

☆ School Info	
School Name	Anderson, Boyd HS (1741)
Title 1 School	No
School of Excellence	---
Executive Summary	 Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1741_10012019_EXECUTIVE-SUMMARY-Revised)

☆ 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	599	80	149	225	281	---	165	0	43	477
10	513	72	107	85	294	---	117	0	25	441
11	432	64	54	53	206	---	99	0	28	276
12	406	47	54	24	103	---	61	19	19	128
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	537	58	158	92	235	---	163	0	36	455
10	498	46	107	61	220	---	117	0	31	425
11	405	36	74	62	0	---	35	0	19	N/A
12	377	36	58	30	0	---	39	60	21	N/A

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

1. Curriculum leaders and select teachers in math and reading will visit other schools who have successfully implemented teacher stations.
2. Teachers will receive professional development on teacher stations.
3. Administrators will choose one classroom in the math department and one in the English department to use as a model for all teachers.
4. Administrators and curriculum leaders will help scaffold the transition into teacher station model by steps. Step 1: transform room; Step 2: use data to group students into different stations; Step 3: analyze standard and create lessons; Step 4: chunk the standard and create a lesson for each station

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1741&district=06>)

K-12 Comprehensive Reading Plan

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

Our school's mission and vision are both operated using intellectual, structural, and relationship capital. This means that all departments use strategies that encourages forward movement by building relationships in each of the aforementioned capacities. Therefore, administration is ultimately responsible for training curriculum leaders (CL) on classroom instruction and then the CLs trickle the instruction down to their respective teachers. During professional learning communities (PLC), teachers and department chairs collaborate to develop an instructional focus calendar (IFC) that structures learning objectives with grade-level standards. IFCs are created by the teachers according to the standard and reviewed by the administrators. During regular classroom visits, administrators check for IFC alignment. Building the IFC collaboratively enhances teamwork within each department which in essence helps teachers build rapport with one another and enhances the relationship capital between the three tiers of leadership being administration, curriculum leaders, and teachers. Evidence developed and collected are department IFCs, quizzes, tests, and assignments. Additional evidence of standards alignment is the curriculum. Our school employs vertical alignment of the curriculum, moving students from one grade level to the next, such as with the English Language Arts (ELA) standards. Our school also employs horizontal alignment of the curriculum because the ELA standards are applied across each grade level, therefore, all students are learning the same content across the same grade level based around the ELA standards. Mathematics is another content area which exemplifies standards aligned to the state standards. Student placement is structured utilizing a backward design model of planning. We begin with our goal, such as having students in the lower quartile at the least make academic learning gains. From establishing the academic goal we proceed to work "backwards" to ensure that these students are placed in the most appropriate Math course to meet their academic needs ensuring the alignment with state 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?

Administration is divided by department and is responsible for presenting departmental progress monitoring reports from iReady, Math nation, USA Test Prep, Achieve 3000 and FAIR. Each report shows data by teacher and their class periods which enables the staff to adjust the support given to students according to the findings.

The leadership team meets weekly to discuss the data and share ideas to improve instruction so that scores are on the rise. Teachers meet with curriculum leader for PLC and for SLC which is more specific to analyzing student work and collaborative planning. In essence, grade level administrators and curriculum leaders are responsible to for collecting data and progress monitoring.

The English Language Learner (ELL) students are an example of one type of subgroup at our school. This ELL subgroup data is monitored for not only English language proficiency but literacy as well. WIDA, named for the states in the original grant, Wisconsin (WI), Delaware (D), and Arkansas (A) have five English Language Proficiency (ELP) that can be used for progress monitoring. Although all five ELP standards are based on the communication skills of the ELL students, each of the five standards have a varied content area such as Language Arts, Mathematics as well as Science.

English Language Proficiency Standard 1: English language learners communicate for Social and Instructional purposes within the school setting. • English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. • English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics. • English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science. • English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary.

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 making progress individually or are 2 or more grade-levels below grade level goals are referred to Rtl where individualized interventions are put in place to help the student make growth. However, for those that just need more reinforcement, teachers are responsible for implementing interventions and collecting data throughout a period of time to ensure fidelity.

Using the Decision Tree for Reading Intervention, teachers then work with the literacy coach to create student profiles for each struggling student. Scores from various assessments are collected to identify areas of weakness. The team uses the optimal learning model the gradual release of responsibility, or the "I do, We do, You do" explicit modeling of instruction, guided practice, and independent work as well as multisensory instruction to ensure students make learning gains. The instruction is delivered in various ways to differentiate instruction to reach students with different learning styles, whether the student is an auditory, verbal, visual, or kinesthetic learner.

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?

Boyd H. Anderson has opted to implement research based instructional practices and classroom structures to serve the academic needs of students with disabilities (SWD). We offer various curricula taught by teachers certified in Special Education. The curricula address the needs of the general education students whose work is driven by the Florida State Standards. The curricula also address the needs of students with specialized varying exceptionalities whose work is driven by alternative standards. There are various staff members responsible for implementation of the IEP. We have an ESE Specialist. We have six certified ESE teachers and each teacher has two assigned paraprofessionals. We have two full-time Speech and Language Pathologists (SLP). We also have an audiologist, occupational therapist (OT) and physical therapist (PT) that service our students with special needs. Our school staff goes above and beyond to service the entire child by also implementing Best Buddies and peer counseling which are programs that enhances positive self-image and social and emotional learning. The frequency of services is contingent upon each student's IEP. Tier one services are push-in services whereby staff members enter the teacher's classroom and provide services to the ESE students within the teacher's classroom environment. Tier two services are pull-out, whereby staff members implement the ESE services outside of the teacher's classroom. Tier three services can be push-in and pull-out, however, the ESE services are rendered more frequently as compared to tiers one and two.

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 Universal Designs of Learning (UDL) is an instructional design to help give all students equal opportunities for learning. Teachers were trained on a classroom board configuration to include posting the educational lesson goals for students. Teachers have been trained in differentiating instruction for students. The lesson can be differentiated by content, process, product, and learning environment. The process, or activities used to engage students can be differentiated to meet the needs of all students. The product, or culminating project for knowledge application can be differentiated. Lastly, the learning environment, or classroom can be differentiated. At our school site we employ a variety of evidence-based instructional practices to differentiate using UDL. Most recently, all instructional staff were trained in employing the Lean Six Sigma. By definition, the Lean Six Sigma method of teaching, takes a team effort approach to improving teacher performance through less waste.

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

Upon initial registration all parents are given a registration packet. One key document in the registration packet is the home language survey. All students whose parents indicate on the home language survey that a language is spoken in the home other than English are assessed with the aural/oral language assessment instrument. At our school site there are two support staff members who have been district trained as oral language assessors. The assessor then uses charts to determine the IDEA Oral Language Proficiency Test Score Levels to determine whether the student is eligible for English or Language Learners (ELL) service. Should the student be deemed eligible for ELL services the IPT Score is used to next determine the student's language level classification. Students who are coded LY (for active ELL) with a language classification of either (A or B) will receive inclusion service. These students are placed into an English Language for ESOL course along with two support classes for development language. All remaining student who are coded LY (for active ELL) with a language classification of (C) will be placed in general education courses. All ELL students later in the year will be assessed under the ACCESS 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
ALL Department PLCs	Tuesday	1st, 2nd, 3rd, 4th, 5th	8/20/2019 - 5/26/2020	7:10 AM - 8:00 AM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Boyd-H.-Anderson-High-School-Broward-SAM.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_09102019_Boyd-H.-Anderson-High-School-Broward-SAM.pdf)	Miriam Gayle	9/10/2019
MTSS-SAM-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_10032019_MTSS-SAM-Report.pdf)	Jenny Thelwell	10/3/2019
MTSS-Rtl-Action-Plan-Template-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_10082019_MTSS-Rtl-Action-Plan-Template-(1).docx)	Jenny Thelwell	10/8/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	9/9/2019 - 5/18/2020	1:30 PM - 2:40 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_10142019_SEL-Plan-2019-2020.pdf)	Jenny Thelwell	10/14/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_05072019_SPBP-2019-2020.docx)	Jenny Thelwell	5/7/2019
Boyd-Anderson_HS-Feedback-Forms-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_05312019_Boyd-Anderson_HS-Feedback-Forms-2019-2020.pdf)	Shavonda Mitchum	5/31/2019
SPBP-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_10142019_SPBP-2019-2020.pdf)	Jenny Thelwell	10/14/2019

Attendance Plan

Total School AVG

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

School Year	Population	Regular Attenders (0%-4.9% Absent)	At Risk (5%-9.9% Absent)	Chronic (10%-19.9% Absent)	Severe Chronic (20% or more Absent)
2016 - 2017	2092	1048	535	324	185
2017 - 2018	2119	1406	390	178	145
2018 - 2019	1814	1330	304	119	61

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	09	536	401	74.81	78	14.55	35	6.53	22	4.10
2018 - 2019	10	497	374	75.25	75	15.09	33	6.64	15	3.02
2018 - 2019	11	405	302	74.57	63	15.56	31	7.65	9	2.22
2018 - 2019	12	376	253	67.29	88	23.40	20	5.32	15	3.99

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 73.3% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 9.9% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 3.4% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_10142019_Attendance-Plan-19-20.pdf)	Jenny Thelwell	10/14/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School-Counseling-Plan-1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_09252019_School-Counseling-Plan-1.pdf)	Jenny Thelwell	9/25/2019

Equity Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_10032019_Equity-School-Action-Plan-2019-2020.pdf)	Jenny Thelwell	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_08282019_BPIE_2018.pdf)	Jenny Thelwell	8/28/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1741_11012019_SAC-ByLaws.pdf)	November	SAC ByLaws	11/1/2019
SAF.Agenda.Minutes.SignInSheets.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1741_11012019_SAF.Agenda.Minutes.SignInSheets.pdf)	October	A+ Funds	11/1/2019
SAC.Agenda.Minutes.Minutes.SigninSheets.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1741_11012019_SAC.Agenda.Minutes.Minutes.SigninSheets.pdf)	October	A+ Funds	11/1/2019
SAC.Agenda.Minutes.SignInSheets.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1741_10082019_SAC.Agenda.Minutes.SignInSheets.pdf)	October	A+ Funds	10/8/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
AdvancedEd-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_09262019_AdvancedEd-Report.pdf)	Jenny Thelwell	9/26/2019
Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_10292019_Staff-Survey.pdf)	Jenny Thelwell	10/29/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Customer-Service-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_09252019_Customer-Service-(1).docx)	Jenny Thelwell	9/25/2019

File Name	File Uploaded By	Upload Date
Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_10142019_Programs-and-Services-Checklist.pdf)	Jenny Thelwell	10/14/2019
Face-Plan-Template.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_10142019_Face-Plan-Template.pdf)	Jenny Thelwell	10/14/2019
Customer-Service-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_10142019_Customer-Service-(1).pdf)	Jenny Thelwell	10/14/2019
Catchthem-Being-Great-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_10292019_Catchthem-Being-Great-(1).pdf)	Jenny Thelwell	10/29/2019
Cultural-Awareness-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1741_10292019_Cultural-Awareness-.pdf)	Jenny Thelwell	10/29/2019

☆ School Info



School Name	Blanche Ely HS (0361)	School Grade (2018 - 2019)
Title 1 School	No	Differentiated Accountability (DA)
School of Excellence	No	ESSA School
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0361_11072019_BEHS_School-Executive-Summar)	

☆ 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	578	143	72	149	263	---	170	0	19	507
10	610	187	51	172	277	---	197	0	26	555
11	468	159	19	100	200	---	150	1	16	262
12	458	179	20	46	48	---	72	27	36	60

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	144	96	209	237	---	218	0	25	532
10	529	138	67	127	186	---	145	0	9	475
11	534	139	41	113	0	---	80	0	15	N/A
12	454	153	42	72	0	---	80	41	18	N/A

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

In the area of ELA/Reading where extra support is needed, we will use the following strategies and resources: EOC/FSA/SAT/ACT Extended-Day Learning, Opportunities, ACT/SAT Practice using linked College Board-Khan Academy student accounts, Push-In/Push-Out model for SWD/ESE, Student-Parent-Counselor-Admin evaluative conferences, Credit and/or GPA Recovery via online, night school or OCLC, and Achieve 3000.

