20.88	273	17.49
2018 - 2019	1310	503	38.40	373	28.47	282	21.53	152	11.60

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	09	321	145	45.17	107	33.33	44	13.71	25	7.79
2018 - 2019	10	361	159	44.04	82	22.71	78	21.61	42	11.63
2018 - 2019	11	326	114	34.97	95	29.14	82	25.15	35	10.74

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	12	302	85	28.15	89	29.47	78	25.83	50	16.56

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 38.4% 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 33.1% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 11.6% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Hallandale-HS-SIP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_11062019_Attendance-Plan-Hallandale-HS-SIP-2019-2020.pdf)	Sonja Sherman	11/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
0403-19-20-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_09102019_0403-19-20-Counseling-Plan.pdf)	Sonja Sherman	9/10/2019

Equity Plan

File Name	File Uploaded By	Upload Date
19-20-HHS-Equity-Diversity-Action-Plan-FINAL-SIP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_10062019_19-20-HHS-Equity-Diversity-Action-Plan-FINAL-SIP.pdf)	Sonja Sherman	10/6/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan--Hallandale-High-School-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_10032019_BPIE-Plan--Hallandale-High-School-2019-2020.pdf)	Sonja Sherman	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
19-20-Hallandale-High-SAC-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0403_11062019_19-20-Hallandale-High-SAC-Composition.pdf)	November	SAC ByLaws	11/6/2019
Sac-composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0403_10212019_Sac-composition.pdf)	October	SAC ByLaws	10/21/2019
SAC-Agenda-Mintues-8-15-revised.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0403_10012019_SAC-Agenda-Mintues-8-15-revised.doc)	August	A+ Funds	10/1/2019
8-15-sign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0403_10012019_8-15-sign-in.pdf)	August	A+ Funds	10/1/2019
SAC-Meeting-Minutes---Monday--September-23--2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0403_10012019_SAC-Meeting-Minutes---Monday--September-23--2019.pdf)	September	A+ Funds	10/1/2019
Sign-in-9-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0403_10012019_Sign-in-9-20.pdf)	September	A+ Funds	10/1/2019
Sign-in-sheets-8-26.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0403_10012019_Sign-in-sheets-8-26.pdf)	August	A+ Funds	10/1/2019
SAC-Agenda-8-26.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0403_10012019_SAC-Agenda-8-26.doc)	August	Monitored	10/1/2019
SAC-bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0403_10012019_SAC-bylaws.pdf)	October	SAC ByLaws	10/1/2019
SAC-Agenda-8-15.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0403_10012019_SAC-Agenda-8-15.doc)	August	None	10/1/2019
SAC-Agenda-9-20.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0403_10012019_SAC-Agenda-9-20.doc)	September	Monitored	10/1/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
0403-ParentSurvey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_09112019_0403-ParentSurvey-2019.pdf)	Sonja Sherman	9/11/2019
0403-StudentSurvey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_09112019_0403-StudentSurvey.pdf)	Sonja Sherman	9/11/2019
0403-Teacher-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_09112019_0403-Teacher-Survey-2019.pdf)	Sonja Sherman	9/11/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
0403-19-20-Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_09112019_0403-19-20-Face-Plan.pdf)	Sonja Sherman	9/11/2019

File Name	File Uploaded By	Upload Date
0403_CatchthemBeingGreat-19-20-(FACE).doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_11042019_0403_CatchthemBeingGreat-19-20-(FACE).doc)	Lashaundra Williams	11/4/2019
0403_ProgramsAndServicesChecklist-(FACE).doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_11042019_0403_ProgramsAndServicesChecklist-(FACE).doc)	Lashaundra Williams	11/4/2019
Cultural-Awareness-(2).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0403_11042019_Cultural-Awareness-(2).docx)	Lashaundra Williams	11/4/2019

☆ School Info



School Name	Hollywood Hills HS (1661)	School Grade (2018 - 2019)
Title 1 School	---	Differentiated Accountability (DA)
School of Excellence	---	ESSA School
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1661_10032019_1661_11022018_1661_10202017)	

☆ 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
09	584	180	138	156	217	---	224	0	20	512
10	507	178	145	161	242	---	240	0	11	445
11	491	242	101	131	137	---	206	0	12	234
12	510	279	65	55	29	---	101	26	24	39

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
09	527	126	104	80	146	---	119	0	16	460
10	582	180	93	153	146	---	176	0	21	496
11	456	163	60	126	0	---	89	0	6	4
12	436	214	31	46	1	---	95	110	15	1

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

School Report Card

[FLDOE: Edudata \(https://edudata.fldoe.org/ReportCards/Schools.html?school=1661&district=06\)](https://edudata.fldoe.org/ReportCards/Schools.html?school=1661&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?

Teachers will utilize the instructional focus calendars with embedded pathways to align curriculum to grade level standards. Literacy coach will visit classrooms and provide support through coaching cycles. Administrator will ensure that classroom instruction is aligned to grade-level standards through classroom visit, data chats of standards based common assessments and student samples/products.

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 grade levels will administer the FAIR to progress monitor to determine specific reading progress. Teachers will gather and review their own data to identify progress. This data will then be reviewed with Literacy Coach and Administrator through scheduled chats.

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

Students who are not progressing towards individual goals and grade levels goals will be provided additional supports, interventions and if necessary recommended to the RtI team. Students are strategically scheduled for additional Literacy supports.

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

All of our students have access to the District adopted curriculum through Canvas aligned to our Florida Standards. Students level 1 and 2 are receiving additional literacy support through a double block schedule. Newsela, Vocabulary.com and Reading SMART are supplemental resources utilized to reinforce skills.

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

This year we have started a newcomers academy called the International Spartan Academy. The goal of this academy is to provide students the opportunity to transition from a sheltered environment to mainstream after increasing their language proficiency determined by the results from the ACCESS for ELLs. Teachers were trained in the SIOP model and are regularly scheduled to collaborate to share best practices according to their data.

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
World Languages	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	3:00 PM - 3:30 PM	9, 10, 11, 12
CTE	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	11:00 AM - 11:30 AM	9, 10, 11, 12
Unified Arts	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	1:45 PM - 2:15 PM	9, 10, 11, 12
Social Studies -Various	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	11:00 AM - 11:30 AM	9, 10, 11, 12
Social Studies -US History	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	8:30 AM - 9:00 AM	11, 12
Science Various	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	1:45 PM - 2:15 PM	9, 10, 11, 12
Science- Biology	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	1:15 PM - 1:45 PM	9, 10, 11, 12
Math Various	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	9:30 AM - 10:00 AM	9, 10, 11, 12
Mathematics Algebra	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	9:30 AM - 10:00 AM	9, 10, 11, 12
Mathematics Geometry	Wednesday Thursday		8/7/2019 - 5/15/2020	10:00 AM - 10:30 AM	9, 10, 11, 12
Magnet Program- ELMA	Wednesday Thursday	1st, 2nd, 4th	9/7/2019 - 5/15/2020	9:30 AM - 10:00 AM	9, 10, 11, 12
JROTC- Literacy	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	10:15 AM - 10:45 AM	9, 10, 11, 12
ISA/ESOL	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	9:30 AM - 10:00 AM	9, 10, 11, 12
Guidance	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	9:30 AM - 10:00 AM	9, 10, 11, 12
ESE SVE	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	8:30 AM - 9:00 AM	9, 10, 11, 12
ESE Support	Tuesday		8/7/2019 - 5/15/2020	10:15 AM - 10:45 AM	9, 10, 11, 12
ELA 11-12	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	8:00 AM - 8:30 AM	11, 12
ELA 9-10	Wednesday Thursday	1st, 2nd, 4th	8/7/2019 - 5/15/2020	12:30 AM - 1:00 PM	9, 10

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Hollywood-Hills-High-School20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1661_09112019_Broward-SAM--Hollywood-Hills-High-School20.pdf)	Monique Pernel	9/11/2019

File Name	File Uploaded By	Upload Date
MTSS-Rtl-Action-Plan--HHHS-1661.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1661_10032019_MTSS-Rtl-Action-Plan--HHHS-1661.pdf)	Shamarli Johnson	10/3/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd	10/8/2019 - 5/29/2020	9:10 AM - 10:40 AM

Social Emotional Learning (SEL) Plan

No files have been uploaded.

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
1661_04302019_Hollywood_Hills-SPBP-2019_2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1661_05222019_1661_04302019_Hollywood_Hills-SPBP-2019_2020.docx)	Tyney Hogan	5/22/2019
Hollywood-Hills-High-School-SPBP-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1661_05242019_Hollywood-Hills-High-School-SPBP-Feedback-Form.pdf)	Monique Pernel	5/24/2019
Hollywood_Hills-SPBP-2019_2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1661_10032019_Hollywood_Hills-SPBP-2019_2020.docx)	Angelica Perez	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	2121	883	41.63	573	27.02	448	21.12	217	10.23
2017 - 2018	2190	646	29.50	590	26.94	574	26.21	380	17.35
2018 - 2019	1995	723	36.24	560	28.07	453	22.71	259	12.98

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	09	526	241	45.82	152	28.90	95	18.06	38	7.22
2018 - 2019	10	578	236	40.83	155	26.82	121	20.93	66	11.42
2018 - 2019	11	456	155	33.99	133	29.17	105	23.03	63	13.82
2018 - 2019	12	435	91	20.92	120	27.59	132	30.34	92	21.15

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 36.2% 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 35.7% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 13.0% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

No files have been uploaded.

School Counseling Plan

No files have been uploaded.

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1661_10032019_Equity-Diversity-Action-Plan.docx)	Angelica Perez	10/3/2019

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/2020/1661_10032019_BPIE_2018-(1).pdf)	Angelica Perez	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Uploads-September-SAC-meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1661_10232019_Uploads-September-SAC-meeting.pdf)	October	A+ Funds	10/23/2019
SAC-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1661_10072019_SAC-Bylaws.pdf)	October	A+ Funds	10/7/2019
SAC-Agenda-Sept.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1661_10032019_SAC-Agenda-Sept.doc)	October	A+ Funds	10/3/2019
Committee-Membership.html (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1661_10032019_Committee-Membership.html)	October	SAF ByLaws	10/3/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Catchthem-Being-Great.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1661_10032019_Catchthem-Being-Great.docx)	Alexandra Ramos	10/3/2019
Cultural-Awareness.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1661_10032019_Cultural-Awareness.docx)	Alexandra Ramos	10/3/2019
1661_10032019_Programs-and-Services-Checklist.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1661_10032019_1661_10032019_Programs-and-Services-Checklist.docx)	Angelica Perez	10/3/2019
Face-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1661_10032019_Face-Plan-2019-2020.docx)	Alexandra Ramos	10/3/2019

☆ School Info



School Name	Lauderhill 6-12 (1391)	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/1391_08012019_1391_08012018_1391_09262017)	

☆ 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	312	61	77	40	179	---	46	0	4	282
07	262	52	74	9	154	---	30	1	9	239
08	262	63	76	7	151	---	44	6	23	238
09	38	4	2	0	11	---	10	0	0	36
10	29	3	0	1	5	---	13	0	0	28
11	36	0	4	4	2	---	1	0	0	10
12	15	6	0	0	0	---	0	0	0	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	257	39	84	24	127	---	83	2	10	231
07	304	69	118	22	187	---	125	5	8	275
08	250	51	70	15	147	---	85	24	6	223
09	32	2	2	0	1	---	1	0	1	32
10	27	1	1	0	1	---	0	0	0	27
11	27	2	0	0	0	---	0	0	0	N/A
12	33	4	0	0	0	---	0	3	0	N/A

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

The instructional staff members, instructional coach and curriculum facilitators will implement reading strategies at Lauderhill 6-12 STEM-MED Magnet School to improve academic performance:

- RTI Tier I - Tier 3 Interventions - Progressive tier interventions with the RTI process including whole group intensive implementations.
- BEST Blueprint - District guide on how to improve relationships with all stakeholders, compare best practices with schools within our SES band, ensure ALL students are learning within a Robust RTI/MTSS process, and engage instructional staff members in authentic PLCs.
- CARE Packages - District provided packages that provide lessons to support Curriculum, Assessment, Remediation, and Enrichment strategies.
- Bi - Weekly RTI (response to intervention meetings to discuss at risk students and implemented interventions).

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1391&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 teachers along with guidance and input from the literacy coach are responsible to ensure classroom instruction is aligned. Teachers have an instructional focus guide that includes standards, resources and assessment dates to ensure everyone follows the same pace. To show alignment, the following evidence is collected: previous testing data, diagnostic data (monthly), common formative assessments and pre/post standards mastery data. During the weekly Professional Learning Communities (PLCs), the coach and the teachers analyze data to determine next steps.

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 is done through iReady. Reading information standards are taught through language arts classes. Reading literacy standards are taught through reading classes. All students participated in the iReady Diagnostic assessment at the beginning of the year to formulate baseline data. The literacy coach assigns standards mastery assessments monthly and reviews data with the teachers during the weekly Professional Learning Communities (PLCs). Next steps are also discussed during all PLCs. The literacy coach also keeps a database of all lowest quartile students to monitor proficiency. Lastly, all information is shared with administration to keep all stakeholders abreast of progress made.