For support and remediation in Mathematics, we will use Algebra Nation and Khan Academy. For both Mathematics and ELA/Reading we will utilize USA Test Prep.

For the emotional, behavioral, social, and attendance needs, our school will employ PASL/SEL This will be done through personalization periods, peer counselors, and our school counseling office.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0361&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 administrator and the literacy coach work closely to ensure classroom instruction is aligned to grade level standards. Additionally, the ELA department uses an instructional focus map which helps teachers pace the year to ensure all the standards is covered throughout the school year. The map offers a sequence for delivering content and provides a clear scope for what must be taught to all students, based on the Language Arts Florida Standards (LAFS). Walkthroughs, formal observations, and PLC collaborative planning activities serve as evidence that classroom instruction is aligned to grade-level standards.

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

The literacy coach uses a variety of assessments (e.g. FSA ELA results, FAIR, PSAT, and BSA) along with common assessments to track student progress. The data from the various assessments are reviewed with the ELA (English and reading) teachers.

Florida Standards Assessment English Language Arts (FSA ELA)- Data from the previous year's FSA ELA is thoroughly analyzed by subgroups to determine students' progression toward reading proficiency. **Any student in grades 9 through 12 who scores below a level 3 on the FSA ELA must have a Progress Monitoring Plan (PMP) or some other required plan such as a 504 Plan or Individual Education Plan (IEP). The PMP is in place until the student exhibits proficiency on the FSA ELA assessment.**

Florida Assessments in Reading-Florida Standards (FAIR-FS) Assessment-Students who scored a Level 1 or 2 on the FSA ELA are administered the online FAIR-FS three times a year. FAIR-FS data is used to monitor and 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. Additionally, ACCESS 2.0 is administered annually to ELLs to monitor English Language proficiency. Based on the specific intervention needed, student progress may be monitored daily, weekly or at another frequency.

PSAT- The Reading Test measures a student's comprehension and reasoning skills and focuses on close reading of passages in a wide array of subject areas. The Writing and Language Test measures a range of skills, including command of evidence, expression of ideas, and the use of standard English conventions in grammar and punctuation.

Benchmark Standard Assessment (BSA)-The BSA serves as a diagnostic and progress monitoring tool for teachers to examine students' literacy strengths and needs in order to inform instruction and ensure students' growth as learners.

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

The FAIR-FS assessment is administered three times a year to monitor the level 1 and 2 students. Students who score below the 30th percentile are further tested using the DAR Word Recognition Assessment; the results are then used to determine the appropriate interventions (e.g. REWARDS, Wilson, pull-in/push-out instruction). Academic response to intervention (RtI) referrals are also automatically generated for these identified students. The ELA teachers, mainly the reading teachers, are responsible for updating the RtI referrals to document interventions that are being used and to further track student progress. This will be monitored by the RtI Committee.

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?

Based on student achievement data derived from FAIR, PSAT, and common assessments, ELA teachers use various resources including REWARDS, Wilson, Achieve 3000, USA TestPrep, Newsela, and Achievethecore.org, and Commonlit.org to provide targeted supplemental instruction to identified tier 2 and tier 3 students including SWDs.

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

During the 2018-2019 school year, ELA teachers participated in a six (6) session professional development on the Universal Designs for learning (UDL) and analyzing student work.

- Session 1: Exploring Innovative Teaching Cycle: Explore, Discuss, Launch
- Session 2: Exploring Lesson Design (Planning Conversation Guide “PCG”)
- Session 3: Teaching Strategies/Best Practices; Lesson Development
- Session 4: Analyzing Student Learning “ASL”
- Session 5: Reflection on Innovative Teaching Cycle and Next Steps

The goal of the sessions was to align UDL to a variety of teaching methods in order to remove any barriers to learning and give all students equal opportunities to succeed. Follow-up training for UDL will be revisited for the 2019-2020 school year.

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

Teachers of ELL students incorporate a number of instructional activities to increase the proficiency percentage of ELLs utilizing programs such as the Ellevation use NearPod computer-based activities for balanced direct instruction with experiential learning and for continual practice in speaking and listening. Within a context of subject-matter learning, Nearpod lessons build on background knowledge by incorporating reference images and familiar multimedia, explicit references to key vocabulary, and metacognition and reflection. Through gradual release of responsibility, students are empowered to reach for levels of independence with activities following an I do, we do, you do scaffolding of skill building.

ESL ReadingSmart is another program ELA teachers use with ELL students to support the WIDA Standards. ESL ReadingSmart lessons are correlated to LAFS, TESOL, and WIDA standards. The teachers use several activities to support all four modalities of language learning: listening, speaking, reading, and writing. Individualized learning paths are aligned with a learner’s level of language acquisition and Florida Standards. The Can-Do Descriptors highlight what language learners **can do** at various stages of language development as they engage in various contexts (i.e. K-12 English and Spanish Language Development).

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
	Thursday	1st	9/12/2019 - 4/2/2020	12:00 PM - 2:45 PM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Blanche-Ely-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_09102019_Broward-SAM--Blanche-Ely-High-School.pdf)	Miriam Gayle	9/10/2019
BEHSMTSS-Rtl-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_09152019_BEHSMTSS-Rtl-Action-Plan-2019-2020.pdf)	Rocie Clark	9/15/2019
RTI-Schedule-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_09152019_RTI-Schedule-2019-2020.pdf)	Rocie Clark	9/15/2019
RTI2019plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_09152019_RTI2019plan.pdf)	Rocie Clark	9/15/2019

Rtl Team Meeting Schedule

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

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
BEHS_SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_10022019_BEHS_SEL-Action-Plan-2019.pdf)	Teresita Chipi	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_05162019_SPBP_19-20.pdf)	Tyenne Hogan	5/16/2019
Blanche-Ely_HS-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_05242019_Blanche-Ely_HS-Feedback-Form-2019-20.pdf)	Carmello Mousignac	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	2341	1166	49.81	563	24.05	325	13.88	287	12.26
2017 - 2018	2229	897	40.24	599	26.87	466	20.91	267	11.98
2018 - 2019	2109	928	44.00	574	27.22	398	18.87	209	9.91

Grade Level Breakdown

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

School Year	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)	%	
2018 - 2019	09	592	307	51.86	130	21.96	104	17.57	51	8.61
2018 - 2019	10	528	229	43.37	158	29.92	82	15.53	59	11.17
2018 - 2019	11	535	225	42.06	161	30.09	100	18.69	49	9.16
2018 - 2019	12	454	167	36.78	125	27.53	112	24.67	50	11.01

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 44.0% 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 28.8% 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 9.9% of students were recorded as Severe Chronic Absenteeism, which was more than the District average of 5.26%. Our goal is to reverse this trend and decrease severe chronic absenteeism by at least 2% by the end of the 2019/20 school year.

File Name	File Uploaded By	Upload Date
Attendance-Plan-MS-and-HS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_10022019_Attendance-Plan-MS-and-HS.pdf)	Johanna Ulett	10/2/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
BEHS_ASCP_2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_10032019_BEHS_ASCP_2019-20.pdf)	Teresita Chipi	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
BEHS_Equity-Diversity-Action-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_10022019_BEHS_Equity-Diversity-Action-Plan-19-20.pdf)	Teresita Chipi	10/2/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BEHS_BPIE_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_10022019_BEHS_BPIE_2019.pdf)	Teresita Chipi	10/2/2019

File Name	File Uploaded By	Upload Date
BEHS_BPIE-Plan_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_10022019_BEHS_BPIE-Plan_2019.pdf)	Teresita Chipi	10/2/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC_CompositionReport_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0361_10242019_SAC_CompositionReport_19_20.pdf)	September	Developed	10/24/2019
Blanche-Ely-High-School-SAC-Bylaws-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0361_10182019_Blanche-Ely-High-School-SAC-Bylaws-2019-2020.pdf)	October	ByLaws	10/18/2019
SAC-Documents-October-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0361_10182019_SAC-Documents-October-2019-2020.pdf)	October	ByLaws	10/18/2019
SAC-Documents-September-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0361_10022019_SAC-Documents-September-2019-2020.pdf)	September	Developed	10/2/2019
SAC-Documents-August-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0361_10022019_SAC-Documents-August-2019-2020.pdf)	August	ByLaws	10/2/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Blanche-Ely-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_11052019_Blanche-Ely-Student-Survey.pdf)	Sara Lott	11/5/2019
Blanche-Ely-HS-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_11052019_Blanche-Ely-HS-Staff-Survey.pdf)	Sara Lott	11/5/2019
Blanche-Ely-HS-Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_11052019_Blanche-Ely-HS-Parent-Survey.pdf)	Sara Lott	11/5/2019
Blanche-Ely-HS-Parent-Bilingual-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_11052019_Blanche-Ely-HS-Parent-Bilingual-Survey.pdf)	Sara Lott	11/5/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
BEHS_FACE-PLAN_2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_10022019_BEHS_FACE-PLAN_2019.pdf)	Teresita Chipi	10/2/2019
BEHSCultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_11042019_BEHSCultural-Awareness.pdf)	Teresita Chipi	11/4/2019

File Name	File Uploaded By	Upload Date
BEHS_Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_11052019_BEHS_Customer-Service.pdf)	Teresita Chipi	11/5/2019
BEHS_Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_11052019_BEHS_Catchthem-Being-Great.pdf)	Teresita Chipi	11/5/2019
BEHSPrograms-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0361_11082019_BEHSPrograms-and-Services-Checklist.pdf)	Teresita Chipi	11/8/2019

☆ School Info



School Name	Cooper City HS (1931)	School Grade (2018 - 2019)
Title 1 School	<input type="checkbox"/> No	Differentiated Accountability (DA)
School of Excellence	<input type="checkbox"/> Yes	ESSA School
Executive Summary	<input type="checkbox"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/1931_09292019_Cooper-City-High-School-Executi)	

☆ 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	620	60	50	53	77	---	156	0	12	601
10	575	101	39	38	87	---	266	0	5	550
11	583	145	24	57	54	---	95	0	9	110
12	601	252	29	64	12	---	80	34	21	20

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
09	622	75	79	42	61	---	49	0	10	585
10	639	83	51	28	72	---	45	0	12	605
11	553	98	38	41	0	---	34	0	5	N/A
12	574	254	25	21	0	---	48	19	18	N/A

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

Multi-tiered system of support (MTSS) Early Warning Indicators

I. RTI TIER I Referral

1. Teachers identify student exhibiting patterns of behavior that negatively impact their achievement or welfare and submit an academic or behavior TIER I referral in Basis including teacher interventions and student progress monitoring data. Three TIER I referrals must be submitted on a student by different teachers for RTI team to review, ensuring the issue is occurring in multiple settings. Guidance counselors and administrators may override this process and submit a student to the team based on Promise referrals, threat assessments or other situations. Parents may refer students to guidance counselors who in turn bring concerns to the RTI team.

1. Behavioral TIER I Referral

- a. Social emotional concerns
- b. Chronic attendance issues
- c. Multiple behavior referrals
- d. Overage students

2. Academic TIER I Referral

- a. Failing numerous courses
- b. Below a 2.0 GPA
- c. Substantial reading deficiencies

II. RTI Team Student Review:

- 1. Cumulative review of risk factors, interventions, historical and current grades, test scores, behavior referrals, attendance and reports from elementary/middle school.
- 2. Review psychological or psycho-social reports as well as doctor's notes when applicable.
- 3. Review of teacher rating scales and teacher TIER 1 referrals.
- 4. Observation of student in classroom by RTI member.

III. Determine next steps

i. After student review the RTI team may decide on the following tiered interventions.

1. Tier 1 – The Whole Class

- a. Remediation of content and skills and differentiation of lessons by all teachers.
- b. Parent/guardian contact by teacher in a meeting, phone or email.
- c. PBIS supports, positive reinforcement, extra help before or after school or during personalization.
- d. Guidance counselor support and check ins.

2. Tier 2 – Small Group interventions

- a. Intensive Reading and/or Intensive Math course, double block, in addition to English and Math course for 9th and 10th grade students.
- b. SAT prep and credit recovery courses for 11th and 12th grade students.
- c. Referral to social worker and/or family counselor.
- d. Mentoring with designated staff member.
- e. Enrichment camps.

3. Tier 3 – Intensive Interventions

- a. Reading specialist support and intervention.
- b. Push in or pull out small groups or one on one intervention.
- c. Individual contracts, weekly or daily check in /out with designated support staff.
- d. Functional Behavior Assessment as needed.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1931&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
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Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, the percentage of 9th & 10th graders taking the FSA-ELA achievement score will improve from 69% to 75%, while learning gains will improve from a 54% to a 60%. The ELA gains for the lowest 25% will increase from 39% to 45%. Simultaneously, the math achievement score will increase from 69% to 75%, while the mathematics learning gains will increase from 47% to 52%; math learning gains of the lowest 25% will improve from a 43% to 48%. Cooper City High Schools Science achievement will increase from a 79% to 82%; Social Studies achievement will increase from 86% to 88%; College & Career Accreditation will increase from 65% to 68%.	Collaborating with schools within Cooper City High Schools SES Band, enrichment/remediation camps, Professional Learning Communities, Professional Development, Differentiated Instruction, Project Based Learning, Peer Tutoring organized by school organizations such as CCHS Math Club, & the National Honor Society.	All department heads, select club sponsors and the administrative team over each department.	6/7/2020	Algebra/Geometry PD	\$10,000.00	By-weekly common assessments & analyzing the data utilizing the CARE Cycle through Professional Learning Communities.	

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?

Multiple school leaders are held accountable for classroom instruction alignment to each grade-level standards to include department heads, administrators, our literacy coach, and support staff who are our instructional leaders. Accountability is executed through progress monitoring through the collection of lesson plans, analysis of data by department that is gathered through weekly or by-weekly common assessments. Our instructional leaders ensure that teachers are following the CARE Cycle to ensure that standards are being met by students and students who are not succeeding on Common Assessments created based on State Standards through remediation based on shared best practices by teachers.

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

Cooper City High collects data such as EOC, FSA, FAIR, ESL Reading Smart and benchmark/standard driven common assessments to ensure that all students are progressing towards individual and grade level goals. Student data is disaggregated and analyzed by subgroups to ensure that all subgroups are meeting grade level goals as well. The 6-12 Reading decision chart is used to place students appropriately along with ensuring we provide students with the appropriate intervention. Classroom reading teachers, the ELL contact, the literacy coach and the RTI team are all responsible for collecting and reviewing student progress.

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

Our school has implemented 3 cross curricular school wide literacy strategies that consider ELL and SWD needs. We currently used Ellevation for assistance/information across all content areas for ELL strategies. Our literacy couch and ESOL contact work alongside teachers to make sure that lessons adhere to Universal Design for Learning. Support facilitators work alongside teachers to make sure that lessons/assessments adhere to the needs of SWDs.

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?

A push-in model as well as lab model is followed and lead by our ELL contact to provide TIER 2 interventions. Tier 3 interventions are led by our literacy coach, intensive math and intensive reading teachers. Student data is tracked targeted and that data is used to form our small group instruction in class where the interventions are put into place. Interventions are implemented and monitored weekly. The data is then collected and discussed by the RTI team.

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

Teachers have been offered professional learning opportunities on accommodations and modifications for lessons that cater to SWDs and ELLS. They have attended sensitivity training, SEL, as well as training on implicit bias and engagement professional development.

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

It is Cooper City High School's goal to close the achievement gap between our striving reader population (including SWD and ELL sub groups) and our proficient population. All content areas will focus on literacy skills, as well as the implementation of school- wide, research-based literacy strategies.

Literacy Goals - 3% increases

By June 1, 2020, 72% of 9th/10th Cooper City High School students will attain an achievement level of 3 or higher on the grade 9 -10 Florida Standards Assessment.

By June 1, 2020, 75% of 9th grade Cooper City High School students will attain an achievement level of 3 or higher.

Our school has implemented an Ellevation school wide strategy to assist ELL with meeting proficiency. We offer a DLA class, ELL lab and push in to make sure our ELL students are not only closely monitored but supported and given every opportunity to increase proficiency on the ACCESS assessment.

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
Geometry	Thursday		9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	9, 10, 11
Marine Biology	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	10, 11, 12
Chemistry	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	10, 11
US History	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	11, 12
World Languages	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	9, 10, 11, 12
World History	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	10, 11, 12
PE	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	9, 10, 11, 12
JROTC	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	9, 10, 11, 12
Algebra I	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	9, 10
Guidance	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	9, 10, 11, 12
Geography	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	9
Fine Arts	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	9, 10, 11, 12
ESE	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	9, 10, 11, 12
ELA 9	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	9
ELA 10	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	10
ELA 11	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	11
ELA 12	Thursday	1st	9/12/2019 - 5/7/2020	12:30 AM - 2:45 PM	12
CTE	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	9, 10, 11, 12
Biology	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	9, 10
Environmental Science	Thursday	1st	9/12/2019 - 5/7/2019	12:30 PM - 2:45 PM	9
Algebra II/AP/Advanced Math Courses	Thursday	1st	9/12/2019 - 5/7/2020	12:30 PM - 2:45 PM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Cooper-City-High-School20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_09112019_Broward-SAM--Cooper-City-High-School20.pdf)	Monique Pernel	9/11/2019
MTSS-Rtl-Action-Plan-19-20PDF.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_09292019_MTSS-Rtl-Action-Plan-19-20PDF.pdf)	Dwayne Dixon	9/29/2019
MTSS-Rtl-Action-Plan-19-20-pdf.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10032019_MTSS-Rtl-Action-Plan-19-20-pdf.pdf)	Dwayne Dixon	10/3/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/20/2019 - 5/26/2020	9:00 AM - 10:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
1931_10_03_2019_SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_09292019_1931_10_03_2019_SEL-Action-Plan-2019.pdf)	Dwayne Dixon	9/29/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Cooper-City-HS-2019-20-SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_05172019_Cooper-City-HS-2019-20-SPBP.pdf)	Desiree Montalvo	5/17/2019
1931_CooperCityHS_Review.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_05312019_1931_CooperCityHS_Review.pdf)	Amber Boles	5/31/2019
2019-SPBP-Positive-Behavior-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10032019_2019-SPBP-Positive-Behavior-Plan.pdf)	Dwayne Dixon	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	2358	1316	55.81	659	27.95	295	12.51	88	3.73
2017 - 2018	2410	984	40.83	848	35.19	430	17.84	148	6.14
2018 - 2019	2379	1058	44.47	775	32.58	424	17.82	122	5.13

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	09	621	365	58.78	172	27.70	66	10.63	18	2.90
2018 - 2019	10	636	331	52.04	218	34.28	69	10.85	18	2.83
2018 - 2019	11	551	255	46.28	187	33.94	92	16.70	17	3.09
2018 - 2019	12	571	107	18.74	198	34.68	197	34.50	69	12.08

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 44.5% 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 23.0% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 5.1% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-MS-and-HS-Template3.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10032019_Attendance-Plan-MS-and-HS-Template3.pdf)	Dwayne Dixon	10/3/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
School_Counseling_Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10032019_School_Counseling_Plan.pdf)	Dwayne Dixon	10/3/2019

Equity Plan

File Name	File Uploaded By	Upload Date
CCHS-Equity-School-Action-Plan-2019_final-PDF.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_09292019_CCHS-Equity-School-Action-Plan-2019_final-PDF.pdf)	Dwayne Dixon	9/29/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
1931_10_03_2019_BPIE_.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10032019_1931_10_03_2019_BPIE_.pdf)	Dwayne Dixon	10/3/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Agenda-AUGUST-26_2019PDF2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1931_09292019_SAC-Agenda-AUGUST-26_2019PDF2.pdf)	September	Developed	9/29/2019
SAC-September-23_2019-Sign_in_Sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1931_09292019_SAC-September-23_2019-Sign_in_Sheet.pdf)	September	Monitored	9/29/2019
SAF-by-laws-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1931_09282019_SAF-by-laws-2019.pdf)	September	SAF ByLaws	9/28/2019
SAC-Agenda-SEP_23_2019-PDF.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1931_09222019_SAC-Agenda-SEP_23_2019-PDF.pdf)	September	Monitored	9/22/2019
SAC-ByLaws-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1931_09222019_SAC-ByLaws-2019_2020.pdf)	September	SAC ByLaws	9/22/2019
SAC-August-26_2019-Sign-in-Sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1931_09222019_SAC-August-26_2019-Sign-in-Sheet.pdf)	August	Monitored	9/22/2019
SAC-Minutes-8-26-19-PDF.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1931_09222019_SAC-Minutes-8-26-19-PDF.pdf)	August	Approved	9/22/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
-Student-Survey-(Cooper_City_High)_021119.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10222019_-Student-Survey-(Cooper_City_High)_021119.pdf)	Dwayne Dixon	10/22/2019
Cooper_City_High_Parent_Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10222019_Cooper_City_High_Parent_Survey.pdf)	Dwayne Dixon	10/22/2019
Cooper_City_High_Staff_Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10222019_Cooper_City_High_Staff_Survey.pdf)	Dwayne Dixon	10/22/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Programs-and-Services-Checklist-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10032019_Programs-and-Services-Checklist-(2).pdf)	Dwayne Dixon	10/3/2019
Customer-Service.Franzone-Update-2019_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10032019_Customer-Service.Franzone-Update-2019_2020.pdf)	Dwayne Dixon	10/3/2019
Catchthem-Being-Great-Franzone-Update2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10032019_Catchthem-Being-Great-Franzone-Update2.pdf)	Dwayne Dixon	10/3/2019
Cultural-Awareness-Franzone-Update2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10032019_Cultural-Awareness-Franzone-Update2.pdf)	Dwayne Dixon	10/3/2019
Face-Plan-Template-(3).pdf.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10032019_Face-Plan-Template-(3).pdf.pdf)	Dwayne Dixon	10/3/2019
Cultural_Awareness_Month-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1931_10032019_Cultural_Awareness_Month-.pdf)	Dwayne Dixon	10/3/2019