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?

Prior to the beginning of the school year, students were placed in intensive reading classes based on their Florida Standards Assessment (FSA) scores, iReady data, and DAR data. For the current school year, the data is revisited and revised based on the student's FSA Level (1 or 2), iReady scores and/or DAR score. The new data is also used to determine appropriate placement in Intensive Reading Plus REWARDS, Intensive Reading Plus WILSON, Intensive Reading or Developmental Language Arts ESOL/Reading.

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

Instructional practices and resources designed to provide targeted supplemental intervention and intensive intervention include:

- Wilson's iReady targeted online instruction assigned by teacher, small groups (TIER 3)
- Rewards, iReady targeted online instruction assigned by teacher, small groups (TIER 3)

Intervention classes are taught by reading teachers and progress monitoring is ongoing. Data is disaggregated and analyzed by the literacy coach and is shared with RtI liaison.

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

To ensure that all classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL), teachers have participated in the following Professional Developments:

- Unwrapping the Standards
- Writing Across the Curriculum
- Implementing English Language Learners (ELL) Strategies
- Designing Effective Centers
- Social and Emotional Learning (SEL)

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

To increase the percentage of English Language Learners (ELLs) becoming proficient on the ACCESS for ELLs, ELL students are enrolled in a Developmental Language Arts ESOL/Reading class utilizing the Keystone text for developmental language. A paraprofessional also supports the level 1 and 2 students throughout the day and is present in at least one hour of their other content area classes. In their mainstream classes, teachers provide ELL students with small group instruction and one-on-one instruction. Based on their iReady results, students also follow their Personalized Pathway for online instruction. All teachers attended a Professional Development (PD) on Ellevation management system.

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
Science (Blue (A) Days)	Wednesday Thursday	1st, 2nd, 3rd, 4th, 5th	8/28/2019 - 5/28/2019	2:56 PM - 4:30 PM	6, 7, 8, 9, 10, 11, 12
ELA (Blue (A) Days)	Wednesday Thursday	1st, 2nd, 3rd, 4th, 5th	9/11/2019 - 5/28/2020	11:06 AM - 12:30 PM	6, 7, 8, 9, 10, 11, 12
Reading (Gold (B) Days)	Wednesday Thursday	1st, 2nd, 3rd, 4th, 5th	9/11/2019 - 5/28/2020	11:06 AM - 12:30 PM	6, 7, 8, 9, 10, 11, 12
Social Studies (Gold (B) Days)	Tuesday Wednesday	1st, 2nd, 3rd, 4th, 5th	9/10/2019 - 5/28/2020	9:30 AM - 11:00 AM	6, 7, 8, 9, 10, 11, 12
Mathematics (Gold (B) Days)	Wednesday Thursday	1st, 2nd, 3rd, 4th, 5th	9/11/2019 - 5/28/2020	1:20 PM - 2:50 PM	6, 7, 8, 9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Lauderhill-6-12-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1391_09102019_Broward-SAM--Lauderhill-6-12-High-School.pdf)	Miriam Gayle	9/10/2019
MTSS-Rtl-Action-Plan-19-20-L612.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1391_10022019_MTSS-Rtl-Action-Plan-19-20-L612.pdf)	Natasha Forde	10/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/19/2019 - 5/28/2020	1:30 PM - 2:50 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-2020-L612.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1391_09252019_SEL-Action-Plan-2019-2020-L612.pdf)	Natasha Forde	9/25/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP-L612.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1391_04302019_2019-20-SPBP-L612.pdf)	Natasha Forde	4/30/2019
Lauderhill-6-12-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1391_05242019_Lauderhill-6-12-Feedback-Form.pdf)	LaToya Flournoy	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	916	591	64.52	189	20.63	91	9.93	45	4.91
2017 - 2018	1015	589	58.03	214	21.08	145	14.29	67	6.60
2018 - 2019	929	526	56.62	226	24.33	129	13.89	48	5.17

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	257	151	58.75	66	25.68	30	11.67	10	3.89
2018 - 2019	07	303	158	52.15	75	24.75	48	15.84	22	7.26
2018 - 2019	08	250	131	52.40	64	25.60	41	16.40	14	5.60
2018 - 2019	09	32	24	75.00	5	15.63	2	6.25	1	3.13
2018 - 2019	10	27	19	70.37	6	22.22	2	7.41	0	0.00
2018 - 2019	11	27	21	77.78	3	11.11	3	11.11	0	0.00
2018 - 2019	12	33	22	66.67	7	21.21	3	9.09	1	3.03

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 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 19.1% 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 5.2% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
L612AttendancePlan19.20-Updated.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1391_10142019_L612AttendancePlan19.20-Updated.pdf)	Natasha Forde	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Annual-School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1391_09132019_Annual-School-Counseling-Plan.pdf)	Natasha Forde	9/13/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2019-2020-L612.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1391_09252019_Equity-School-Action-Plan-2019-2020-L612.pdf)	Natasha Forde	9/25/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-L612-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1391_10012019_BPIE-Plan-L612-19-20.pdf)	Natasha Forde	10/1/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
L612ByLaws11.1.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1391_11062019_L612ByLaws11.1.19.pdf)	November	SAC ByLaws	11/6/2019
Sign-In11.1.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1391_11062019_Sign-In11.1.19.pdf)	November	Monitored	11/6/2019
EmergencyMeetingAgenda11.1.19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1391_11062019_EmergencyMeetingAgenda11.1.19.docx)	November	Monitored	11/6/2019
SAC-Minutes-5.16.19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1391_09272019_SAC-Minutes-5.16.19.docx)	September	Developed	9/27/2019
Sign-in-Sheet---9.26.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1391_09272019_Sign-in-Sheet---9.26.19.pdf)	September	Developed	9/27/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
AdvancED-StudentSurvey-2019-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1391_10042019_AdvancED-StudentSurvey-2019-2019.pdf)	Keisha Maxwell	10/4/2019
AdvancED-Staff_Survey-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1391_10042019_AdvancED-Staff_Survey-2019-2020.pdf)	Keisha Maxwell	10/4/2019
AdvancED-Parent-Survey-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1391_10042019_AdvancED-Parent-Survey-2019-2020.pdf)	Keisha Maxwell	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
L612FacePlan19.20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1391_10032019_L612FacePlan19.20.pdf)	Natasha Forde	10/3/2019

☆ School Info



School Name	McArthur HS (0241)	School Grade (2018 - 2019)	B
Title 1 School	<input type="button" value="No"/>	Differentiated Accountability (DA)	<input type="button" value="No"/>
School of Excellence	<input type="button" value="No"/>	ESSA School	<input type="button" value="Yes"/>
Executive Summary	<input type="button" value="🔗"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0241_10022019_Executive-Summary.19.docx)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
09	602	133	90	154	250	---	217	0	19	538
10	548	143	78	170	201	---	267	0	11	475
11	554	189	51	115	114	---	110	0	15	192
12	570	266	58	26	22	---	77	18	30	33

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
09	507	102	42	90	147	---	105	0	18	447
10	583	134	54	90	151	---	108	0	17	503
11	514	142	36	62	0	---	58	1	7	N/A
12	538	227	26	17	0	---	60	40	25	N/A

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

We use a proactive documentation system (P-Doc) to help us collect data on students and determine an action plan based on their specific needs. The four main domains which we track are: attendance, behavior, grades, and social-emotional needs. The P-Doc system enables us to communicate with different supports across campus - the social worker, the behavior specialist, guidance counselors, administrators, etc. This system, as an assist to the RTI process, allows for a comprehensive identification system across multiple areas for early intervention. An extensive RTI team has been put in place, which includes the school social worker, the school psychologist, the director of guidance, guidance counselors, the assistant principal over RTI, and various other supplemental personnel as needed. This RTI cohort meets regularly and extensively evaluates multiple students identified through both the RTI process and P-Doc system.

We also collect data from assessments on a minimum of once a month, and this helps us identify needs in the different testable areas, for example ELA, and Algebra. This data is reported to assistant principals and the principal. A comprehensive professional development plan, with a strong emphasis on time in PLCs, also is a part of this monthly data collection in which teachers evaluate and share best practices. Teachers also work in their PLCs developing plans for remediation and enrichment for their students based upon the data. Literacy coach run daily pull out sessions with 9th and 10th grade students to remediate and enrich core competencies in identified areas. District support comes in every other week for remediation for students in Algebra 1 based on data analysis.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0241&district=06>)

K-12 Comprehensive Reading Plan

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

Mrs. Williams who is over the ELA department, the Literacy Coach; Mrs. Smith and all teachers in English and Reading are responsible to ensure classroom instruction is aligned to grade-level standards. The evidence that is collected to demonstrate that classroom instruction is aligned to grade-level standards is first created together by having a common instructional focus calendar. Next teachers are required to have up to date lesson plans that can be accessed by administrator or literacy coach when needed. Teachers focus on utilizing the CARE plan to ensure that all students are receiving the correct remediation or enrichment needed for each individual student's Teacher meet bi-weekly to discuss the care plan and work with difference resource guides to ensure 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?

The specific progress monitoring data that is collected to determine if students by subgroups are progressing towards reading proficiency are the Common Formative Assessments used throughout all English and Reading class. Common Formative Assessments are driven by EOC standards on the end of year FSA exams. The Fair test and PSAT are also dissected to look for progress. Teachers use throughout the year informal assessments such as KHAN academy to monitor students progress and which standards need to be enriched and which standards students need remediation on. At the school level the Administrator, Literacy Coach, and Teachers are responsible for monitoring and reviewing student progress. This is an ongoing process that begins in August till the last day of school.

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 McArthur High school the way we ensure that students who are not progressing towards individual and grade-level goals are being monitored and provided with appropriate interventions begins during pre-planning. Teachers and leadership team came together to disaggregate data from the previous year's FSA scores. Teachers are broken into their professional learning communities to create data charts to monitor their students throughout the year. During leadership team meetings data is presented with plans to decrease the number of students that are not meeting or progressing towards their grade level proficiency. Administrator is doing minimum of bi-weekly observations with the support of learning walk with classroom walk throughs for support by the literacy coach. Teachers are literacy coach are utilizing and implementing the Broward County Public School's decision Tree for Reading Intervention Grades 9-10 through the school year beginning in August.

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?

McArthur High teachers are following each student with disabilities individualized educational plan throughout the year. Teachers are utilizing differentiation instruction geared towards SWD to provide targeted support. ESE facilitators are in constant communication with students and teachers to support instructional learning. Facilitators work diligently with teachers to disaggregate data to revise their individualized instruction plan needed. Facilitators also meet with students to deliver one-on-one instruction and remediation for students with disabilities. Intensive interventions to students are done by teachers filling out a P-doc that is then transferred to the administrator over SWD and the ESE facilitator over the students. P-doc are completed on a as need basis and interventions start immediately.

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)?

McArthur believes in the importance of on-going professional learning every year. We utilize all available eight days to have professional development trainings. In the past and currently this year the professional learning opportunities that teachers will be able to participate in is SIOP (sheltered Instruction Observation Protocol), classroom management, canvas, Marzano, reciprocal teaching, differentiated teaching, project-based learning. Teachers have the opportunity to work individually with teachers and leaders on campus to review and learn topics they are struggling with. All new teachers participate in TEIR training.

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

ELL students make up a large portion of the McArthur demographics. These students tend to show the least proficiency on the FSA EOC. To help decrease the number of students that are not meeting proficiency the Reading and English teachers have implemented multiple different activities and trainings. Teachers were trained to understand the SIOP process. This process was created to help our ELL students adapt and learn with proficiency in a normal classroom setting. Teachers pair students based on levels so that struggling students are able to get remediation by students that are surpassed mastery on the same standards. Teachers have also implemented using different visual representations and incorporating different online programs to help student succeeded.