☆ School Info



School Name	Cypress Bay HS (3623)	School Grade (2018 - 2019)	
Title 1 School	<input type="button" value="No"/>	Differentiated Accountability (DA)	
School of Excellence	<input type="button" value="Yes"/>	ESSA School	
Executive Summary	<input type="button" value="🔍"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3623_08152019_3623_10182018_Executive-Summr)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
09	1160	77	29	149	114	---	308	0	7	1124
10	1267	102	41	123	125	---	682	0	8	1212
11	1179	167	25	238	81	---	126	0	3	187
12	1210	256	43	134	25	---	92	25	8	34

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	1251	61	49	115	59	---	58	0	2	1210
10	1211	71	78	108	60	---	63	0	7	1155
11	1272	92	58	180	0	---	61	1	6	N/A
12	1180	222	59	73	0	---	81	68	4	N/A

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

Cypress Bay High School will use the following intervention strategies to improve the academic performance of students identified by the early warning system:

1. In order to decrease the percentage of students with attendance below 90%, the teachers will notify the parents after 5 excused and/or excused absences. The teachers will also refer the students to the appropriate Behavior Specialist to work with the student and parent on improving the student attendance.
2. In order to decrease the percentage of students with 1 or more suspensions, Behavior Specialists will implement community service programs, small group counseling, behavior contracts and weekly progress monitoring.
3. In order to decrease the percentage of students with course failure in ELA or Math and to assist the students who are level 1 in ELA or Math, the students will be "doubled up" in two Math classes and/or two Reading classes. The students will also be encouraged to participate in free afterschool tutoring provided by the National Honor Society and Mu Alpha Theta, the Math Honor Society.
4. Level 1 and 2 students will be administered the FAIR and Achieve 3000. The data on these tests will be used to monitor these students and implement ways to help them be successful.
5. Departments will give various tests based on their subject area using the UDL design.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3623&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Cypress Bay High School will raise the number of level 3 proficient students by 2% based on the End of Course Exam in Biology.	Mathematics tutoring has been provided after school on Mondays and Wednesdays. In January, a Mathematics workshop will begin and conclude in April. In addition, eight Saturdays will be utilized prior to standardized testing.	Department Heads	5/30/2020		\$3,456.00	Department heads, administration, and subject area teachers	
Cypress Bay High School will increase the number of proficient students (level 3) by 2% based on End of Course Exams in Mathematics.	Mathematics tutoring has been provided after school on Mondays and Wednesdays. In January, a Mathematics workshop will begin and conclude in April. In addition, eight Saturdays will be utilized prior to standardized testing.	Department Heads	5/30/2020		\$7,776.00	PLCs, administration, and department heads will monitor data	
Cypress Bay High School will provide transportation for after school programs to include FSA and EOC camps in order to remove a common barrier to student participation in scheduled academic opportunities.	A sweeper bus will be procured for the after school camp participants in order to remove an obstacle for student attendance. This will involve 88 days of transportation that will occur 4 times per week.	Administration	5/30/2020		\$8,272.00	Administration	
Cypress Bay High School will conduct Saturday School for students requiring additional interventions as indicated by progressive disciplinary interventions.	Saturday School will be overseen by four behavior specialists and four security guards from 8:00 am - 12:00 pm.	Administration, Behavior Specialists	5/30/2020		\$3,660.00	Administration, Behavior Specialists, Rtl Team	

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By May 1, 2020, Cypress Bay High School will increase the percentage of level 3 proficient student by 2% in the areas of Reading and Writing as evaluated by the Florida Standards Assessment (FSA).	Cypress Bay has incorporated tutoring on Mondays and Wednesdays from January through April which also includes workshops conducted on 8 Saturdays prior to evaluation. PLCs have included writing in their formative assessments where students will have the opportunity to enhance these skills.	Department Heads	5/30/2020	Supportive training will be included in our PLCs and data will be collated and analyzed in order to target areas of weakness.	\$7,776.00	PLCs, administration, and department heads will monitor data	

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 administrators, department heads, and teachers are responsible for ensuring classroom instruction is aligned to grade-level standards. Department heads meet with teachers before pre-planning week for curriculum mapping. Teachers then meet as a group during PLCs to collaborate on best practices and to ensure instruction is aligned to grade-level standards. Finally department heads and the literacy coach collect data as evidence of 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?

The progress monitoring data that is collected includes a schoolwide database, PMRM, AChieve 3000, and Reading Plus. The data is collected by the administrator in charge of the English department, the English Department Head, the Literacy Coach and the Literacy Coach assistant.

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?

Cypress Bay monitors students who are not progressing toward individual and grade level goals through the use of PASL study hall interventions, RtI, data checks through the school-wide database, and proper placement in reading classes 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?

Cypress Bay uses Keystone, Rewards, Edge, Reading Plus (Tier 3), pullouts, 5-minute fluency, and Achieve 3000 to provide targeted supplemental interventions to Tier 2 and Tier 3 students.

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

Cypress Bay uses Pods during PLCs as well as lesson studies to ensure that all classroom instruction is accessible to a full range of learners.

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

Cypress Bay implements the Keystone program in addition to all ELL students who are classified as A1, A2, B1 receive an ESOL English class. ELL students who are in 10th grade have reading strategies infused in all core classes.

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 3623 Debate 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 Hon & Pre Chem/Hon Phy Science 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 LA Grade 9	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9
PLC 19-20 3623 Behavior Spec 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 ESE Group B 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 Bio Honors/Marine 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 Philosophy 10-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	10, 11, 12
PLC 19-20 3623 Geometry Honors 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 AICE English Lang 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC 19-20 3623 CTE/JROTC B 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 ESE Group A 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 EnvSci POD 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 Alg 1 & Alg 1 Hon 9-12	Monday Tuesday Wednesday Thursday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 Biology POD 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 Chemistry/Phy Science 10-11	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	10, 11
PLC 19-20 3623 ESE Group C 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 CTE/JROTC A 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 AP/AICE SS 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 Algebra II Honors 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 Fine Arts 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC 19-20 3623 W.H. Reg/Hon POD 2 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 WL Levels 1-4 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 World History POD 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 PE 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 Reading 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 Algebra 1 Linked 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 AP WL 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 LA Grade 10	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	10
PLC 19-20 3623 LA Grade 12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	12
PLC 19-20 3623 LA Grade 11	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	11
PLC 19-20 3623 Algebra II 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC 19-20 3623 Geometry Linked 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 US Gov/Econ 12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	12
PLC 19-20 3623 US History 11	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	11
PLC 19-20 3623 Geometry 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 AICE WL 9-12	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
PLC 19-20 3623 Guidance	Monday Tuesday Wednesday Thursday Friday		8/7/2019 - 4/9/2020	11:45 AM - 2:45 PM	9, 10, 11, 12
3623ELA		1st, 3rd	8/7/2019 - 3/20/2020	11:45 AM - 2:45 PM	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Cypress-Bay-High-School20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_09112019_Broward-SAM--Cypress-Bay-High-School20.pdf)	Monique Pernell	9/11/2019
CBHS-MTSS-Rtl-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_10022019_CBHS-MTSS-Rtl-Action-Plan-2019-2020.pdf)	Adrienne Maisel	10/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	3rd	8/27/2019 - 6/1/2020	8:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_09182019_SEL-2019-2020.docx)	Andre Shannon	9/18/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
(1)2019-20-SPBP-Plan-(1).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_04302019_(1)2019-20-SPBP-Plan-(1).docx)	RUTH HAGER	4/30/2019
Cypress-Bay-HS-SPBP-Feedback-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_05282019_Cypress-Bay-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	4849	3087	63.66	1228	25.32	449	9.26	85	1.75
2017 - 2018	4835	2828	58.49	1378	28.50	516	10.67	113	2.34
2018 - 2019	4901	3198	65.25	1221	24.91	428	8.73	54	1.10

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	1249	930	74.46	255	20.42	58	4.64	6	0.48
2018 - 2019	10	1205	862	71.54	267	22.16	69	5.73	7	0.58
2018 - 2019	11	1266	883	69.75	285	22.51	84	6.64	14	1.11
2018 - 2019	12	1181	523	44.28	414	35.06	217	18.37	27	2.29

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 65.3% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19, our school had 9.8% of students in the chronic absenteeism category, which was below the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 1.1% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
(1)Attendance-Plan-(2019)HS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_10152019_(1)Attendance-Plan-(2019)HS.pdf)	Andre Shannon	10/15/2019

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/2020/3623_09182019_Annual-School-Counseling-Plan.pdf)	Andre Shannon	9/18/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-and-Diversity-19-20-template.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_09182019_Equity-and-Diversity-19-20-template.docx)	Andre Shannon	9/18/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2016-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_09192019_BPIE_2016-19.pdf)	Andre Shannon	9/19/2019
BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_11052019_BPIE.pdf)	Adrienne Maisel	11/5/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Mins-for-9.24-meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3623_10152019_SAC-Mins-for-9.24-meeting.pdf)	September	ByLaws	10/15/2019
SAC-Agenda-9.24.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3623_10152019_SAC-Agenda-9.24.pdf)	September	ByLaws	10/15/2019
(1)SAC-Min-8.27.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3623_10152019_(1)SAC-Min-8.27.pdf)	August	Monitored	10/15/2019
SAC-Agenda-8.27.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3623_10152019_SAC-Agenda-8.27.pdf)	August	Monitored	10/15/2019
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3623_10032019_SAC-ByLaws.pdf)	September	SAC ByLaws	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
2018.19-Parent-Survey1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_10032019_2018.19-Parent-Survey1.pdf)	Andre Shannon	10/3/2019
2018.19-Parent-Survey2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_10032019_2018.19-Parent-Survey2.pdf)	Andre Shannon	10/3/2019
2018.19-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_10032019_2018.19-Staff-Survey.pdf)	Andre Shannon	10/3/2019
2018.19-student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_10032019_2018.19-student-Survey.pdf)	Andre Shannon	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Face-Plan-2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_10032019_Face-Plan-2019.docx)	Andre Shannon	10/3/2019
Cultural-Awareness-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_11052019_Cultural-Awareness-(1).pdf)	Adrienne Maisel	11/5/2019
Catchthem-Being-Great-(1)-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3623_11052019_Catchthem-Being-Great-(1)-(1).pdf)	Adrienne Maisel	11/5/2019

☆ School Info



School Name	Deerfield Beach HS (1711)	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/1711_10132019_Executive-Summary-SIP-2019-RE)		

☆ 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	641	176	159	194	241	---	261	0	28	561
10	686	206	123	238	242	---	291	0	27	615
11	633	182	43	164	149	---	151	0	20	236
12	607	283	54	87	101	---	161	37	33	139

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	678	158	178	141	219	---	205	0	26	577
10	618	159	98	151	199	---	171	0	25	539
11	611	188	67	76	0	---	74	1	21	N/A
12	618	225	54	47	0	---	114	125	19	N/A

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

At Deerfield Beach High School, our Response to Intervention Team includes grade level Assistant Principals, our school Social Worker, our School's Psychologist, our ESE Specialist, and our Literacy Coach. We meet weekly or more often to assist our students with their academic and social emotional needs. We use mentors, Behavior Plans, Academic Progress Reports, and Tutoring for interventions. Our school Social Worker meets regularly with our most At-Risk students. Our school counselors meet with our students who require assistance. Our school's psychologist is available to assist with any extra testing that might be necessary.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1711&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. Miderland Delance, Assistant Principal of Deerfield Beach High School, is responsible for ensuring that English Classrooms are aligned to grade-level standards, Ms. Gwendolyn Smith, Assistant Principal of Deerfield Beach High School, is responsible for ensuring that Reading, Digital Technology and Electives classes are aligned to grade-level standards, and our Literacy Coach, Mrs. Charlotte Jackson is responsible for school-wide literacy by ensuring that all content area teacher classrooms are aligned to grade-level standards. Lesson Plans, Curriculum Maps, and Formative and Summative Assessments are collected to demonstrate alignment 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?