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
Vocational	Monday	1st, 3rd	9/3/2010 - 5/25/2020	7:10 AM - 7:40 AM	3, 4, 5
Fine Arts/World Languages/Media/PE	Thursday	2nd, 4th	9/5/2019 - 5/28/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
Social Studies	Tuesday	1st, 3rd	9/3/2019 - 5/26/2019	2:40 PM - 3:10 PM	9, 10, 11, 12
SVE/ESE/Speech	Thursday	2nd, 4th	8/29/2019 - 5/28/2020	2:40 PM - 3:10 PM	9, 10, 11, 12
Science	Thursday	1st, 3rd	9/5/2019 - 5/28/2019	2:40 PM - 3:10 PM	9, 10, 11, 12
11th/12th Grade ELA/Reading	Wednesday	1st, 3rd	9/5/2019 - 5/27/2020	7:10 AM - 7:40 AM	11, 12
10th Grade ELA/Reading	Monday	1st, 3rd	9/16/2019 - 9/25/2020	7:10 AM - 7:40 AM	10
9th Grade ELA/Reading	Monday	2nd	8/26/2019 - 5/26/2020	7:10 AM - 7:40 AM	9
Math - Algebra 2 and Higher	Wednesday	2nd, 4th	8/28/2019 - 5/27/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
Geometry	Tuesday	2nd, 4th	8/27/2019 - 5/26/2020	7:10 AM - 7:40 AM	10, 11
Algebra 1	Tuesday	1st, 3rd	1/3/2019 - 5/26/2020	7:10 AM - 7:40 AM	9, 10

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--McArthur-High-School20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0241_09112019_Broward-SAM--McArthur-High-School20.pdf)	Monique Pernel	9/11/2019
MTSS-Rtl-Action-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0241_09172019_MTSS-Rtl-Action-Plan-2019-2020.docx)	Brittany Meinsen	9/17/2019

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 - 6/2/2020	2:40 PM - 3:40 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
McArthur_SEL-Action-Plan-2019_20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0241_09102019_McArthur_SEL-Action-Plan-2019_20.docx)	Brittany Meinsen	9/10/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
behavior-plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0241_05022019_behavior-plan-2019-20.docx)	Brittany Meinsen	5/2/2019
McArthur-HS-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0241_05242019_McArthur-HS-Feedback-Form-2019-20.pdf)	Cortney Roberts	5/24/2019
0241_05022019_behavior-plan-2019-20_Revised.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0241_09252019_0241_05022019_behavior-plan-2019-20_Revised.docx)	Brittany Meinsen	9/25/2019

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	2334	666	28.53	621	26.61	650	27.85	397	17.01
2017 - 2018	2374	850	35.80	730	30.75	520	21.90	274	11.54
2018 - 2019	2139	806	37.68	695	32.49	442	20.66	196	9.16

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	09	507	255	50.30	147	28.99	76	14.99	29	5.72
2018 - 2019	10	579	257	44.39	182	31.43	96	16.58	44	7.60
2018 - 2019	11	511	182	35.62	176	34.44	110	21.53	43	8.41
2018 - 2019	12	542	112	20.66	190	35.06	160	29.52	80	14.76

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 37.7% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 29.8% 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 9.2% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance-Plan.McArthur.19.20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0241_09112019_Attendance-Plan.McArthur.19.20.docx)	Brittany Meinsen	9/11/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Annual-Counseling-Plan-19-20-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0241_09092019_Annual-Counseling-Plan-19-20-(2).pdf)	Brittany Meinsen	9/9/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0241_09242019_Equity-Diversity-Action-Plan-19.docx)	Brittany Meinsen	9/24/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan.19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0241_10032019_BPIE-Plan.19.docx)	Brittany Meinsen	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
McArthur.Sac-September.meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0241_09112019_McArthur.Sac-September.meeting.pdf)	September	Monitored	9/11/2019
McArthur.Sac-August.meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0241_09112019_McArthur.Sac-August.meeting.pdf)	September	None	9/11/2019
McArthur.SAC.Bylaws.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0241_09112019_McArthur.SAC.Bylaws.19.pdf)	September	SAC ByLaws	9/11/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Face-Plan.19.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0241_10022019_Face-Plan.19.docx)	Brittany Meinsen	10/2/2019

☆ School Info



School Name	Monarch HS (3541)	School Grade (2018 - 2019)	B
Title 1 School	<input type="checkbox"/> No	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/3541_10032019_MHS_Executive-Summary_2019-2020.pdf) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
09	678	173	59	120	176	---	218	0	12	597
10	633	191	39	138	211	---	262	0	9	579
11	588	203	29	154	124	---	195	0	6	209
12	601	297	25	62	46	---	111	31	10	78

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
09	695	150	84	104	137	---	121	0	7	632
10	663	171	71	157	109	---	142	0	13	574
11	600	187	43	131	0	---	82	0	7	N/A
12	567	221	38	92	0	---	92	65	9	N/A

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

- 9th and 10th grade students who scored a Level 1 or Level 2 on the FSA are placed in a Reading class.
- 11th and 12th grade students that have not passed the FSA or obtained the concordant score are placed in a Reading class.
- ELL students are placed in an English ESOL class and a Developmental Language Arts class (back to back periods) to get 180 minutes of strategies in Reading and Language Arts.
- ESE Support Facilitators conduct mini lessons with the 9th and 10th grade students in Language Arts and Math.
- Administrators and Guidance Counselors review attendance and behavior data and conduct conferences with students and parents.

School Report Card

FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3541&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, FSA ELA proficiency scores of Student with Disabilities will increase to 32%.	ESE Support Facilitators are conducting mini lessons in Language Arts. Study Island will also be bought for students to increase their achievement levels.	ESE Support Facilitators, Assistant Principal	6/3/2020	Professional Development on using Study Island.	\$3,000.00	Data from Study Island will be reviewed and instruction on the mini lessons will be adjusted.	As a result of focusing on increasing achievement levels we should see an increase in the achievement levels on the FSA.

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 administration, along with the English and Reading department chairs ensures that instruction is fully aligned to Florida grade-level standards. Teachers follow a monthly literacy focus. Lesson plans are reviewed by department chairs to ensure that lessons are aligned. Administration also notes alignment during classroom walkthroughs. The walkthrough data are analyzed to inform the professional developments needs of staff to support high-quality instruction that will lead to student achievement.

In addition to ensuring alignment to grade-level standards, the ELL Contact ensures that instruction for ELL students is aligned to WIDA (World Class Instructional Design and Assessment). The ESE specialist and ELL support teachers ensure that students with disabilities (SWD) receive specialized instruction and accommodations as indicated on the Individual Education Plan (IEP).

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

A variety of progress monitoring data is collected to determine that students by subgroup are progressing toward reading proficiency. In reading classes, the FAIR, (Florida Assessments in Reading) is administered twice per year. Word Recognition, Vocabulary, Reading Comprehension and Syntactic Knowledge are measured. The data are uploaded from the Progress Monitoring and Reporting Network (PMRN) and individual student reports are reviewed. In addition to the FAIR, students' Lexile growth is measured 3 times per year using Achieve Level Set. FAIR and Lexile data are used for department common assessments. This data is collected and reviewed by the Reading department chair before being passed on to the assistant principal. Classroom formative and summative assessments are also used to monitor student learning and adjust instructional practices.

In English classes, USA Test Prep is used for department common assessments. As in reading, the data collected is reviewed by the English department chair before being passed to the assistant principal. In addition to USA Test Prep, Write Score data is collected during second semester. This allows teachers to see an accurate standard-based assessment of their students' writing. The data collected identifies students' strengths and weaknesses and is used to drive instruction. As in reading classes, classroom formative and summative assessments are also used to monitor student learning and adjust instructional practices.

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 Broward County Schools Decision Tree for Reading Intervention is used to determine student placement. FSA data is used to determine levels. All level 1 and 2 students are placed in an intensive reading course. In addition to FSA levels, ELL students are placed in Developmental Language Arts ESOL/Reading by language proficiency levels as determined by the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) or IPT (Idea Proficiency Test). Students that have been identified as needing decoding intervention, as determined by the DAR, will receive specialized instruction using JUST WORDS.

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

All classroom instruction is based on Language Arts Florida Standards. Collections and Edge continues to be the primary text which drives instruction. Ancillary software programs, such as Write Score, Achieve 3000, Khan Academy, and USA Test Prep are used to augment teacher instruction.

In addition to specialized reading instruction in intensive reading classes, SWD students receive additional remediation on LAFS standards. This remediation is provided by ESE support facilitators.

Student data is continuously reviewed to ensure that Tier 1 standards-based classroom instruction is implemented properly and effectively. Every 4-1/5 weeks the D/F report is accessed and reviewed to see if the Tier 1 instruction is effective. If problems are found professional development will be provided to the teachers to change their method of instruction or look at the assessment given to assess if the students are progressing.

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

Classroom instruction is accessible to the full range of learners using Universal Designs for Learning (UDL) by focusing what students learn, how students learn, and process incoming information based on past experience or background knowledge, and why students learn looking at students' motivation and engagement. Students are provided with multiple means of representation-giving them various ways of acquiring information and knowledge, multiple means of expression-providing them alternatives for demonstrating what they know and multiple means of engagement-tapping into their interests, and offering appropriate challenges, and increasing motivation.

Teachers attended a yearlong in-house Equity training. In addition to this training, teachers attend content area district trainings being offered on the ELA District Professional Development Calendar. Lisa McQuade, our ELA Instructional Specialist, offers in house trainings/professional development, and the literacy coach also offers in house trainings/professional development. Achieve 3000 provides PD where lessons are aligned to individual student lexiles.

In addition to the above, Monarch has a team of teachers that are currently part of the Lighthouse Schools for Personalized Learning Program, which is aligned to UDL principles.

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

All ELL students are scheduled in Developmental Language Arts through ESOL classes by Language Proficiency Levels, as measures by the ACCESS or IPT test. This allows teachers to meet the specific needs of each student. DLA teachers have attended district trainings. Additional support is also given to individual students by our ELL support paraprofessional and support is also given by the district ELL team. In addition to the above, A1 and A2 students are scheduled into ELL English classes by grade level. ELL students are offered an after-school Language Enrichment Camp. Enrichment opportunities are offered in the areas of Reading, Math, and Science. These learning opportunities are designed for ELL students to acquire content and language skills that will enhance academic achievement.

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
Department PLC's	Tuesday Thursday Friday	2nd	10/18/2019 - 4/9/2020	8:00 AM - 12:00 PM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Monarch-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09102019_Broward-SAM--Monarch-High-School.pdf)	Miriam Gayle	9/10/2019
MHS-MTSS_RTI-Plan_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS-MTSS_RTI-Plan_2019-2020.pdf)	Moira Sweeting-Miller	9/27/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	9/4/2019 - 5/27/2020	8:30 AM - 10:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
MHS_SEL-Plan_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS_SEL-Plan_2019-2020.pdf)	Moira Sweeting-Miller	9/27/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
School-Wide-Positive-Behavior-Plan-2019-20_Monarch-High.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_04302019_School-Wide-Positive-Behavior-Plan-2019-20_Monarch-High.pdf)	Moira Sweeting-Miller	4/30/2019
Monarch-High-School-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_05312019_Monarch-High-School-Feedback-Form-2019-20.pdf)	Beatrice Baptiste	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	%

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	2586	1066	41.22	770	29.78	466	18.02	284	10.98
2017 - 2018	2547	856	33.61	774	30.39	561	22.03	356	13.98
2018 - 2019	2526	914	36.18	841	33.29	528	20.90	243	9.62

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	09	693	329	47.47	206	29.73	121	17.46	37	5.34
2018 - 2019	10	663	267	40.27	218	32.88	107	16.14	71	10.71
2018 - 2019	11	602	191	31.73	216	35.88	146	24.25	49	8.14
2018 - 2019	12	568	127	22.36	201	35.39	154	27.11	86	15.14

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 36.2% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 30.5% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 9.6% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance-Plan-Monarch-HS-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_10102019_Attendance-Plan-Monarch-HS-19-20.pdf)	Ross Lopatin	10/10/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
MHS_School-Counseling-Plan_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS_School-Counseling-Plan_2019-2020.pdf)	Moira Sweeting-Miller	9/27/2019

Equity Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
MHS_Equity-Plan_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS_Equity-Plan_2019-2020.pdf)	Moira Sweeting-Miller	9/27/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
MHS_BPIE-Plan_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS_BPIE-Plan_2019-2020.pdf)	Moira Sweeting-Miller	9/27/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
MHS_SAF_ByLaws_10-30-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3541_11052019_MHS_SAF_ByLaws_10-30-19.pdf)	October	SAF ByLaws	11/5/2019
MHS_SAC_ByLaws_10-30-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3541_11052019_MHS_SAC_ByLaws_10-30-19.pdf)	October	SAC ByLaws	11/5/2019
MHS_SAC-Sign-In_8-27-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3541_10032019_MHS_SAC-Sign-In_8-27-19.pdf)	October	Monitored	10/3/2019
MHS_SAC-Minutes_8-27-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3541_10022019_MHS_SAC-Minutes_8-27-19.pdf)	August	Monitored	10/2/2019
MHS_SAC-Agenda_8-27-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3541_10022019_MHS_SAC-Agenda_8-27-19.pdf)	August	Monitored	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
MHS_AdvancED-Student-Survey-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_10032019_MHS_AdvancED-Student-Survey-Results.pdf)	Moira Sweeting-Miller	10/3/2019
MHS_AdvancED-Staff-Survey-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_10032019_MHS_AdvancED-Staff-Survey-Results.pdf)	Moira Sweeting-Miller	10/3/2019
MHS_AdvancED-Parent-Survey-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_10032019_MHS_AdvancED-Parent-Survey-Results.pdf)	Moira Sweeting-Miller	10/3/2019
MHS_AdvancED-Plan-of-Action_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_10032019_MHS_AdvancED-Plan-of-Action_2019-2020.pdf)	Moira Sweeting-Miller	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
MHS_Face-Plan_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS_Face-Plan_2019-2020.pdf)	Moira Sweeting-Miller	9/27/2019
MHS_Customer-Service-Activity_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS_Customer-Service-Activity_2019-2020.pdf)	Moira Sweeting-Miller	9/27/2019
MHS_FACE-Space_2019-2020.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS_FACE-Space_2019-2020.jpg)	Moira Sweeting-Miller	9/27/2019
MHS_Programs-and-Services-Checklist_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS_Programs-and-Services-Checklist_2019-2020.pdf)	Moira Sweeting-Miller	9/27/2019
MHS_FACE-Team-Members_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS_FACE-Team-Members_2019-2020.pdf)	Moira Sweeting-Miller	9/27/2019
MHS_Cultural-Awareness_2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS_Cultural-Awareness_2019-2020.pdf)	Moira Sweeting-Miller	9/27/2019
MHS_Classroom-Welcome-Sign_2019-2020.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS_Classroom-Welcome-Sign_2019-2020.jpg)	Moira Sweeting-Miller	9/27/2019
MHS_School-Welcome-Sign_2019-2020.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS_School-Welcome-Sign_2019-2020.jpg)	Moira Sweeting-Miller	9/27/2019
MHS_Portuguese-Word-Board_2019-2020.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3541_09272019_MHS_Portuguese-Word-Board_2019-2020.jpg)	Moira Sweeting-Miller	9/27/2019