At Deerfield Beach High School, we progress monitor three times a year with Florida Assessments for Instruction in Reading (FAIR). We create and assess our students monthly with Standard Based Mini-Assessments. We also use the Achieve 3000 Level-Set data and monitoring tool to inform us on the projected standard proficiency of all of our subgroups. Mrs. Delance, Ms. Smith, Mrs. Jackson, Reading and English Teachers, Students and the entire Data Team are all 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?

At Deerfield Beach High School, we monitor our Level 1 and Level 2 students through FAIR three times a year and Common Assessments approximately every six weeks.

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

At Deerfield Beach High School, we provided Tier 3 support to our students through the Learning Strategies classes and with our Support Facilitators (Ms. Ziba, Ms. Johnson, and Mrs. Scott). The Learning Strategies classes are delivered every other instructional day and additional support is given as directed by the students' IEP or whenever a student or teacher feel that support is warranted.

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)?

Learning Station Training, Writing Calibration Training, and Elevation/Differentiated Training have been planned to ensure that all classroom 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.

To increase the percentage of ELLs becoming proficient on the ACCESS for ELL's we are training our teachers on Elevation. We will also host the ELL Camp for additional support.

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
1711_Guidance	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_ESE PASS_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_ESE Support_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_ESE_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_PE/ROTC_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_Fine Arts 9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_Business 9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_CTE_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_CBA_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_AP/IB_World Language	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_World Language_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_AP/IB_Social Studies_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_US Government	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	12
1711_US History_11	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	11
1711_World History_9-10	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_Environmental Science_9-10	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10
1711_Chemistry_10-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	10, 11, 12
1711_Biology_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_College Readiness_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_Algebra2_9-12	Thursday	1st	9/12/2019 - 4/2/2019	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_Geometry_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_Libral Arts Math_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_Algebra 1_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_Reading B_11-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	11, 12
1711_Reading A_9-10	Thursday	1st	9/12/2019 - 4/4/2020	12:40 PM - 2:40 PM	9, 10
1711_ESOL_9-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
1711_ELA_10	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	10
1711_ELA_9	Thursday	1st	9/12/2019 - 4/2/2019	12:40 PM - 2:40 PM	9
1711_ELA_11-12	Thursday	1st	9/12/2019 - 4/2/2020	12:40 PM - 2:40 PM	11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Deerfield-Beach-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_09102019_Broward-SAM--Deerfield-Beach-High-School.pdf)	Miriam Gayle	9/10/2019
MTSS-Rtl-Action-Plan-2019-2020-(Denise-Reed).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_10102019_MTSS-Rtl-Action-Plan-2019-2020-(Denise-Reed).pdf)	Charlotte Jackson	10/10/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th	8/27/2019 - 5/26/2020	8:00 AM - 12:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-Template-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_10072019_SEL-Action-Plan-Template-2019.pdf)	Charlotte Jackson	10/7/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP-FinalVotedPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_04232019_2019-20-SPBP-FinalVotedPlan.pdf)	Charlotte Jackson	4/23/2019
Deerfield-Beach-HS-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_05242019_Deerfield-Beach-HS-Feedback-Form-2019-20.pdf)	Georeane Nigro	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	2693	1104	41.00	713	26.48	557	20.68	319	11.85
2017 - 2018	2669	1032	38.67	729	27.31	545	20.42	363	13.60
2018 - 2019	2516	1019	40.50	721	28.66	542	21.54	234	9.30

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	672	317	47.17	191	28.42	119	17.71	45	6.70

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	10	617	291	47.16	157	25.45	110	17.83	59	9.56
2018 - 2019	11	609	223	36.62	179	29.39	148	24.30	59	9.69
2018 - 2019	12	618	188	30.42	194	31.39	165	26.70	71	11.49

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 40.5% 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 30.8% 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 9.3% 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
DBHS-Attendance-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_10162019_DBHS-Attendance-Plan.pdf)	Charlotte Jackson	10/16/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
DBHS_2019School-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_10132019_DBHS_2019School-Counseling-Plan.pdf)	Charlotte Jackson	10/13/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_04302019_Equity-Action-Plan-2019-2020.pdf)	Charlotte Jackson	4/30/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE_2018(3)-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_10082019_BPIE_2018(3)-(1).pdf)	Charlotte Jackson	10/8/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meetings-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1711_10142019_SAC-Meetings-2019.pdf)	October	A+ Funds	10/14/2019
SAC-Bylaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1711_10142019_SAC-Bylaws.pdf)	August	SAC ByLaws	10/14/2019
September2019_SAC-SAF-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1711_10082019_September2019_SAC-SAF-Sign-In.pdf)	September	None	10/8/2019
SAC-SAF-September-Agenda2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1711_10082019_SAC-SAF-September-Agenda2019.pdf)	September	None	10/8/2019
August2019_SAC_SAF-Sign-in.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1711_10082019_August2019_SAC_SAF-Sign-in.pdf)	August	None	10/8/2019
SAC-August2019Agenda.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1711_10082019_SAC-August2019Agenda.pdf)	August	None	10/8/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
2019-eProve-Parent-Survey-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_10042019_2019-eProve-Parent-Survey-(1).pdf)	Charlotte Jackson	10/4/2019
2019-eProve-Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_10042019_2019-eProve-Staff-Survey.pdf)	Charlotte Jackson	10/4/2019
2019-eProve-Student-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_10042019_2019-eProve-Student-Survey.pdf)	Charlotte Jackson	10/4/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
DBHS-Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_10082019_DBHS-Programs-and-Services-Checklist.pdf)	Charlotte Jackson	10/8/2019
Cultural-Awareness-Document-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1711_10102019_Cultural-Awareness-Document-(1).pdf)	Charlotte Jackson	10/10/2019

☆ School Info



School Name	Dillard 6-12 (0371)	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/0371_10152019_0371_10152019_EXECUTIVE_SL)	

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
06	132	31	67	28	84	---	33	0	3	111
07	129	29	42	22	68	---	22	0	6	116
08	171	55	44	40	111	---	53	3	9	155
09	530	176	115	140	217	---	221	0	27	469
10	530	192	99	112	207	---	203	0	28	460
11	388	146	53	128	51	---	130	0	16	77
12	392	200	24	31	18	---	51	8	6	22

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	144	45	58	28	70	---	62	0	3	132
07	135	64	58	39	88	---	76	1	3	120
08	134	42	39	11	74	---	52	18	6	125
09	552	143	103	147	179	---	180	0	25	484
10	495	159	84	117	161	---	160	0	22	435
11	471	189	64	103	0	---	97	0	16	N/A
12	378	188	62	22	0	---	67	17	13	N/A

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

At Deerfield Beach High School, our Response to Intervention Team includes grade level Assistant Principals, our school Social Worker, our School's Psychologist, our ESE Specialist, and our Literacy Coach. We meet weekly or more often to assist our students with their academic and social emotional needs. We use mentors, Behavior Plans, Academic Progress Reports, and Tutoring for interventions. Our school Social Worker meets regularly with our most At-Risk students. Our school counselors meet with our students who require assistance. Our school's psychologist is available to assist with any extra testing that might be necessary.

School Report Card

FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0371&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
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Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
The ELA department's goal will be to demonstrate learning gains by moving up 2 percentage points from 35% to 37% in the area of reading and writing.	A professional development series with a concentration in blended learning will be implemented. For example, training in NearPod, Kahoot!, Quizizz, Canvas, and Learning Stations will be provided.	Principal, Assistant Principal over ELA, Literacy Coach, ELA Department Chair, and faculty.	5/29/2020	Weekly	N/A	Weekly monitoring will occur in the form of administrative walkthroughs, CFA's will be given monthly to obtain data, monthly data chats.	Summer 2020

K-12 Comprehensive Reading Plan

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
All 8 Dillard 6-12 PLC Meeting Dates	Thursday	1st	9/6/2019 - 4/4/2019	12:15 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--Dillard-High-School-(6-12)-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0371_09102019_Broward-SAM--Dillard-High-School-(6-12)-.pdf)	Miriam Gayle	9/10/2019
0371_10232019_Dillard-6-12-MTSS-Rtl-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0371_10242019_0371_10232019_Dillard-6-12-MTSS-Rtl-Action-Plan-2019-2020.pdf)	Teralyn Butler-Overstreet	10/24/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Friday	1st, 2nd, 3rd, 4th, 5th	9/20/2019 - 5/22/2020	8:00 AM - 2:00 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-19-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0371_10252019_SEL-Action-Plan-19-.pdf)	Jeanie Jones	10/25/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP_0371_04292019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0371_04292019_2019-20-SPBP_0371_04292019.pdf)	Teralyn Butler-Overstreet	4/29/2019
Dillard-6-12-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0371_05242019_Dillard-6-12-Feedback-Form-2019-20.pdf)	Georeane Nigro	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	2557	1217	47.59	749	29.29	408	15.96	183	7.16
2017 - 2018	2451	817	33.33	692	28.23	585	23.87	357	14.57
2018 - 2019	2307	818	35.46	620	26.87	586	25.40	283	12.27

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	06	144	61	42.36	35	24.31	38	26.39	10	6.94
2018 - 2019	07	135	36	26.67	32	23.70	50	37.04	17	12.59
2018 - 2019	08	134	58	43.28	31	23.13	34	25.37	11	8.21
2018 - 2019	09	552	258	46.74	147	26.63	96	17.39	51	9.24
2018 - 2019	10	494	186	37.65	139	28.14	119	24.09	50	10.12
2018 - 2019	11	468	143	30.56	129	27.56	136	29.06	60	12.82
2018 - 2019	12	380	76	20.00	107	28.16	113	29.74	84	22.11

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 35.5% 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 37.7% 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 12.3% 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
0371_10_15_2019_AttendancePlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0371_10242019_0371_10_15_2019_AttendancePlan.pdf)	Teralyn Butler-Overstreet	10/24/2019

School Counseling Plan

No files have been uploaded.