☆ School Info



School Name	Nova HS (1281)	School Grade (2018 - 2019)	A
Title 1 School	<input type="checkbox"/> No	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> Yes	ESSA School	<input type="checkbox"/> No
Executive Summary	🔗 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1281_10102019_Executive-Summary-2019.20-(2).c)		

☆ 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
09	592	57	67	105	97	---	161	0	6	577
10	576	72	39	86	93	---	297	0	7	556
11	521	80	53	73	54	---	132	0	6	167
12	506	159	46	27	4	---	55	11	8	11

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
09	618	47	70	106	75	---	77	0	6	605
10	577	82	79	107	59	---	92	0	4	542
11	525	66	45	77	0	---	41	0	6	N/A
12	500	108	42	13	0	---	34	22	6	N/A

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

- 9th and 10th grade students who scored a Level 1 or Level 2 on the FSA are placed in a Reading class.
- 11th and 12th grade students that have not passed the FSA or obtained the concordant score are placed in a Reading class.
- ELL students are placed in an English ESOL class and a Developmental Language Arts class (back to back periods) to get 180 minutes of strategies in Reading and Language Arts.
- ESE Support Facilitators conduct mini lessons with the 9th and 10th grade students in Language Arts and Math.
- Administrators and Guidance Counselors review attendance and behavior data and conduct conferences with students and parents.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1281&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 grade-level administrators and curriculum leaders are responsible for ensuring that classroom instruction is aligned to grade-level standards. The evidence collected to ensure classroom instruction is in alignment to grade-level standards are classroom observations, lesson plans, and standards-based assessment data (CARE Process).

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

The data collected to determine that students by subgroups are progressing toward reading proficiency are from the ELA FSA, the FAIR assessment, USA Test Prep, and other reading common assessments that are implemented through the CARE cycle. The administrators, curriculum leaders, 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?

Students are monitored not only with FAIR testing but also with reading assessments that are administered in Reading and English Language Arts classes. Teachers, utilizing the CARE cycle, analyze their student data during weekly common planning meetings and make plans to remediate or enrich their students. Students were placed in specific Intensive Reading classes based on the Reading Decision Tree. We evaluated students through the ELA FSA, FAIR, DAR test, and fluency test in order to place them in the class that meets their needs.

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 that are used at Nova to provide targeted supplemental intervention (Tier 2) are being assigned Reading classes, Titan Care (a remediation program that occurs during school hours), and Saturday Academy. For intensive interventions (Tier 3), students meet either one or one or in small groups with 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 work together in common planning meetings to review data and share best practices. They also participate in professional learning communities that include a variety of topics, such as utilizing data in instruction, equity training, ELL training, and additional training. The teachers also have taken the required 20 hour training to renew certification.

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

The activities implemented at our school to increase the percentage of ELLs becoming proficient on ACCESS for ELLs are the Word of the Day literary initiative, implementing ELL strategies in the classroom, small groups, and our ELL students work closely with our ELL coordinator.

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
Implementing Literacy Strategies Across Disciplines	Thursday	1st	9/12/2019 - 4/2/2020	12:45 PM - 4:20 PM	9, 10, 11, 12
Math Vertical Curriculum Alignment	Thursday	1st	9/12/2019 - 4/2/2020	12:45 AM - 4:20 PM	9, 10, 11, 12
Algebra II / Pert & SAT	Thursday	1st	9/12/2019 - 4/2/2020	12:45 PM - 4:20 PM	11, 12
Geometry EOC	Thursday	1st	9/12/2019 - 4/2/2020	12:45 PM - 4:20 PM	9, 10
Algebra I EOC	Thursday	1st	- 4/20/2020	12:45 PM - 4:20 PM	9, 10
Science Inquiry	Thursday	1st	9/12/2019 - 4/2/2020	12:45 PM - 4:20 PM	9, 10, 11, 12
Biology EOC	Thursday	1st	9/12/2019 - 4/2/2020	12:45 PM - 4:20 PM	9, 10
Innovative Programs 1 and 2	Thursday		9/12/2019 - 4/2/2020	12:45 PM - 4:20 PM	9, 10, 11, 12
Implementing Racial, Gender, and Disability Equity in Classroom Instruction	Thursday	1st	9/12/2019 - 4/2/2020	12:45 PM - 4:20 PM	9, 10, 11, 12
How to Use Data to Create and Implement Small Groups and Centers in the Classroom	Thursday	1st	9/12/2019 - 4/2/2020	12:45 PM - 4:20 PM	9, 10, 11, 12
Guidance, ESE, and CTE College and Career Transition	Thursday	1st	9/12/2019 - 4/2/2020	12:45 PM - 4:20 PM	9, 10, 11, 12
Aspiring Leaders	Thursday	1st	9/12/2019 - 4/2/2020	12:45 PM - 4:20 PM	9, 10, 11, 12

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Nova-High-School20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_09192019_Broward-SAM--Nova-High-School20.pdf)	Monique Pernel	9/19/2019

File Name	File Uploaded By	Upload Date
MTSS-Rtl-Action-Plan-Template-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_10022019_MTSS-Rtl-Action-Plan-Template-2019-20.docx)	Alin Andre	10/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th, 5th	9/11/2019 - 5/27/2020	9:30 AM - 4:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_10022019_SEL-Action-Plan-2019-20.docx)	Alin Andre	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019_20-SPBP.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_05172019_2019_20-SPBP.docx)	Tynee Hogan	5/17/2019
Nove-HS-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_05242019_Nove-HS-Feedback-Form.pdf)	Chandra Davis	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	2149	1378	64.12	519	24.15	203	9.45	49	2.28
2017 - 2018	2219	1245	56.11	590	26.59	290	13.07	94	4.24
2018 - 2019	2220	1359	61.22	533	24.01	269	12.12	59	2.66

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	09	618	433	70.06	131	21.20	49	7.93	5	0.81
2018 - 2019	10	577	369	63.95	124	21.49	67	11.61	17	2.95
2018 - 2019	11	524	319	60.88	131	25.00	64	12.21	10	1.91

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	12	501	238	47.50	147	29.34	89	17.76	27	5.39

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 61.2% 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 14.8% 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 2.7% 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
Nova-High-School-Attendance-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_10142019_Nova-High-School-Attendance-Plan-2019-2020.pdf)	Jenna Gentile	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Annual-School-Counseling-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_10022019_Annual-School-Counseling-Plan-2019-2020.pdf)	Alin Andre	10/2/2019

Equity Plan

File Name	File Uploaded By	Upload Date
NHS-Equity-Diversity-Action-Plan-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_10012019_NHS-Equity-Diversity-Action-Plan-2019-2020.docx)	Jenna Gentile	10/1/2019
NHS-Equity-Diversity-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_10142019_NHS-Equity-Diversity-Action-Plan-2019-2020.pdf)	Jenna Gentile	10/14/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
1281_03202019_BPIE_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_09102019_1281_03202019_BPIE_2019.pdf)	Christine Sexton	9/10/2019

File Name	File Uploaded By	Upload Date
BPIE-Plan-2019-(2).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_11082019_BPIE-Plan-2019-(2).docx)	Christine Sexton	11/8/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1281_Nova-High_September_SAF_Meeting_9.16.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1281_10182019_1281_Nova-High_September_SAF_Meeting_9.16.19.pdf)	September	None	10/18/2019
1281_Nova-High_September_SAC_Meeting_9.16.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1281_10182019_1281_Nova-High_September_SAC_Meeting_9.16.19.pdf)	September	Developed	10/18/2019
SAC-Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1281_10142019_SAC-Composition-Report.pdf)	October	None	10/14/2019
SAC-By-Laws-2019.2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1281_09202019_SAC-By-Laws-2019.2020.pdf)	September	SAC ByLaws	9/20/2019
SAF-By-Laws-2019.2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1281_09202019_SAF-By-Laws-2019.2020.pdf)	September	SAF ByLaws	9/20/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Student-Survey-Results-2018.2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_11072019_Student-Survey-Results-2018.2019.pdf)	Christine Sexton	11/7/2019
Parent-Survey-Results-2018.2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_11072019_Parent-Survey-Results-2018.2019.pdf)	Christine Sexton	11/7/2019
Staff-Survey-Results-2018.2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_11072019_Staff-Survey-Results-2018.2019.pdf)	Christine Sexton	11/7/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Q1-Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_09272019_Q1-Programs-and-Services-Checklist.pdf)	Luisa Shirley	9/27/2019
community_service_SAF_Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_09272019_community_service_SAF_Agenda.pdf)	Luisa Shirley	9/27/2019
1stQtrPSEvidence_Substance_Abuse.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_09272019_1stQtrPSEvidence_Substance_Abuse.pdf)	Luisa Shirley	9/27/2019

File Name	File Uploaded By	Upload Date
social_services_evidence.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_09272019_social_services_evidence.jpg)	Luisa Shirley	9/27/2019
social_services_evidence2.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_09272019_social_services_evidence2.jpg)	Luisa Shirley	9/27/2019
customer_service_scenarios.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_09272019_customer_service_scenarios.pdf)	Luisa Shirley	9/27/2019
customer_service_evidence.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_09272019_customer_service_evidence.jpg)	Luisa Shirley	9/27/2019
SeptemberCatchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_09272019_SeptemberCatchthem-Being-Great.pdf)	Luisa Shirley	9/27/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_09272019_Cultural-Awareness.pdf)	Luisa Shirley	9/27/2019
Cultural-Awareness-Evidence.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_09272019_Cultural-Awareness-Evidence.pdf)	Luisa Shirley	9/27/2019
Customer-Service-Evidence.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1281_09272019_Customer-Service-Evidence.pdf)	Luisa Shirley	9/27/2019

☆ School Info



School Name	Piper HS (1901)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> No	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	<input type="button" value="🔗"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1901_10032019_Executive-Summary.pdf)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
09	604	154	80	182	268	---	182	0	32	526
10	699	204	121	194	291	---	296	0	32	573
11	596	169	72	162	185	---	220	0	22	252
12	630	208	66	98	27	---	122	52	20	37

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
09	603	121	91	154	158	---	145	0	30	507
10	614	133	106	173	159	---	173	0	31	505
11	646	168	119	194	0	---	139	0	25	N/A
12	599	167	76	69	0	---	90	57	21	N/A

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

- Bengal Excellence in Student Tutoring
- FSA Spring 2019 data was used to place students in Intensive Reading (IR) classes.
- Students were given FAIR-FS. If they earned <30% on WRT, teacher gave students ORF assessment.
- Intensive reading teachers use Fundamentals level, Edge Level B and C, the district-adopted curriculum.
- IR teacher in Bengal Academy of Excellence will use supplemental resources, Rewards, to address students' decoding needs. Note: Professional development is needed
- Teachers use supplemental resource, NewsELA, to provide differentiation and opportunities for engage with rigorous, standards-based texts.
- Bengal Academy of Excellence- 9th Grade Lowest Quartile Team
- RtI Process
- Counseling Referrals/Services
- Family Counseling On-Campus Services
- Data Chats
- PASL - Personalization through Academic & Social Learning program.
- Personalization Periods
- Mentoring Programs (District & On-Campus)

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1901&district=06>)

K-12 Comprehensive Reading Plan

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

Classroom teachers, curriculum specialist, literacy coach, and department chairs are responsible for classroom instruction. Evidence, such as curriculum road maps, PLC agendas and minutes, common formative and summative assessments, is collected to demonstrate classroom instruction and alignment to grade-level standards.

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

Data collected from FAIR, USA Test Prep, Achieve 3000, and common formative and summative assessments will be analyzed by classroom teachers, curriculum specialist, literacy coach, and department chairs.

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?

- School leaders and teachers monitor progress via ongoing analysis of data.
- Literacy coach, guidance, and administrators work closely to maximize student placement.
- Department chairs will monitor lesson plans and track progress toward the goal.
- Teachers will use data to inform instruction and supports.
- Teachers and guidance counselors will share data with parents at conferences, RTI meetings, etc.

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?

- We have access and use various resources such as Intensive Reading, Bengal Academy of Excellence, Literacy coach, ESOL coordinator and para-professionals, and ESE director and resource room.
- RtI referrals, used for child study, result in individual intervention plans.
- Students have opportunity to attend after-school tutoring for Math, Reading, Biology, and U.S. History.

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)?

Over the summer, teachers attended Seasons of Learning professional development week. The Secondary ELA team hosted two weeks. The first week took place June 10-13, and the second week took place from June 17-20. Principals were asked to select content area teams to attend PD sessions. Also, AP and Cambridge teachers attended workshop and training sessions.

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

English 1-4 through ESOL, Intensive Reading through ESOL, Geometry and Algebra I through ESOL, FSA and EOC Review specifically for ELL population, and ESOL committee meetings.

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
Piper School-Wide PLC (PSD): ELA, Math, Science, Social Studies, Fine Arts, CTE, ESE, PE, World Languages, Counseling	Thursday		9/12/2019 - 4/2/2020	12:15 PM - 2:40 PM	9, 10, 11, 12
Geometry	Monday Tuesday		8/14/2019 - 5/31/2020	1:10 PM - 2:30 PM	9, 10, 11, 12
Biology	Wednesday		8/14/2019 - 5/31/2020	2:45 PM - 3:45 PM	11
US History	Thursday		8/14/2019 - 5/31/2020	12:30 PM - 1:00 PM	11
ELA	Tuesday Wednesday Thursday Friday		8/14/2019 - 5/31/2020	7:15 AM - 7:15 AM	9, 10, 11, 12
Reading	Thursday		8/14/2019 - 5/31/2020	7:15 AM - 7:35 AM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Piper-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/1901_09102019_Broward-SAM--Piper-High-School.pdf)	Miriam Gayle	9/10/2019

File Name	File Uploaded By	Upload Date
MTSSRtlAction20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_09182019_MTSSRtlAction20.pdf)	Stephane Monereau	9/18/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	8/14/2019 - 6/2/2020	9:30 PM - 10:50 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SELActionPlan20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_09232019_SELActionPlan20.pdf)	Stephane Monereau	9/23/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Piper-HS-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_05312019_Piper-HS-Feedback-Form.pdf)	Kerry-Ann Tracey	5/31/2019
Revised-SPBP-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_07242019_Revised-SPBP-19-20.docx)	Stephane Monereau	7/24/2019

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	2607	1190	45.65	715	27.43	479	18.37	223	8.55
2017 - 2018	2654	1125	42.39	727	27.39	507	19.10	295	11.12
2018 - 2019	2464	1129	45.82	710	28.81	411	16.68	214	8.69

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	09	603	320	53.07	159	26.37	78	12.94	46	7.63
2018 - 2019	10	615	301	48.94	171	27.80	93	15.12	50	8.13
2018 - 2019	11	646	286	44.27	183	28.33	118	18.27	59	9.13
2018 - 2019	12	600	222	37.00	197	32.83	122	20.33	59	9.83

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 45.8% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 25.4% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 8.7% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
AttendancePlan20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_09132019_AttendancePlan20.pdf)	Stephane Monereau	9/13/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
20ASCP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_09112019_20ASCP.pdf)	Stephane Monereau	9/11/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Piper-HS-Equity-School-Action-Plan-Final-Sept2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_10032019_Piper-HS-Equity-School-Action-Plan-Final-Sept2019.pdf)	Stephane Monereau	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIEPlan20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_09232019_BPIEPlan20.pdf)	Stephane Monereau	9/23/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC9.10.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1901_11012019_SAC9.10.19.pdf)	November	A+ Funds	11/1/2019
Compreport20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1901_10142019_Compreport20.pdf)	October	Monitored	10/14/2019
piperbylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1901_09172019_piperbylaws.pdf)	September	SAC ByLaws	9/17/2019
8.27.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1901_09112019_8.27.19.pdf)	September	A+ Funds	9/11/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
ParentSurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_10112019_ParentSurveysReport.pdf)	Stephane Monereau	10/11/2019
StudentSurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_10112019_StudentSurveysReport.pdf)	Stephane Monereau	10/11/2019
Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_11052019_Staff-Survey.pdf)	Stephane Monereau	11/5/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
FacePlan20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_09112019_FacePlan20.pdf)	Stephane Monereau	9/11/2019
Catchbeinggreat.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_09182019_Catchbeinggreat.pdf)	Stephane Monereau	9/18/2019
Facespace.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_09182019_Facespace.jpg)	Stephane Monereau	9/18/2019
FASFA20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_09202019_FASFA20.pdf)	Stephane Monereau	9/20/2019
CulturalAwareness20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_09202019_CulturalAwareness20.pdf)	Stephane Monereau	9/20/2019
ProgramsandServices20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_09202019_ProgramsandServices20.pdf)	Stephane Monereau	9/20/2019
CustomerService20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_09202019_CustomerService20.pdf)	Stephane Monereau	9/20/2019
ClericalCustomerServicePhrases.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1901_09202019_ClericalCustomerServicePhrases.pdf)	Stephane Monereau	9/20/2019

☆ School Info



School Name	Plantation HS (1451)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> No	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1451_04242019_EXECUTIVE_SUMMARY-PHS.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
09	551	67	100	133	198	---	144	0	23	474
10	595	78	113	170	258	---	253	0	15	521
11	553	54	78	138	176	---	173	0	17	250
12	590	100	43	53	37	---	58	41	29	46

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
09	496	101	87	110	164	---	135	0	12	442
10	537	147	103	140	165	---	164	0	18	469
11	550	172	127	99	0	---	97	2	14	N/A
12	524	219	104	55	0	---	109	43	18	N/A

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

Students displaying early warning indicators are identified as early as possible through data analysis, teacher input, and test scores. Students are referred to the RtI team where strategies are put into place to work towards academic improvement. Students may be provided with extra assistance during the school day through their personalization period. In addition, curriculums proven to promote student success are implemented within the classroom. Students are taught using a differentiated, standards-based curriculum to ensure success. Authentic assessments are conducted and progress is monitored regularly. Students in need of further assistance may be recommended for push-in or pull-out sessions with a member of the RtI team or referral for additional assessment. In addition, students may be referred for additional assistance outside of school hours through programs such as YMCA and Mentoring Tomorrow's Leaders. The school works closely with parents of low-achieving students to ensure success. Parents are invited to afterschool events, such as Family Literacy Night, to promote carry-over at home. Student absenteeism and behavioral issues are closely monitored through guidance and administration.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1451&district=06>)

K-12 Comprehensive Reading Plan

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

Classroom teacher, the administrator over ELA, and the school's Literacy Coach are all responsible for ensuring that classroom instruction is aligned to grade-level standards. Methods and evidence used to demonstrate alignment include lesson plans, classroom walkthroughs, and PLC collaborative conversations.

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 data from common formal assessments, FAIR data (administered to students who have achieved a level 1 or 2 on their FSA ELA), and IPT data is collected and reviewed by the ELA Administrator, Literacy Coach, and teachers. Data is disaggregated on a teacher level, classroom level, and individual student level. Teachers drill down by subgroups and use the data to inform their 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?

Students' data is monitored and individuals who are not progressing receive remediation, reteaching, small group instruction, tutoring, and strategies based on 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?

The school uses various resources, such as Canvas that support a blended and personalized learning environment to provide individual student and teacher access to instructional content, communication and collaboration tools, and assessments that can be customized and directed to meet individual student needs of SWDs. There are other free resources available that will address the needs outlined in the students' IEP.

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

Small group professional development has been provided by the school's assigned district ELA Support Facilitator who has provided strategies for utilizing UDL.

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

ELL students have been placed in our International Colonel Academy in which they have been assigned to a small specific group of highly qualified teachers devoted to providing learned ELL strategies from professional development and small group PLC collaboration.

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
Science 11-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	11, 12
World Languages	Monday Thursday	1st	9/12/2019 - 4/20/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
ESE	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
ELA 12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	12
ELA 11	Thursday	1st	9/12/2019 - 4/4/2020	12:40 PM - 2:40 PM	11
ELA 10	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	10
ELA 9	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9
Geometry	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
Fine Arts	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
U.S. History	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	11
History	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
CTE	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
Science 9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
School Counseling	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Planation-High-School20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_09112019_Broward-SAM--Planation-High-School20.pdf)	Monique Pernel	9/11/2019
MTSS-Rtl-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_10032019_MTSS-Rtl-Action-Plan.pdf)	Matthew Fritzius	10/3/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	8/29/2019 - 5/28/2020	9:00 AM - 10:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
_SEL-Plantation-High-School-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_10032019__SEL-Plantation-High-School-.pdf)	Matthew Fritzius	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Plantation-High-School-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_05172019_Plantation-High-School-2019-20.docx)	Tyney Hogan	5/17/2019
Plantation-HS-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_05312019_Plantation-HS-Feedback-Form.pdf)	Kerry-Ann Tracey	5/31/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	2484	1892	76.17	380	15.30	152	6.12	60	2.42
2017 - 2018	2396	1485	61.98	586	24.46	256	10.68	69	2.88
2018 - 2019	2105	799	37.96	624	29.64	463	22.00	219	10.40

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	09	494	266	53.85	122	24.70	70	14.17	36	7.29
2018 - 2019	10	538	223	41.45	160	29.74	100	18.59	55	10.22
2018 - 2019	11	546	188	34.43	180	32.97	122	22.34	56	10.26
2018 - 2019	12	527	122	23.15	162	30.74	171	32.45	72	13.66

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 38.0% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 32.4% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 10.4% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
PHS-Attendance-Plan-19.20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_10222019_PHS-Attendance-Plan-19.20.pdf)	Micah moreno	10/22/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
1451_09272018_PHS-Annual-Guidance-Plan-2019_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_10032019_1451_09272018_PHS-Annual-Guidance-Plan-2019_20.pdf)	Matthew Fritzius	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
PlantationHSEquity-School-Action-Plan-2018_final-2-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_09032019_PlantationHSEquity-School-Action-Plan-2018_final-2-(1).pdf)	Micah moreno	9/3/2019

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/2020/1451_09042019_BPIE_2018-(1).pdf)	Micah moreno	9/4/2019
BPIE-PHS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_11052019_BPIE-PHS.pdf)	Micah moreno	11/5/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
November-2019-SAC-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1451_11062019_November-2019-SAC-Meeting.pdf)	November	Monitored	11/6/2019
October-2019-SAC-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1451_10022019_October-2019-SAC-Meeting.pdf)	October	Monitored	10/2/2019
SAC-ByLaws-20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1451_10022019_SAC-ByLaws-20192020.pdf)	October	SAC ByLaws	10/2/2019
SIP-Committee-Membership-October-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1451_10022019_SIP-Committee-Membership-October-2019.pdf)	October	None	10/2/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
PLHS_Eprove_Survey_Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_11062019_PLHS_Eprove_Survey_Results.pdf)	Matthew Fritzius	11/6/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-PHS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_09052019_SEL-Action-Plan-PHS.pdf)	Micah moreno	9/5/2019
FACE2019PlantationHigh.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_09192019_FACE2019PlantationHigh.pdf)	Micah moreno	9/19/2019
Caught-You-Being-Good-Certificate.pub (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_10042019_Caught-You-Being-Good-Certificate.pub)	Micah moreno	10/4/2019
10-Things-You-Should-Know-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_10042019_10-Things-You-Should-Know-(1).pdf)	Micah moreno	10/4/2019
Providing-Quality-Customer-Service-(1)--Copy.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_10042019_Providing-Quality-Customer-Service-(1)--Copy.pdf)	Micah moreno	10/4/2019
Parent-Resource-Board.JPG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_10042019_Parent-Resource-Board.JPG)	Micah moreno	10/4/2019
Catch-Them-Being-Great-Award-List-Plantation-High-School.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1451_10042019_Catch-Them-Being-Great-Award-List-Plantation-High-School.docx)	Micah moreno	10/4/2019

☆ School Info



School Name	South Broward HS (0171)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> No	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/0171_09122019_EXECUTIVE_SUMMARY-2019-20) 		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
09	602	156	132	129	216	---	240	0	13	547
10	677	190	125	124	261	---	311	0	16	618
11	608	241	77	143	156	---	203	0	4	226
12	529	282	50	80	59	---	136	54	12	83

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
09	592	134	146	94	135	---	127	0	12	532
10	616	184	166	91	135	---	166	0	15	543
11	628	218	105	113	0	---	110	0	13	N/A
12	555	254	78	60	0	---	102	26	6	N/A

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

Initially at the beginning of the school year, teachers review their rosters via BASIS and identify students considered at-risk. Teachers are the initial step in the monitoring of student academic progress. Any decline in performance will be addressed by parent contact, collaboration with teachers, consultation with Guidance, and data chats with Administration. Initial interventions are scheduling of students, classroom seating assignment, peer tutor (MTL, NHS), after school tutoring, remediation assignments, and extended Media Center hours (before and after school). If the strategies mentioned above are found to be ineffective, more intensive interventions may include an adult mentor, weekly/daily progress report, small-group pullouts, credit recovery options, Social Worker Referrals, and Family Counselor Referrals.

Administration will provide time within a teacher's schedule for MTSS/RTI professional development. Success will be monitored and measured as evidenced by TIER 1 documentation in BASIS. Student performance will improve as a result of identifying and documenting TIER 1 supports. With constant feedback and collaboration from leadership team, student performance should improve.