Equity Plan

File Name	File Uploaded By	Upload Date
2019-20-Equity-Action-Plan-(1).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0371_10152019_2019-20-Equity-Action-Plan-(1).pdf)	Jeanie Jones	10/15/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Plan-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0371_10242019_BPIE-Plan-2020.pdf)	Jeanie Jones	10/24/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
0371_AgendaMinutesSignin_091819.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0371_11082019_0371_AgendaMinutesSignin_091819.pdf)	November	Monitored	11/8/2019
SAC-ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0371_10252019_SAC-ByLaws.pdf)	October	SAC ByLaws	10/25/2019
SAC-Composition-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0371_10252019_SAC-Composition-2019.pdf)	October	Monitored	10/25/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
0371---Student-Middle-and-High-School-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0371_10152019_0371---Student-Middle-and-High-School-Survey.pdf)	Teralyn Butler-Overstreet	10/15/2019
0371---Staff-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0371_10152019_0371---Staff-Survey.pdf)	Teralyn Butler-Overstreet	10/15/2019
0371---Parent-Survey.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0371_10152019_0371---Parent-Survey.pdf)	Teralyn Butler-Overstreet	10/15/2019
0371---Parent-Survey-Bilingual.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0371_10152019_0371---Parent-Survey-Bilingual.pdf)	Teralyn Butler-Overstreet	10/15/2019

Family and Community Engagement (FACE) Plan

No files have been uploaded.

☆ School Info



School Name	Everglades HS (3731)	School Grade (2018 - 2019)
Title 1 School	No	Differentiated Accountability (DA)
School of Excellence	---	ESSA School
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3731_11052019_3731_11052019_11022018_3731_)	

☆ 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	611	48	58	122	122	---	186	0	5	560
10	644	50	48	139	167	---	218	0	7	593
11	659	82	32	208	115	---	151	0	15	171
12	710	128	37	78	20	---	58	38	11	32

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	557	57	75	89	89	---	80	0	8	503
10	641	117	65	93	106	---	97	0	7	581
11	639	174	56	114	0	---	85	7	5	N/A
12	629	303	35	59	0	---	79	25	15	N/A

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

- Tracking Forms
- Behavior Charts
- Functional Assessment Checklist
- Student Self Evaluation Log
- Grade/Attendance Report Tracking
- Rating Forms
- Self Monitoring Assignment Sheet
- Parent Questionnaire
- ABC Charts
- Student Learning Style Survey
- Frequency Charts
- Progress Reports (Daily, Weekly)

School Report Card

 FLDOE: Edudata (<https://edudata.fl DOE.org/ReportCards/Schools.html?school=3731&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
By June 2020, Everglades High School students will increase proficiency to 65% as evidenced by the FSA, ELA scores	Rigor, Enrichment, and Remediation for all students.	All stakeholders	5/22/2020	N/A	\$35,967.13	Administrators will monitor progress through professional learning communities and CARE CYCLE data results. Results will be evaluated once scores are received through the state.	

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 are responsible for ensuring classroom instruction is aligned to grade-level standards. Lesson plans, assessments and classroom observations are used to determine whether instruction is aligned.

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

?Department-wide common assessments, FAIR, Achieve 3000, ESL Reading Smart and FSA and PSAT results are collected to determine that students by subgroups are progressing toward reading proficiency. The data is collected and analyzed by varying members of the leadership team as well as by teachers as part of their CARE Cycle

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 teachers of said student make contact with parent and provide enrichment and remediation for them at the classroom level. We also offer after-school tutoring in all core subject areas as well FSA Enrichment camps in the Spring. In addition, administration pulls reports throughout the year and uses the information to determine additional remediation 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?

We use differentiated instruction, daily, by our teachers. We also use pull-out small groups, weekly, by our Literacy specialist, for targeted, more personalized instruction. We use a variety of resources, including common assessments, Canvas, Achieve 3000, USA Test Prep, No Red Ink, Vocabulary.com, Quiz-let, Recordex Screens, and other resources to provide SWDs with a high quality education.

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

?Our teachers participate in small professional development groups, where they share best practices and acquire additional effective instructional strategies. Many of our teachers hold gifted and ESOL endorsements and are encouraged to register for additional professional development opportunities offered by the state and district.

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

We place ELL students in classes that assist them in acquiring the language and becoming proficient on the ACCESS for ELLs. Students are placed in Developmental Language Arts and English for ESOL classes. In addition, we utilize a variety of resources at the instructional level, including Keystones, ESL Reading Smart, Achieve 3000 and conduct a Language Enrichment camp in the Spring.

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
3731_Algebra1_912	Thursday	1st	10/3/2019 - 4/2/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
37331_Reading_912	Thursday	1st	10/3/2019 - 4/2/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_UpperLevelMath_912	Thursday	1st	10/3/2019 - 4/2/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_CTACE_912	Thursday	1st	10/3/2019 - 4/2/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Biology_912	Thursday	1st	10/3/2019 - 4/2/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_ELA_910	Thursday	1st	10/3/2019 - 4/3/2020	12:15 PM - 2:45 PM	9, 10
3731_ELA_1112	Thursday	1st	10/3/2019 - 4/2/2020	12:15 PM - 2:45 PM	11, 12
3731_ESE_912	Thursday	1st	10/3/2019 - 4/2/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_geometry_912	Thursday	1st	10/3/2019 - 4/2/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Science_912	Thursday	1st	10/3/2019 - 4/2/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_SocialStudies_912	Thursday	1st	10/3/2019 - 4/2/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_USHistory_912	Thursday	1st	10/3/2019 - 4/2/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_Guidance_912	Thursday	1st	10/3/2019 - 4/2/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
3731_PE/ForLang_JROTC/Humanities	Thursday	1st	10/3/2019 - 4/2/2020	12:15 PM - 2:45 PM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Everglades-High-School20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_09112019_Broward-SAM--Everglades-High-School20.pdf)	Monique Pernel	9/11/2019
3731_SAMGuidingQuestions.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_09172019_3731_SAMGuidingQuestions.pdf)	Lisa Alonso	9/17/2019
3731_MTSS-Action-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_09172019_3731_MTSS-Action-Plan.docx)	Lisa Alonso	9/17/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	8/22/2019 - 5/28/2020	8:00 AM - 10:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
3731_SEL-Plan.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_09172019_3731_SEL-Plan.docx)	Lisa Alonso	9/17/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
3731_SWBP_2019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_04262019_3731_SWBP_2019.docx)	Lisa Alonso	4/26/2019
Everglades-HS-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_05242019_Everglades-HS-Feedback-Form-2019-20.pdf)	Valerie Blackwell	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	2561	1864	72.78	505	19.72	165	6.44	27	1.05
2017 - 2018	2659	1729	65.02	649	24.41	218	8.20	63	2.37
2018 - 2019	2464	1047	42.49	736	29.87	452	18.34	229	9.29

Grade Level Breakdown

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

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	09	556	361	64.93	134	24.10	41	7.37	20	3.60
2018 - 2019	10	641	310	48.36	210	32.76	87	13.57	34	5.30
2018 - 2019	11	632	260	41.14	188	29.75	112	17.72	72	11.39
2018 - 2019	12	635	116	18.27	204	32.13	212	33.39	103	16.22

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 42.5% 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 27.6% 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 9.3% 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
3731_10282019_3731_09162019_3731_AttendancePlan_2019-(revised).docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_11082019_3731_10282019_3731_09162019_3731_AttendancePlan_2019-(revised).docx)	Lisa Alonso	11/8/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
3731_SchoolCounselingPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_09132019_3731_SchoolCounselingPlan.pdf)	Lisa Alonso	9/13/2019

Equity Plan

File Name	File Uploaded By	Upload Date
EvergladesHS-Equity-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_09122019_EvergladesHS-Equity-Plan.pdf)	Lisa Alonso	9/12/2019
Hispanic-Heritage-Month-2019-(2).pptx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_09262019_Hispanic-Heritage-Month-2019-(2).pptx)	Lisa Alonso	9/26/2019
Hispanic-American-Heritage-Month-2019-Secondary-Teacher-Resources-(1)-(2).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_09262019_Hispanic-American-Heritage-Month-2019-Secondary-Teacher-Resources-(1)-(2).pdf)	Lisa Alonso	9/26/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
3731_EHS_BPIE.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_09092019_3731_EHS_BPIE.docx)	Lisa Alonso	9/9/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3731_11072019_A+VotingSignInand-Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3731_11082019_3731_11072019_A+VotingSignInand-Results.pdf)	November	A+ Funds	11/8/2019
3731_Agenda_10222019.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3731_11052019_3731_Agenda_10222019.docx)	October	A+ Funds	11/5/2019
3731_A-Plus-Money-Ballot_19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3731_10252019_3731_A-Plus-Money-Ballot_19-20.docx)	October	A+ Funds	10/25/2019
3731_10222019_signin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3731_10252019_3731_10222019_signin.pdf)	October	A+ Funds	10/25/2019
3731_SACBylaws_19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3731_10022019_3731_SACBylaws_19-20.pdf)	October	SAC ByLaws	10/2/2019
3731_05142019_minutes.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3731_09272019_3731_05142019_minutes.docx)	September	SAC ByLaws	9/27/2019
3731_09242019_signin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3731_09272019_3731_09242019_signin.pdf)	September	SAC ByLaws	9/27/2019
3731_09242019_agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3731_09272019_3731_09242019_agenda.docx)	September	SAC ByLaws	9/27/2019
SAC-COMPOSITION-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3731_09272019_SAC-COMPOSITION-2019-20.pdf)	September	SAC ByLaws	9/27/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
3731_Programs-and-Services-Checklist_19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_09272019_3731_Programs-and-Services-Checklist_19-20.docx)	Lisa Alonso	9/27/2019
3731_Cultural-Awareness_19-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_09272019_3731_Cultural-Awareness_19-20.docx)	Lisa Alonso	9/27/2019
3731_CustomerService_19-20.pptx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_10022019_3731_CustomerService_19-20.pptx)	Lisa Alonso	10/2/2019

File Name	File Uploaded By	Upload Date
3731_PLC-Attendance_Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_10282019_3731_PLC-Attendance_Customer-Service.pdf)	Lisa Alonso	10/28/2019
3731_PLC-Attendance2_CustomerService.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_10282019_3731_PLC-Attendance2_CustomerService.pdf)	Lisa Alonso	10/28/2019
3731_PLCArrival3_CustomerService.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3731_10282019_3731_PLCArrival3_CustomerService.pdf)	Lisa Alonso	10/28/2019

☆ School Info



School Name	Flanagan, Charles HS (3391)	School Grade (2018 - 2019)	A
Title 1 School	No	Differentiated Accountability (DA)	No
School of Excellence	---	ESSA School	No
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3391_09152019_Executive-Summary-Flanagan.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	625	90	56	86	148	---	149	0	5	587
10	644	111	52	130	140	---	310	0	4	600
11	674	157	53	150	152	---	205	0	3	245
12	771	272	34	84	23	---	88	14	16	43

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	662	97	70	91	107	---	102	0	18	592
10	660	113	86	122	97	---	112	0	6	584
11	665	147	81	159	0	---	89	1	6	N/A
12	658	215	82	81	0	---	92	35	9	N/A