Leadership Team/District personnel (MTSS/RTI) will provide professional development during professional study days and early release days within the content areas on MTSS/RTI. Success will be monitored and measured through collaboration and data chats that are conducted by leadership team, administration and Literacy Coach/RTI Contact with teachers. Surveys will be given before and after trainings to measure teachers understanding of the MTSS/RTI process. Professional learning and coaching for staff on MTSS/RTI will assist teachers with data-based problem solving relative to their job roles and responsibilities as this will drive instruction in the classroom, across the content areas, grade levels and all tiers.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0171&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 is responsible for ensuring instruction is aligned to grade-level standards. The literacy coach can assist in the process.

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?

DAR and FOR for students identified as 30% or below, Lexile Levels are used to identify subgroups that are progressing towards reading proficiency. Intensive reading teachers are responsible for collecting and reviewing that data during ongoing progress monitoring. The Literacy Coach reviews the data in the system and shares out with administration.

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

Students that are not progressing towards grade level goals are being provided instruction through Intensive Reading classes. Those courses follow the District model, which aligns to the Reading Decision Chart.

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

Materials: EDGE B and C, Achieve3000, Commonlit, USA Test Prep through Intensive Reading Courses, grades 9/10. Collections English, grades 9 and 10. Reading Pull out and push-in is provided through the ESE Facilitators for SWD's. ESOL support is given through our ELL Dept. and District. Literacy Coach begins camps in January for additional support through study hall.

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 training on PBL, DOK, RTI, ELL, SWD, Growth Mindset, Differentiating Instruction, Analyzing Data, . Teachers have been taught to diversify instruction to meet the needs for all learners.

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

1. Achieve 3000 used with level 1 reading students
2. Word walls directly related to novels in English classrooms
3. • Instructional Focus Calendar created by Chaplin, and Stanchak with common assessments that include quarterly writing assessments through PLCs
4. Reading intervention through Study Hall

In an effort to increase attendance for Academic Advancement Camp, FSA/ELA lessons would be taught during 9th/10th grade study hall periods. The Literacy Coach would push into study halls and teach reading/writing lessons beginning in December/January. Additional support staff would be appreciated if they could be compensated, similar to AAC.

5. Teachers will receive professional development every nine weeks. The cycle is as follows:

August 14th-October 18th- Question Stems in the Content Area

October 21st-January 10th-Note taking strategies

January 13th-March 13th-RTI Tracking Skills for Literacy

We have two coaches this year from the district to help with ELL reading interventions:

Dr. Marilyn Zaragoza, Instructional Coach

Rosemarie Richard, ESOL Instructional Facilitator

They will help teachers in implementing reading and ESOL strategies, particularly with the English and social studies departments.

We have push-ins and pull-outs (Ms. La Guardia, ESOL paraprofessional).

We also have Academic Advancement Camp through study hall January-April to help ELLs with reading strategies for the FSA ELA.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Social Studies 11/12	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	11, 12
Social Studies 9/10	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	9, 10
ESE	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PE and ROTC	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
CTE and Voc	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
Life Sciences	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
Physical Science	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
Geometry	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
Algebra 1	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
World Languages	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
Fine Arts	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
College Ready Math	Thursday	1st, 4th	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
ELA and Reading 9-10	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	9, 10
Guidance	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
ELA & Reading 11/12	Thursday	1st, 3rd	8/7/2019 - 6/3/2020	11:45 AM - 2:45 PM	11, 12

Response to Intervention (MTSS/RtI) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--South-Broward-High-School20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09112019_Broward-SAM--South-Broward-High-School20.pdf)	Monique Pernell	9/11/2019
MTSS-RtI-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09202019_MTSS-RtI-Action-Plan-2019-20.pdf)	DUANE CONSRUCK	9/20/2019

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday Wednesday Thursday Friday	2nd, 3rd	5/4/2020 - 5/18/2020	8:00 AM - 9:30 AM
Monday Tuesday Wednesday Thursday Friday	2nd, 4th	4/6/2020 - 4/20/2020	8:00 AM - 9:30 AM

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday Tuesday Wednesday Thursday Friday	1st, 2nd, 3rd	3/2/2020 - 3/18/2020	8:00 AM - 9:30 AM
Thursday	1st	4/2/2020 - 4/2/2020	11:45 AM - 2:45 PM
Thursday	1st	3/5/2020 - 3/5/2020	11:45 AM - 2:45 PM
Thursday	1st	2/6/2020 - 2/6/2020	11:45 AM - 2:45 PM
Monday Tuesday Wednesday Thursday Friday	1st, 2nd, 3rd	2/3/2020 - 2/24/2020	8:00 AM - 9:30 AM
Thursday	3rd	1/16/2020 - 1/16/2020	11:45 AM - 2:45 PM
Monday Tuesday Wednesday Thursday Friday	3rd	1/13/2020 - 1/20/2020	8:00 AM - 9:30 AM
Thursday	1st	12/5/2019 - 12/5/2019	11:45 AM - 2:45 PM
Monday Tuesday Wednesday Thursday Friday	1st, 2nd	12/2/2019 - 12/16/2019	8:00 AM - 2:45 PM
Thursday	1st	11/7/2019 - 11/7/2019	11:45 AM - 2:45 PM
Monday Tuesday Wednesday Thursday Friday	1st, 2nd	11/4/2019 - 11/18/2019	8:00 AM - 9:30 AM
Monday Tuesday Wednesday Thursday Friday	1st, 2nd, 3rd	10/7/2019 - 10/21/2019	8:00 AM - 9:30 PM
Thursday	1st	10/3/2019 - 10/3/2019	11:45 AM - 2:45 PM
Thursday	2nd	9/12/2019 - 9/12/2019	11:45 AM - 2:45 PM
Monday Tuesday Wednesday Thursday Friday	1st, 2nd, 3rd	9/9/2019 - 9/26/2019	8:00 AM - 9:30 AM
Monday Tuesday Wednesday Thursday Friday	4th	8/19/2019 - 8/26/2019	8:00 AM - 9:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
0171-SEL-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09182019_0171-SEL-Action-Plan-2019-20.pdf)	DUANE CONSRUCK	9/18/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
School-Wide-Positive-Behavior-Plan-2019-20-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_05172019_School-Wide-Positive-Behavior-Plan-2019-20-.pdf)	Tyynne Hogan	5/17/2019
SOUTH-BROWARD.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_06182019_SOUTH-BROWARD.pdf)	Desiree Montalvo	6/18/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	2458	1004	40.85	667	27.14	473	19.24	314	12.77
2017 - 2018	2489	892	35.84	687	27.60	535	21.49	375	15.07
2018 - 2019	2387	863	36.15	698	29.24	527	22.08	299	12.53

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	09	591	285	48.22	169	28.60	98	16.58	39	6.60
2018 - 2019	10	614	247	40.23	179	29.15	124	20.20	64	10.42
2018 - 2019	11	627	209	33.33	184	29.35	154	24.56	80	12.76
2018 - 2019	12	555	122	21.98	166	29.91	151	27.21	116	20.90

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 36.2% 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 34.6% 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 12.5% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_10152019_Attendance-Plan-2019-20.pdf)	DUANE CONSRUCK	10/15/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Annual-School-Counseling-Plan--2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09202019_Annual-School-Counseling-Plan--2019-20.pdf)	DUANE CONSRUCK	9/20/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09272019_Equity-Diversity-Action-Plan-2019-20.pdf)	DUANE CONSRUCK	9/27/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
South-Broward-HS-BPIE_2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09172019_South-Broward-HS-BPIE_2018.pdf)	DUANE CONSRUCK	9/17/2019
BPIE-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09242019_BPIE-Plan-2019-20.pdf)	DUANE CONSRUCK	9/24/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda-October-28-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0171_10292019_SAC-Agenda-October-28-2019.pdf)	October	Monitored	10/29/2019
SAC-Meeting-dates-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0171_10032019_SAC-Meeting-dates-2019-2020.pdf)	September	Monitored	10/3/2019
SAC-Minutes-August-26-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0171_09292019_SAC-Minutes-August-26-2019.pdf)	September	Monitored	9/29/2019
SAC-Attendance-Member-September-23-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0171_09292019_SAC-Attendance-Member-September-23-2019.pdf)	September	Monitored	9/29/2019
SAC-Attendance-Guest-September-23-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0171_09292019_SAC-Attendance-Guest-September-23-2019.pdf)	September	Monitored	9/29/2019
SAC-BY-LAWS-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0171_09292019_SAC-BY-LAWS-2019-20.pdf)	September	SAC ByLaws	9/29/2019
SAC-Agenda-9-23-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0171_09202019_SAC-Agenda-9-23-19.pdf)	September	Monitored	9/20/2019
Calendar-RTI-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0171_09182019_Calendar-RTI-2019-20.pdf)	August	Monitored	9/18/2019
PLC-List-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0171_09152019_PLC-List-2019-20.pdf)	August	Monitored	9/15/2019
SAC-Composition-Report-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0171_09142019_SAC-Composition-Report-2019-2020.pdf)	August	Monitored	9/14/2019
SAC-Attendance-Member-August-26-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0171_09082019_SAC-Attendance-Member-August-26-2019.pdf)	August	Monitored	9/8/2019
SAC-Attendance-Guest-August-26-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0171_09082019_SAC-Attendance-Guest-August-26-2019.pdf)	August	Monitored	9/8/2019
SAC-Agenda-8-26-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0171_09082019_SAC-Agenda-8-26-19.pdf)	August	Monitored	9/8/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
Staff-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09152019_Staff-Survey-2019.pdf)	DUANE CONSRUCK	9/15/2019
Parent-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09152019_Parent-Survey-2019.pdf)	DUANE CONSRUCK	9/15/2019
Student-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09152019_Student-Survey-2019.pdf)	DUANE CONSRUCK	9/15/2019
Parent-Bilingual-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09152019_Parent-Bilingual-Survey-2019.pdf)	DUANE CONSRUCK	9/15/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Catchthem-Being-Great.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09172019_Catchthem-Being-Great.docx)	DUANE CONSRUCK	9/17/2019
Cultural-Awareness-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09182019_Cultural-Awareness-.docx)	DUANE CONSRUCK	9/18/2019
Customer-Service-.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09182019_Customer-Service-.docx)	DUANE CONSRUCK	9/18/2019
Programs-and-Services-Checklist.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09182019_Programs-and-Services-Checklist.docx)	DUANE CONSRUCK	9/18/2019
Face-Plan-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09182019_Face-Plan-2019-20.docx)	DUANE CONSRUCK	9/18/2019
20190923_103252.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09232019_20190923_103252.jpg)	Darryl Baker	9/23/2019
20190923_103241.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0171_09232019_20190923_103241.jpg)	Darryl Baker	9/23/2019

☆ School Info



School Name	South Plantation HS (2351)	School Grade (2018 - 2019)	C
Title 1 School	<input type="checkbox"/> No	Differentiated Accountability (DA)	<input type="checkbox"/> No
School of Excellence	<input type="checkbox"/> No	ESSA School	<input type="checkbox"/> Yes
Executive Summary	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2351_09202019_Executive-Summary-2019-20.doc)		

☆ 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
09	676	123	142	131	242	---	269	0	41	618
10	581	145	73	125	207	---	238	0	15	524
11	578	162	51	131	151	---	173	0	13	195
12	491	176	39	37	18	---	65	21	14	23

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
09	639	116	86	90	177	---	118	0	11	595
10	633	144	108	110	175	---	158	0	26	556
11	506	116	54	81	0	---	57	0	10	N/A
12	533	194	39	58	0	---	67	42	13	N/A

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

Initially at the beginning of the school year, teachers review their rosters via BASIS and identify students considered at-risk. Teachers are the initial step in the monitoring of student academic progress. Any decline in performance will be addressed by parent contact, collaboration with teachers, consultation with Guidance, and data chats with Administration. Initial interventions are scheduling of students, classroom seating assignment, peer tutor (MTL, NHS), after school tutoring, remediation assignments, and extended Media Center hours (before and after school). If the strategies mentioned above are found to be ineffective, more intensive interventions may include an adult mentor, weekly/daily progress report, small-group pullouts, credit recovery options, Social Worker Referrals, and Family Counselor Referrals.

Administration will provide time within a teacher's schedule for MTSS/RTI professional development. Success will be monitored and measured as evidenced by TIER 1 documentation in BASIS. Student performance will improve as a result of identifying and documenting TIER 1 supports. With constant feedback and collaboration from leadership team, student performance should improve.

Leadership Team/District personnel (MTSS/RTI) will provide professional development during professional study days and early release days within the content areas on MTSS/RTI. Success will be monitored and measured through collaboration and data chats that are conducted by leadership team, administration and Literacy Coach/RTI Contact with teachers. Surveys will be given before and after trainings to measure teachers understanding of the MTSS/RTI process. Professional learning and coaching for staff on MTSS/RTI will assist teachers with data-based problem solving relative to their job roles and responsibilities as this will drive instruction in the classroom, across the content areas, grade levels and all tiers.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2351&district=06>)

K-12 Comprehensive Reading Plan

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

The literacy team which consists of the department administrator, literacy coach, department chairs, and ESE specialist are responsible for ensuring classroom instruction is aligned to grade-level standards. They accomplish this by collecting CFA data, diagnostic tests, and performance task assessments.