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

After-school tutoring, daily guidance meetings with students and parents, RtI, Moving Obstacles Victoriously through Empowerment (MOVE), Women of Tomorrow mentoring program, Kefford's Kids mentoring program, Saturday camp, EOC camp, Pull-outs for Math EOC, American History and Biology courses, and Personalization for Academic and Social Emotional Learning (PASL) mentoring program are various strategies designed to identify students.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3391&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Based on the SES band data we will focus on the areas of Literacy and Mathematics. We are concerned with our students' performance in both areas because they are graduation requirements and are integral to the success of our students in other academic areas.	During the 2019-2020 school year, our focus is to continue improving proficiency levels and learning gains in Reading, ELA and Mathematics. To accomplish this, we will focus on increasing the intervention strategies in Reading and English Language Arts classes. Students will be given supplemental instruction in Saturday school reviews, pull-outs, ESOL focused interventions, and after-school tutoring.	Dawn Sales, Kendra Ford, Kristy Modia, Willis Brown	6/7/2020	No	\$14,200.00		
Reduce the number of students with multiple referrals by 10%	Through study hall pull-outs and Social-Emotional Learning programs (e.g. Peters Peeps, PASL, MOVE) we will provide early intervention strategies for students struggling with handling their emotions. Our SEL programs provide mentorships for students from 9th grade through graduation and, through these programs, we can provide targeted remediation that is unique to each child's needs	Kristine Knapp, Robert Johnson	6/1/2020	Yes	N/A		
Improve student achievement in FSA Reading and Writing sections by 7%	Professional Development for staff on Florida Standards, especially developing close reading of passages and creating arguments supported by text.	Kendra Ford	6/7/2020	Yes	N/A		
Improve student achievement in Mathematics from 59% to 65%, Biology from 66.5% to 68%, and US History from 73.3% to 77% EOC exams	Professional Development for teachers on USA Test Prep and Zipgrade. This software is designed to provide data for formative assessments that teachers could use to enrich and remediate both in their classrooms and at the beforementioned camps.	Kristine Knapp, Robert Johnson	6/1/2020	Yes	\$350.00		
Improve the number of economically disadvantaged students achieving a 3 or higher on the ELA FSA from 56% to 66%	- School-wide reading and writing program, Flanagan Reads and Writes (FRW) training that involves all teachers and students in utilizing differentiated instruction through multiple learning management systems including but not limited to: Achieve 3000, Newsela, and Vocabulary.com	Kristine Knapp (Assistant Principal), Kendra Ford (Literacy Coach), Jennell Lozin (Media Specialist), Rhonda Ben-Ezra and Kristy Modia (ELA Dept. Chairs)	6/1/2020	Yes	N/A		

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Increase graduation rate from 98.3% to 99%	Personalized FSA/EOC Camps that focus on remediating targeted standards. Standards will be selected based on formative assessment student data; Push-in/Pull out remediation by teachers and administrators for students who cannot attend FSA/EOC camps and/or are at risk of not meeting goals on state tests; Monitoring will take place for seniors with an increased emphasis on PERT/SAT/ACT to meet graduation requirements; Students at risk of not graduating will also meet with their administrator and/or counselor throughout the year to monitor progress towards graduation	Dawn Sales, Michael Morse, Jennifer DiBenedetto	6/1/2020	N/A	N/A		

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?

Ensuring that the design in quality lessons and streaming the planning and data evaluation is in process will fall in the responsibility of all stakeholders such as teachers in both English and Reading, as well as, the Literacy Coach and administration. Teachers will implement an instructional focus calendar aligned to the ELA standards, assess students using inter-disciplinary FRWs and monitor student achievement with increase focus on the lowest 30th percentile.

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 stakeholders involved such as English Language Arts and Reading teachers, Literacy Coach and administration will collect data through various resources such as previous FSA scores, Virtual Counselor, Basis, USA Test Prep, Achieve 3000, Flanagan Reads and Writes Curriculum and Reading and Writing Boot Camps. Students will be given supplemental instruction in Saturday school reviews, pull-outs, ESOL focused interventions and afterschool tutoring. Again, teachers will implement an instructional focus calendar aligned to the ELA standards, assess students using inter-disciplinary FRWs and monitor student achievement with increased focus on the lowest 30th percentile.

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

Teachers will create common mini-assessments with questions designed by using the Florida Department of Education Test Item Specifications. After each test, the data will be compiled and analyzed. Teachers will conduct in class remediation with students who performed poorly on the assessments and allow students to show improvement and retest where appropriate.

In addition, after-school and peer tutoring remediation sessions will be conducted for tested subjects. The content of the remediation sessions will be developed using data compiled from mini-assessments and aligned to the instructional focus calendars. Students will receive mini-lessons, Performance Tasks using "Beat the Test" and other materials. In addition, students will receive quarterly assessments to monitor their performance on the Performance Tasks. Khan's Academy, Achieve 3000, and Vocabulary.com will be used to provide supplemental instruction. The RTI group will identify struggling students, design interventions and monitor the students' progress. Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

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

Teachers strategically design lesson that include modifications and accommodations within an inclusive setting. ESE support push into inclusion classrooms to provided additional support for SWD students per grade level. Students can also receive pull -out support for small testing environment, extended time management and other accommodations required for a case by case scenario.

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

Teachers have been provided professional development on RTI training, Utilizing Backwards Design Planning, Unpacking the Standards, USA Test Prep , Achieve 3000 and school-wide reading and writing across the curriculum implementation.

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

Flanagan's focus is to continue improving proficiency levels and learning gains in reading and ELA for ELL students. To accomplish this, we will focus on increasing the intervention strategies in Reading and English Language Arts classes. Students will be given supplemental instruction in Saturday school reviews, pull-outs, ESOL focused interventions, and after-school tutoring. ELL students who continue to struggle with the content in English Language Arts and Reading after repeated remediation sessions will be referred to the intervention team for intensive academic interventions and monitoring.

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
CTE	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	9, 10, 11, 12
English 9/10	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	9, 10
English 11/12	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	11, 12
ESE	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	9, 10, 11, 12
Fine Arts	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	9, 10, 11, 12
World Language	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	9, 10, 11, 12
PE	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	9, 10, 11, 12
Algebra 1	Thursday	1st, 2nd	9/12/2019 - 4/2/2019	1:40 PM - 2:40 PM	9, 10
Geometry	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	9, 10, 11
College Readiness	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	12
Reading	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	9, 10, 11, 12
Biology	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	9, 10, 11
Science	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	9, 10, 11, 12
US Government/Economics	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	12
US History	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	11
World History	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	9, 10
Guidance	Thursday	1st, 2nd	9/12/2019 - 4/2/2020	1:40 PM - 2:40 PM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Charles-W.-Flanagan-Elementary-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_09102019_Broward-SAM--Charles-W.-Flanagan-Elementary-School.pdf)	Miriam Gayle	9/10/2019
MTSS-Rtl-Action-Plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_09112019_MTSS-Rtl-Action-Plan-1920.pdf)	Kristi Knapp	9/11/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd, 5th	8/27/2019 - 6/4/2019	1:30 PM - 2:40 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-ACTION-PLAN-SIP-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_09152019_SEL-ACTION-PLAN-SIP-19_20.pdf)	Kristi Knapp	9/15/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
BEHAVIOR-PLAN.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_05022019_BEHAVIOR-PLAN.docx)	Kristi Knapp	5/2/2019
Flanagan-HS-Feedback-for-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_05242019_Flanagan-HS-Feedback-for-2019-20.pdf)	Vince Watson	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	2932	1621	55.29	767	26.16	409	13.95	135	4.60
2017 - 2018	2771	1305	47.09	808	29.16	462	16.67	196	7.07
2018 - 2019	2644	1250	47.28	772	29.20	447	16.91	175	6.62

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	661	377	57.03	177	26.78	83	12.56	24	3.63

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	10	661	335	50.68	199	30.11	93	14.07	34	5.14
2018 - 2019	11	663	316	47.66	190	28.66	112	16.89	45	6.79
2018 - 2019	12	659	222	33.69	206	31.26	159	24.13	72	10.93

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 47.3% 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 23.5% 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 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
Attendance-Plan-SIP-19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_09112019_Attendance-Plan-SIP-19_20.pdf)	Kristi Knapp	9/11/2019

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/2020/3391_10082019_19-20-Annual-School-Counseling-Plan.pdf)	Kristi Knapp	10/8/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_09112019_Equity-Diversity-Action-Plan.pdf)	Kristi Knapp	9/11/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-Flanagan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_09172019_BPIE-Flanagan.pdf)	Kristi Knapp	9/17/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Flanagan-High-School-SAC-Composition.html (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3391_10032019_Flanagan-High-School-SAC-Composition.html)	October	Monitored	10/3/2019
SAC-ByLaws.PDF (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3391_10032019_SAC-ByLaws.PDF)	October	SAC ByLaws	10/3/2019
FHS-SAC-September-Meeting.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3391_10032019_FHS-SAC-September-Meeting.pdf)	October	Developed	10/3/2019
FHS-SAC-By_Laws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3391_10032019_FHS-SAC-By_Laws.pdf)	October	SAC ByLaws	10/3/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
eProve-Results-1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_10032019_eProve-Results-1.pdf)	Kristi Knapp	10/3/2019
eProve-Results-2.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_10032019_eProve-Results-2.pdf)	Kristi Knapp	10/3/2019
eProve-Results-3.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_10032019_eProve-Results-3.pdf)	Kristi Knapp	10/3/2019
eProve-Results-4.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_10032019_eProve-Results-4.pdf)	Kristi Knapp	10/3/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Catch-Them-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_10032019_Catch-Them-Being-Great.pdf)	Kristi Knapp	10/3/2019
Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_10032019_Cultural-Awareness.pdf)	Kristi Knapp	10/3/2019
Customer-Service-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_10032019_Customer-Service-.pdf)	Kristi Knapp	10/3/2019
Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_10032019_Programs-and-Services-Checklist.pdf)	Kristi Knapp	10/3/2019
SAC-19_20-SEP-16-AGENDA.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3391_10032019_SAC-19_20-SEP-16-AGENDA.pdf)	Kristi Knapp	10/3/2019

☆ School Info



School Name	Fort Lauderdale HS (0951)	School Grade (2018 - 2019)	A
Title 1 School	<input type="button" value="No"/>	Differentiated Accountability (DA)	<input type="button" value="No"/>
School of Excellence	<input type="button" value="Yes"/>	ESSA School	<input type="button" value="No"/>
Executive Summary	<input type="button" value="🔗"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0951_09272019_0951_FLHS_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	519	93	65	142	96	---	209	0	24	485
10	503	126	59	146	122	---	193	0	9	473
11	516	165	42	143	70	---	127	0	12	131
12	476	214	23	58	30	---	83	10	15	38

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	682	63	70	79	101	---	86	0	11	645
10	521	95	69	112	99	---	107	0	21	480
11	473	102	47	90	0	---	63	0	7	1
12	499	235	31	54	0	---	71	17	18	N/A

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

The first category to address is to decrease the % of students with attendance below 90%. Overall the percent decreased from the 2017-2018 school year. The school will implement the attendance plan. The school will also in engage parent and guardians to work collaboratively to address chronic absenteeism. The administration will monitor attendance on a monthly basis and ensure appropriate interventions are in place. The second category is the % of students with 1 or more suspensions. Overall the percent decreased from the 2017-2018 to 2018-2019 school year. The school with continue to implement the school wide positive behavior plan. The school will monitor discipline data on a quarterly basis and make modifications to the plan as needed. The third category is the percent of students that are level 1 in ELA or Math. The school will implement the literacy plan. Seniors and Juniors not meeting the FSA Reading graduation requirement have been placed in reading. The students not meeting the Algebra 1 EOC graduation requirement will be proved small group instruction to meet concordant scores. The fourth category is the percentage of students exhibiting 2 or more early warning indicators has decreased overall. The guidance team will continue to monitor students that are at risk for graduation, and put in place any appropriate interventions. The of students retained with the current school year has decrease overall. The school has programs for students who return under FAPE which are appearing as FAPE. The last category is the population of students tested. The population continues to rise. The school continues to ensure all students required to test are being tested.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0951&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
The goal is to improve the lowest quartile learning gains in English Language Arts from 35% to 40% by end of the 2019-2020 school year as measured by the 9th & 10th FSA ELA.	The implementation of the school wide literacy plan. Incorporation of reading strategies in our science and social studies courses that have the lowest 25%. Use of achieve 300, newela and USA test prep as tools to increase literacy. Placement of student in a reading class.	Elizabeth Tatum and Sara Lott	5/15/2020		\$3,000.00	FAIR results, Achieve 3000 and Newela results will be monitored quarterly	
The goal is to increase percent of students achieving a level 3 or high on the FSA ELA, FSA Math EOC's, NGSS US History and NGSS Biology by 3% for the 2019-2020 school year.	After School Tutoring, Review Sessions During Study Hall, Professional Learning Time for Teachers	ELA- Liz Tatum, Math- Sean Curran, Social Studies- Eddie Rodriguez, Science-Karleen Thompson	5/30/2020	Professional Learning Communities	\$30,000.00	Monthly via Sac	

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 Administrator, Department Chair and Reading coach will be responsible for ensuring classroom instruction is aligned to grade-level standards. The ELA teachers will meet monthly through professional learning communities to ensure the curriculum is aligned to grade level standards and opportunities for remediation and/or enrichment are provided. Student work with will be analyzed by using common assessment for each course. Based on student performance on common assessments instructional practices will be changed to improve student growth.