Type the text here

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

Student data is collected via: FAIR which is administered three times a year, PSAT, CFAs which are administered quarterly, data chats which are administered quarterly, performance assessments, and FSA data through BASIS to monitor student progress to identify specified subgroups that are progressing toward proficiency. The literacy coach, department heads, administrators, and teachers are responsible for collecting and reviewing this data to develop the appropriate interventions and supports

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?

If students are not making progress towards individual and grade level goals, they are provided extra support through reading pull-outs and push-ins, after school tutoring, intensive language arts classes, and small group instruction. Teachers review their assessment data and adjust their instruction based on the needs of their students. The identified students will progress through the Identification/Intervention Reading Decision Chart while receiving these supports to aid in student progress toward grade-level proficiency.

Type the text here

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 the school include differentiated instruction, technology integration, supplemental small group instruction/support, and scaffolding strategies. Grade reports are pulled and reviewed to ensure that tier interventions are being implemented and effective. Tier 2 adjustments may include adjustments to increase time on task or decrease student/teacher ratio. The focus in Tier 3 will be individualized interventions, including exposure to remedial methods and practices. These practices and resources are available throughout the school year and students will be assessed quarterly by the literacy team. The students also receive additional support from their support facilitators.

?

Type the text here

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

The school had provided teachers with professional development and resources to plan and deliver lessons aligned with rigorous curriculum to measure the impact of instruction on student learning and have adjusted instruction based on data as needed. Teachers received professional development on best practices and support for the ESE students. Teachers also receive professional development on understanding the FSA reports, multiple learning strategies, instruction which explained the various levels requirements and reporting categories. By these trainings, teachers have altered their teaching styles and practices to accommodate all learners. Teachers have receive professional development on learning stations to rotate students through various learning activities. This teaching strategy allows educators to fit in more content in the class block and allows teachers to meet the needs of the different learners in the classroom.

Type the text here

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

To aid in proficiency, South Plantation has implemented Latinos in Action tutoring, mentoring, ESOL classes that address ELL deficiencies, ESL Reading Smart, and technological and written programs that address and correct deficiencies and lead to proficiency.

Type the text here

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
PE/JROTC 9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	9, 10, 11, 12
Pathways 9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	9, 10, 11, 12
Math 11-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	11, 12
Magnet 9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	9, 10, 11, 12
Govt/Econ/Pysc. 12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	12
Geometry 9-10	Tuesday	1st, 2nd, 3rd	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	9, 10
ESE 9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	9, 10, 11, 12
ELA 11-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	11, 12
ELA 9-10	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/28/2020	7:35 AM - 8:02 AM	9, 10
DHH/SVE Self Contained 9-12	Tuesday	1st, 2nd, 3rd	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	9, 10, 11, 12
CTE/Business 9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	9, 10, 11, 12
Chemistry 9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	9, 10, 11, 12
Biology 9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	9, 10, 11, 12
Algebra 9-10	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	9, 10
World History 9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/28/2020	7:35 AM - 8:00 AM	9, 10, 11, 12
US History 9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 4/25/2020	7:35 AM - 8:00 AM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--South-Plantation-High-1819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_10022019_Broward-SAM--South-Plantation-High-1819.pdf)	Monique Pernell	10/2/2019
South-Plantation-Action-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_10042019_South-Plantation-Action-Plan.docx)	Monique Pernell	10/4/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/22/2019 - 5/30/2020	8:30 PM - 11:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_09092019_SEL-Action-Plan-19-20.pdf)	Ron Reed	9/9/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2351_05082019_SPHS-2019-20-SPBP-PLAN.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_05162019_2351_05082019_SPHS-2019-20-SPBP-PLAN.doc)	Tyney Hogan	5/16/2019
South-Plantation-High-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_05312019_South-Plantation-High-Feedback-Form-2019-20.pdf)	Wanda Burns-Wright	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	2436	1443	59.24	559	22.95	308	12.64	126	5.17
2017 - 2018	2461	1095	44.49	685	27.83	441	17.92	240	9.75
2018 - 2019	2308	1011	43.80	686	29.72	445	19.28	166	7.19

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	09	639	357	55.87	157	24.57	97	15.18	28	4.38
2018 - 2019	10	632	286	45.25	190	30.06	111	17.56	45	7.12
2018 - 2019	11	506	222	43.87	156	30.83	92	18.18	36	7.11
2018 - 2019	12	531	146	27.50	183	34.46	145	27.31	57	10.73

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 43.8% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 26.5% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 7.2% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
South-Plantation-Attendance-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_11062019_South-Plantation-Attendance-Plan-19-20.pdf)	Ron Reed	11/6/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
19-20-Annual-School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_09172019_19-20-Annual-School-Counseling-Plan.pdf)	Ron Reed	9/17/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_09102019_Equity-Diversity-Action-Plan.docx)	Ron Reed	9/10/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
South-Plantation-HSBPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_09202019_South-Plantation-HSBPIE.pdf)	Ron Reed	9/20/2019
BPIE-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_09202019_BPIE-Plan.docx)	Ron Reed	9/20/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2351_10152019_SAC-ByLaws-19_20.pdf)	October	SAC ByLaws	10/15/2019
September2019SACmeetingSignInSheets.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2351_10032019_September2019SACmeetingSignInSheets.pdf)	September	Developed	10/3/2019
SouthPlantationHS_Agenda_091019.doc (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2351_10022019_SouthPlantationHS_Agenda_091019.doc)	September	Developed	10/2/2019
SouthPlantationHS_SACmeetingminutes_091019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2351_10022019_SouthPlantationHS_SACmeetingminutes_091019.docx)	September	Developed	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
SurveyReport-#1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_10032019_SurveyReport-#1.pdf)	Ron Reed	10/3/2019
SurveyReport-021119-#2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_10032019_SurveyReport-021119-#2.pdf)	Ron Reed	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Service.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_10032019_Customer-Service.docx)	Ron Reed	10/3/2019
Face-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_10032019_Face-Plan.docx)	Ron Reed	10/3/2019
Cultural-Awareness.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2351_10032019_Cultural-Awareness.docx)	Ron Reed	10/3/2019

☆ School Info



School Name	Stoneman Douglas, M. HS (3011)	School Grade (2018 - 2019)	A
Title 1 School	No	Differentiated Accountability (DA)	[
School of Excellence	Yes	ESSA School	[
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3011_09122019_Executive-Summary-2019-9.9.19-)		

☆ 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
09	891	104	11	68	0	---	23	0	5	1
10	834	138	40	103	0	---	59	0	7	3
11	884	158	26	149	1	---	74	1	4	3
12	811	258	36	91	1	---	66	6	5	1

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
09	863	91	31	54	75	---	43	0	3	817
10	850	115	74	97	81	---	80	0	3	787
11	816	188	47	113	1	---	71	0	6	1
12	853	288	59	63	0	---	72	27	6	N/A

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

- Tier 1: Parent contact for support, student conference, preferential seat, repeated directions, peer tutor, parent conference, afterschool tutoring, agendas
- Tier 2: PASL (Personalization for Academic & Social Emotional Learning) offered through study halls, paired with a teacher mentor, peer mentoring, Math Genius Lab, honor society tutoring programs
- Tier 3: Weekly RtI Meetings, alternative placement

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3011&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
For the 2019-2020 school year, our ESE population subgroup will increase learning gains from 45% to 47% based off of the FSA reading and EOC Algebra I and Geometry state exams.	Our strategies include: ELO camps, FSA camps, EOC camps, Vocabulary.com, Newsela, math learning lab, Learning Strategies, Genius Bar, Achieve 3000, USATestprep, Push in and pull out groups	Jay Millmed	6/1/2020	District reading training	\$10,000.00	Weekly USATestprep, Newsela, Vocabulary.com, and formative assessments. Attendance in sessions	Our ESE population will increase their learning gains on the 2020 Spring FSA and Algebra I and Geometry EOC exams.
For the 2019-20 school year, our FSA pass rate will increase from 74% to 76%. In the area of college and career readiness, we will improve our reading pass rate, as measured by the EBRW SAT, from 78% to 80%.	Our strategies include: Saturday ACT, SAT and ELO Camps; Khan academy, USA Test Prep, Achieve 3000 and PLC's.	Daniel Most	5/1/2020	Achieve 3000, Cross curricular literacy skills, Innovators corner	\$12,000 from SAC accountability funds	Weekly SAT exercises, Khan Academy, USATestprep and formative assessments	Spring 2020 FSA results, SAT Results from SAT school day 3/4/20

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 assistant principal over the ELA and Reading departments is primarily responsible for the alignment of instruction along with assistance from the Literacy Coach and the ELA co-department chairs. Instructional focus calendars based around the standards are created by the grade level teams and are reviewed by the assistant principal and literacy coach prior to the start of the year. Standards based common formative assessments are collected and analyzed on an ongoing basis as evidence that instruction is aligned to grade level standards.

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

Professional Learning Communities work collaboratively to design standards-based common formative assessments based on 6-8 week CARE cycles. The data is reviewed at PLC meetings and instruction, remediation and enrichment are determined and designed by classroom teachers and administrators in an effort to increase performance based on content standards. 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) and Students With Disabilities (SWD) participate in the same progress monitoring 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?

Working in professional learning communities, teachers collaborate to ensure they are working on the common instructional focus calendar and curriculum that is aligned to the grade-level Florida Standards. Common formative assessment data is used to ensure that classroom instruction is aligned to grade-level standards and that students are being provided with appropriate interventions. When scheduling students, the district's Identification/Intervention Decision Tree chart is used to determine specific reading instructional needs and interventions for students to make sure they are placed appropriately.

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

Teachers use a variety of mediums to deliver instruction including state-adopted materials as well as district adopted online applications and support programs to enhance and enrich the learning for different styles of learning. Through the Broward Single Sign-on, students have access to online texts, and online applications to support learning in all subjects. The literacy coach and district support staff from the literacy department also assist with pull-out programs to target struggling students and ESE support facilitators push-in to classes to support SWDs. In addition, identified students are assigned to a Learning Strategies class with their designated support facilitator to provide targeted supplemental and/or intensive interventions based upon student need.

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

Teachers have received professional development in differentiating instruction for all learners as well as in various forms of educational technology (CANVAS, Pinnacle, Achieve 3000, NewsELA, Nearpod) to insure that instruction is accessible to the full range of learners.

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

First it starts with proper identification of the LY students who need shelter classes with me. Then we spend the 1st week assessing them to see which DLA class they have. The lower A1 and A2 will be scheduled into a double block Developmental LA class that will built their second language with grammar and vocabulary components through the 4 language skills: listening, speaking, reading, and writing. The intermediate students B1 will also have a DLA Reading class but only one period in lieu of the regular reading class. This will continue to build on their language proficiency. The program has proved successful since ESOL students cannot develop reading strategies for testing if they don't have enough language base with which to apply those strategies. Those two classes plus the English through ESOL classes 9 through 12 combine together and the students are able to use the language from DLA into the common LA curriculum.

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
Career Tech	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	9, 10, 11, 12
CTACE	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	9, 10, 11, 12
World Languages Level 3-4 and AP	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	10, 11, 12
World Languages Level 1-2	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	9, 10
PE	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	9, 10, 11, 12
ESE	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	9, 10, 11, 12
Geography	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	9
US History	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	11
World History	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	10
AP Social Sciences	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	10, 11
Government/Economics	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	12
SS electives	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	11, 12
Environmental Science	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	9, 10, 11, 12
Physics	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	10, 11, 12
Marine Science	Thursday	1st	9/12/2019 - 4/9/2020	12:40 PM - 2:40 PM	11, 12
Chemistry	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	9, 10, 11, 12
Biology	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	9, 10
Math College Readiness	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	11, 12
Geometry	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	9, 10, 11
Algebra I	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	9, 10
Fine Arts and Media	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	9, 10, 11, 12
12 ELA	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	12
11th ELA	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	11
9th ELA	Thursday	1st	9/12/2019 - 4/9/2020	12:30 PM - 2:40 PM	9
10th ELA	Thursday	1st	9/12/2019 - 4/9/2019	12:30 PM - 2:40 PM	9

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Majory-Stoneman-Douglas-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09102019_Broward-SAM--Majory-Stoneman-Douglas-School.pdf)	Miriam Gayle	9/10/2019
MTSS-RTI-plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_10012019_MTSS-RTI-plan.pdf)	Holly Van Tassel	10/1/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/20/2019 - 5/25/2020	8:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
MSD-SEL-Plan-19.20-(2).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_10012019_MSD-SEL-Plan-19.20-(2).docx)	Holly Van Tassel	10/1/2019
MSD-SEL-Plan-19.20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_10142019_MSD-SEL-Plan-19.20.pdf)	Holly Van Tassel	10/14/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
behavior-plan-Filled-In-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_04242019_behavior-plan-Filled-In-2019-20.docx)	Holly Van Tassel	4/24/2019
Stoneman-Douglass-High-Feedbaack-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_05312019_Stoneman-Douglass-High-Feedbaack-Form-2019-20.pdf)	Wanda Burns-Wright	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	3345	1812	54.17	1024	30.61	399	11.93	110	3.29
2017 - 2018	3446	1639	47.56	1125	32.65	560	16.25	122	3.54
2018 - 2019	3371	1607	47.67	1044	30.97	580	17.21	140	4.15

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	09	861	535	62.14	228	26.48	76	8.83	22	2.56
2018 - 2019	10	847	480	56.67	240	28.34	101	11.92	26	3.07
2018 - 2019	11	809	367	45.36	253	31.27	152	18.79	37	4.57
2018 - 2019	12	854	225	26.35	323	37.82	251	29.39	55	6.44

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 47.7% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 21.4% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 4.2% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-MSD-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_10142019_Attendance-Plan-MSD-19-20.pdf)	Holly Van Tassel	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Annual-School-Counseling-Plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09242019_Annual-School-Counseling-Plan-1920.pdf)	Holly Van Tassel	9/24/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-20192020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09192019_Equity-School-Action-Plan-20192020.pdf)	Holly Van Tassel	9/19/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09042019_BPIE-2018.pdf)	Holly Van Tassel	9/4/2019
BPIE-Plan-Template-(1920-completed).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09112019_BPIE-Plan-Template-(1920-completed).docx)	Holly Van Tassel	9/11/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Composition-Report-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3011_10192019_SAC-Composition-Report-19-20.pdf)	October	SAC ByLaws	10/19/2019
SAC-ByLaws-9-11.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3011_10172019_SAC-ByLaws-9-11.pdf)	October	SAC ByLaws	10/17/2019
Sept-SAC-and-SAF-meeting-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3011_10172019_Sept-SAC-and-SAF-meeting-2019.pdf)	September	Developed	10/17/2019
MaySACscan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3011_09132019_MaySACscan-2019.pdf)	May	Monitored	9/13/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
staffSurveysReport1829.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09122019_staffSurveysReport1829.pdf)	Holly Van Tassel	9/12/2019
SurveysReport1819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09122019_SurveysReport1819.pdf)	Holly Van Tassel	9/12/2019
studentsSurveysReport1819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09122019_studentsSurveysReport1819.pdf)	Holly Van Tassel	9/12/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Competencies-Evidence.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09092019_Competencies-Evidence.pdf)	Holly Van Tassel	9/9/2019
Face-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09092019_Face-Plan-19-20.pdf)	Holly Van Tassel	9/9/2019
Catch-them-Being-program-Evidence.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09092019_Catch-them-Being-program-Evidence.pdf)	Holly Van Tassel	9/9/2019
SchoolPPT.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09092019_SchoolPPT.pdf)	Holly Van Tassel	9/9/2019
Multicultural-Evidence.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09092019_Multicultural-Evidence.pdf)	Holly Van Tassel	9/9/2019
Family-Support-Evidence.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09092019_Family-Support-Evidence.pdf)	Holly Van Tassel	9/9/2019
multicultural-pic.png (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_09112019_multicultural-pic.png)	Elisa Williamson	9/11/2019
Customer-Service-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_10082019_Customer-Service-(1).pdf)	Jeffrey Wasserman	10/8/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3011_10082019_Cultural-Awareness.pdf)	Jeffrey Wasserman	10/8/2019

☆ School Info



School Name	Taravella, J.P. HS (2751)	School Grade (2018 - 2019)	
Title 1 School	---	Differentiated Accountability (DA)	No
School of Excellence	---	ESSA School	Yes
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2751_10032019_School_Executive_Summary_JPT)		

☆ 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
09	826	203	135	202	242	---	276	0	23	747
10	857	181	107	165	314	---	387	0	13	755
11	827	235	73	234	199	---	257	0	19	331
12	739	230	38	101	96	---	130	57	29	131

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
09	742	114	147	179	150	---	171	0	21	663
10	825	187	142	150	155	---	171	0	18	734
11	819	185	100	200	0	---	118	0	12	N/A
12	786	192	81	75	0	---	99	78	21	N/A

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

Students identified through the early warning system are reviewed on a weekly basis to determine individual and specific needs by the RTI team. School Counselors, who are also a part of the RTI Team, communicate with the students' respective teachers to ensure RTI Interventions are understood and entered into Basis. School Counselors and other support staff meet with these students regularly to monitor progress and provide assistance as may be needed at that time. The school also provides after school tutoring four days a week, along with the option of a free meal through the supper program that works to overcome some of the potential barriers students may have from participating. Grade level assemblies are also hosted for student through their Study Hall period to provide information for students to become more connected with the school by introducing key support staff members and available clubs and sports. Students identified through the early warning system are reviewed on a weekly basis to determine individual and specific needs by the RTI team. School Counselors, who are also a part of the RTI Team, communicate with the students' respective teachers to ensure RTI Interventions are understood and entered into Basis. School Counselors and other support staff meet with these students regularly to monitor progress and provide assistance as may be needed at that time. The school also provides after school tutoring four days a week, along with the option of a free meal through the supper program that works to overcome some of the potential barriers students may have from participating. Grade level assemblies are also hosted for student through their Study Hall period to provide information for students to become more connected with the school by introducing key support staff members and available clubs and sports.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2751&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 teachers, ELA department chairs, and ELA administrator are responsible to ensure that classroom instruction is aligned to grade-level standards. Lesson plans are reviewed quarterly and collected at the end of each semester to demonstrate alignment.

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

FAIR testing is administered 3 times a year to progress monitor all level 1 and level 2 students. Data reports are reviewed and instruction adjusted accordingly.

In addition, Achieve3000 is also being used for progress monitoring data. Reports can be pulled monthly to closely track the Lexile growth of all level 1 and level 2 students, as well as the growth of individual Lexile levels.

Teachers, Literacy Coach, and ELA administrator review data monthly and discuss any necessary changes to curriculum based on results. Furthermore, data is reviewed and discussed at both PLC and grade level meetings and curriculum adjustments are made as needed.

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

After individual teacher and student data chats, teachers adjust curriculum as needed to meet the needs of those not progressing toward goals. Individual quarterly data chats and lesson plan reviews between ELA teachers, literacy coach, and ELA administrator ensure that data is being used to appropriately provide interventions as needed. Teachers hold individual student data chats for struggling students as necessary.

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?

Achieve3000 is being used by all 9th and 10th grade level 1 and level 2 students during their intensive reading class. The program adjusts the level of each individual student based on their progress during the use of the program during school hours. As students become more proficient in their skills, the program increases the level of difficulty to effectively challenge each student at their own level. ELA teachers are regularly monitoring the progress of their students in the program and providing appropriate feedback.

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

Professional learning has included Achieve3000 implementation and data analysis, Seasons of Learning, ELA District Support Facilitator, Student Engagement PD (in house), Academic Writing PD (in house), FSA Scoring Overview PD (in house), Novel Integration (in house), and PLC sharing of best practices (Socratic Seminars, Accountable Talk, Escape Rooms, Lit Circles)

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

ESOL strategies, as evidenced in teacher lesson plans, are implemented regularly in classrooms where ELL students are present. All ELL students have language appropriate dictionaries checked out to them that they carry with them to use in all of their classes and for homework. Level 1 and 2 ELL students are placed in Developmental Language Arts classes, and English through ESOL classes are offered for limited English proficient students in grades 9 and 10. Ellevation is also utilized by teachers who house ELL students in their classes to assist with teaching ideas and strategies to assist in the acquisition of the language.

Resources

- 2019 BROWARD DT1 Elementary Chart (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans_templates/2020/2019-BROWARD-DT1-Elementary-Chart.pdf)
- 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
2751- Reading 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- ELA 12th	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	12
2751- ELA 11th	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	11
2751- ELA 10th	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	10
2751- ELA 9th	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9
2751- Vertical Team Math 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- Geometry 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- Algebra 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- ESE 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- Guidance 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- World Languages 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- Physical Education 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- Fine Arts 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- Natural Science 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- Biology 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- CTE 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- Life Science 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- Social Science 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- US History 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12
2751- World History 9-12	Thursday	1st	8/7/2019 - 5/15/2020	1:00 PM - 2:00 PM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--J.-P.-Taravella-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_09102019_Broward-SAM--J.-P.-Taravella-High-School.pdf)	Miriam Gayle	9/10/2019
Taravella-MTSS-Rtl-Action-Plan-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_10022019_Taravella-MTSS-Rtl-Action-Plan-19-20.docx)	Miriam Gayle	10/2/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
2751_SEL-Action-Plan-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_09112019_2751_SEL-Action-Plan-2019.docx)	Daniel Calleja	9/11/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
TARAVELLAbehavior-plan-template-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_05212019_TARAVELLAbehavior-plan-template-2019-20.docx)	Desiree Montalvo	5/21/2019
Taravella-J.P.-High-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_05302019_Taravella-J.P.-High-Feedback-Form-2019-20.pdf)	Rowena Thomas	5/30/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	3381	1463	43.27	1086	32.12	634	18.75	198	5.86
2017 - 2018	3350	1480	44.18	974	29.07	656	19.58	240	7.16
2018 - 2019	3164	1499	47.38	940	29.71	559	17.67	166	5.25

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	09	740	426	57.57	195	26.35	88	11.89	31	4.19
2018 - 2019	10	820	402	49.02	218	26.59	150	18.29	50	6.10
2018 - 2019	11	818	373	45.60	247	30.20	156	19.07	42	5.13
2018 - 2019	12	786	298	37.91	280	35.62	165	20.99	43	5.47

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 47.4% of all students in this category, which was below the District average (55.7%). Our goal is to increase regular attenders by at least 2% by the end of the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 22.9% 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 5.2% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
2751_AttendancePlan_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_10162019_2751_AttendancePlan_19_20.pdf)	Daniel Calleja	10/16/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Scanned_from_a_Lexmark_Multifunction_Product06-10-2019-135936.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_06102019_Scanned_from_a_Lexmark_Multifunction_Product06-10-2019-135936.pdf)	Anita Natale	6/10/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_10032019_Equity-Diversity-2019-2020.docx)	Christopher Crossman	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
2751_BPIE_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_09142019_2751_BPIE_2019.pdf)	Daniel Calleja	9/14/2019
2751_BPIE-Plan-Template.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_09142019_2751_BPIE-Plan-Template.docx)	Daniel Calleja	9/14/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2751_Attendance_10-28.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2751_11072019_2751_Attendance_10-28.pdf)	October	Monitored	11/7/2019
2751_Attendance_9-23.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2751_11072019_2751_Attendance_9-23.pdf)	September	Developed	11/7/2019
2751_Attendance_8-26.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2751_11072019_2751_Attendance_8-26.pdf)	August	SAC ByLaws	11/7/2019
Sept-23.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2751_11062019_Sept-23.pdf)	September	Developed	11/6/2019
Oct-28.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2751_11062019_Oct-28.pdf)	October	Monitored	11/6/2019
2751_SAC_Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2751_10182019_2751_SAC_Bylaws.pdf)	September	SAC ByLaws	10/18/2019
2751_Meeting_Schedule_2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2751_10032019_2751_Meeting_Schedule_2019_2020.pdf)	August	SAC ByLaws	10/3/2019
2751_SAC_Composition_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2751_10032019_2751_SAC_Composition_2019.pdf)	September	SAC ByLaws	10/3/2019
2751_Aug_Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2751_10032019_2751_Aug_Agenda.pdf)	August	SAC ByLaws	10/3/2019
2751_Sept_Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2751_10032019_2751_Sept_Agenda.pdf)	September	SAC ByLaws	10/3/2019
2751_Aug_Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2751_10032019_2751_Aug_Minutes.pdf)	August	SAC ByLaws	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
2751_Staff-Surveys_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_11072019_2751_Staff-Surveys_19.pdf)	Daniel Calleja	11/7/2019
2751_Student-Surveys_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_11072019_2751_Student-Surveys_19.pdf)	Daniel Calleja	11/7/2019
2751_Parent-Surveys_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_11072019_2751_Parent-Surveys_19.pdf)	Daniel Calleja	11/7/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
2751_Face-Plan-19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_10032019_2751_Face-Plan-19-20.docx)	Christopher Crossman	10/3/2019
2751-Catchthem-Being-Great.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_10032019_2751-Catchthem-Being-Great.docx)	Christopher Crossman	10/3/2019
2751_Cultural-Awareness.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_10032019_2751_Cultural-Awareness.docx)	Christopher Crossman	10/3/2019

File Name	File Uploaded By	Upload Date
2751_Customer-Service.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_10032019_2751_Customer-Service.docx)	Christopher Crossman	10/3/2019
2751_Programs-and-Services-Checklist.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_11072019_2751_Programs-and-Services-Checklist.docx)	Daniel Calleja	11/7/2019
2751_Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_11072019_2751_Catchthem-Being-Great.pdf)	Daniel Calleja	11/7/2019
2751_Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_11072019_2751_Cultural-Awareness.pdf)	Daniel Calleja	11/7/2019
2751_Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_11072019_2751_Customer-Service.pdf)	Daniel Calleja	11/7/2019
2751_Face-Plan-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_11072019_2751_Face-Plan-19_20.pdf)	Daniel Calleja	11/7/2019
2751_Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2751_11072019_2751_Programs-and-Services-Checklist.pdf)	Daniel Calleja	11/7/2019