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

The progress monitoring tool for reading proficiency that will be used for student performance is the following FAIR, Achieve 3000, PSAT and common assessments. The FAIR, Achieve 3000 and PSAT can be used to examine sub group populations. The literacy coach is responsible for collecting and reviewing student progress toward reading proficiency.

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

Student that are "overage or third grade retention" or "substantial reading deficiency" have been identified by the school. Students who have an IEP will have a reading goal placed on their IEP. Student who do not have an IEP have all been placed in a reading course. Parents will be notified of progress via interim reports.

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

Students that are "overage or third grade retention" or "substantial reading deficiency" have been identified by the school. Students who have an IEP will have a reading goal placed on their IEP. Students who do not have an IEP have all been placed in a reading course. Parents will be notified of progress via interim reports. Students who do not make adequate progress in the reading courses or via their IEP plan will receive small group instruction. The small group instruction will be provided by our reading interventionist.

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 time to collaboratively plan and analyze student performance. Teachers are provided opportunities to plan and work collaboratively with ESE teachers, ESOL teachers and Gifted teachers to ensure the instructional practice and curriculum meet the need of all learners. Teachers throughout the year will be provided opportunities to attend professional development trainings in their content area. The literacy coach will also work with environmental science and world history teachers on a monthly basis to support literacy in the content area.

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

The school will provide training opportunities for teachers on WIDA standard and strategies. The school will also ensure that ELL students are scheduled in the appropriate courses. The school will also hire classroom assistants to help support students in the classroom.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Guidance PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	9, 10, 11, 12
Instructional Strategies PLC	Wednesday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	9, 10, 11, 12
World Languages PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	9, 10, 11, 12
ESE PLC	Thursday	3rd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	9, 10, 11, 12
CTACE PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	9, 10, 11, 12
APPS PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	9, 10, 11, 12
Advance Math PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	10, 11, 12
Geometry PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	10, 11, 12
Algebra 1 PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	9, 10
US Government PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	12
AICE History PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	9, 10, 11, 12
US History PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	11
Science PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	9, 10, 11, 12
Biology PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	9, 10
11th/12th Grade PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	11, 12
10th Grade English PLC	Thursday	2nd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	10
9th English PLC	Thursday	3rd	8/7/2019 - 5/1/2020	12:30 PM - 2:30 PM	9

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Fort-Lauderdale-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09102019_Broward-SAM--Fort-Lauderdale-High-School.pdf)	Miriam Gayle	9/10/2019
0951_FLHA_MTSS-Rtl-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09112019_0951_FLHA_MTSS-Rtl-Action-Plan.pdf)	Valerie Ruwe	9/11/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	8/27/2019 - 5/30/2019	12:30 PM - 2:30 PM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
0951_FLHS_SEL_PLAN_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09102019_0951_FLHS_SEL_PLAN_19_20.pdf)	Valerie Ruwe	9/10/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-0951-FLHS-SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_04302019_2019-20-0951-FLHS-SPBP.pdf)	Valerie Ruwe	4/30/2019
Fort-Lauderdale-HS-Feedback-form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_05242019_Fort-Lauderdale-HS-Feedback-form-2019-20.pdf)	Vince Watson	5/24/2019
0951_FLHS_SPBIB_Faculty-Training_09_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09122019_0951_FLHS_SPBIB_Faculty-Training_09_19.pdf)	Valerie Ruwe	9/12/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	2177	1187	54.52	522	23.98	317	14.56	151	6.94
2017 - 2018	2081	779	37.43	670	32.20	437	21.00	195	9.37
2018 - 2019	2172	935	43.05	687	31.63	436	20.07	114	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	682	418	61.29	194	28.45	55	8.06	15	2.20
2018 - 2019	10	520	253	48.65	159	30.58	80	15.38	28	5.38
2018 - 2019	11	473	199	42.07	156	32.98	93	19.66	25	5.29
2018 - 2019	12	497	65	13.08	178	35.81	208	41.85	46	9.26

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 43.0% 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 25.3% of students in the chronic absenteeism category, which was more than the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 2% by the end of 2019/20 school year. This is an important goal to achieving academic success.

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 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
0951_FLHS_Attendance-Plan_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09102019_0951_FLHS_Attendance-Plan_19_20.pdf)	Valerie Ruwe	9/10/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
0951_FLHS_Guidance-Plan_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_10012019_0951_FLHS_Guidance-Plan_19_20.pdf)	Valerie Ruwe	10/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
0951_FLHS_-Equity-Diversity-Action-Plan_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09112019_0951_FLHS_-Equity-Diversity-Action-Plan_19_20.pdf)	Valerie Ruwe	9/11/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
0951_12122018_FLH_BPIE_Self_Assessment.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09102019_0951_12122018_FLH_BPIE_Self_Assessment.pdf)	Valerie Ruwe	9/10/2019
0951_FLHS_BPIE_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09102019_0951_FLHS_BPIE_19_20.pdf)	Valerie Ruwe	9/10/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
0951_FLHS_A+Funds.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_10172019_0951_FLHS_A+Funds.pdf)	October	A+ Funds	10/17/2019
0951_SAF-Agenda_9_10_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_10012019_0951_SAF-Agenda_9_10_19.pdf)	September	A+ Funds	10/1/2019
0951_Agenda_9_10_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_10012019_0951_Agenda_9_10_19.pdf)	September	A+ Funds	10/1/2019
0951_SAF_Agenda_08_20_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_10012019_0951_SAF_Agenda_08_20_19.pdf)	August	SAF ByLaws	10/1/2019
0951_Agenda_08_20_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_10012019_0951_Agenda_08_20_19.pdf)	August	SAC ByLaws	10/1/2019
0951__SAF_Meeting_Minutes_09_10_19.doc.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_10012019_0951__SAF_Meeting_Minutes_09_10_19.doc.pdf)	September	SAF ByLaws	10/1/2019
0951__SAC_Meeting_Minutes_09_10_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_10012019_0951__SAC_Meeting_Minutes_09_10_19.pdf)	September	A+ Funds	10/1/2019
0951_FLHS__SAC-Committee-Membership_09_12_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_09122019_0951_FLHS__SAC-Committee-Membership_09_12_19.pdf)	September	Developed	9/12/2019
0951_FLHS_09_10_19_SAF-Signin-sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_09102019_0951_FLHS_09_10_19_SAF-Signin-sheet.pdf)	September	SAF ByLaws	9/10/2019
0951_FLHS_09_10_19_SAC-Signin-sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_09102019_0951_FLHS_09_10_19_SAC-Signin-sheet.pdf)	September	A+ Funds	9/10/2019
0951_FLHS_08_20_19_SAF-Signin-sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_09102019_0951_FLHS_08_20_19_SAF-Signin-sheet.pdf)	August	SAF ByLaws	9/10/2019
0951_FLHS_08_20_19_SAC-Signin-sheet.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_09102019_0951_FLHS_08_20_19_SAC-Signin-sheet.pdf)	August	SAC ByLaws	9/10/2019
0951__SAF_Meeting_Minutes_08_20_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_09102019_0951__SAF_Meeting_Minutes_08_20_19.pdf)	August	SAF ByLaws	9/10/2019
0951__SAC_Meeting_Minutes_08_20_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0951_09102019_0951__SAC_Meeting_Minutes_08_20_19.pdf)	August	SAC ByLaws	9/10/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
0951_FLHS-Student-Survey-Results_2_11_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09122019_0951_FLHS-Student-Survey-Results_2_11_19.pdf)	Valerie Ruwe	9/12/2019
0951_-FLHS-Staff-Survey-Results_2_11_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09272019_0951_-FLHS-Staff-Survey-Results_2_11_19.pdf)	Valerie Ruwe	9/27/2019
FLHS-Parent-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_10012019_FLHS-Parent-Survey-2019.pdf)	Valerie Ruwe	10/1/2019
FLHS-Bilingual-Parent-Survey-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_10012019_FLHS-Bilingual-Parent-Survey-2019.pdf)	Valerie Ruwe	10/1/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
0951_FLHS_Customer-Service-Training_09_12_19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09122019_0951_FLHS_Customer-Service-Training_09_12_19.pdf)	Valerie Ruwe	9/12/2019
0951_FLHS_-Face-Plan_19_20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09122019_0951_FLHS_-Face-Plan_19_20.pdf)	Valerie Ruwe	9/12/2019
0951_FLHS_Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09272019_0951_FLHS_Catchthem-Being-Great.pdf)	Valerie Ruwe	9/27/2019
0951_FLHS_September_Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09272019_0951_FLHS_September_Cultural-Awareness.pdf)	Valerie Ruwe	9/27/2019
0951_FLHS_FACE_Resources.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0951_09272019_0951_FLHS_FACE_Resources.jpg)	Valerie Ruwe	9/27/2019

☆ School Info



School Name	Miramar HS (1751)	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/1751_09022019_1751__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	587	124	113	168	250	---	160	0	14	540
10	620	144	93	179	263	---	238	0	22	561
11	688	190	70	177	240	---	203	0	10	328
12	642	278	43	87	64	---	117	61	16	87

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	632	130	109	187	180	---	167	0	8	554
10	572	136	93	147	145	---	158	0	10	505
11	611	170	83	103	0	---	90	0	22	N/A
12	706	352	68	68	0	---	159	132	13	N/A

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

Student data is derived from diagnostic tests, common formative assessments, and state assessment data to drive instruction and provide a realistic picture of student achievement. The data from these tests are discussed and monitored in our monthly Professional Learning Communities as well as during RTI and admin meetings.

The instructional materials used to academically support students include USA Test Prep, Achieve 3000, Quia, Khan Academy, Vocabulary.com, Newsela and Math Nation. USA Test Prep, Achieve 3000 & Quia are assessment resources that allows data to be compiled quickly and show trends and areas of deficiencies in student performance. USA Test Prep & Achieve 3000 are also used to assign lessons to address student deficiencies as identified on diagnostic and common formative assessment. Khan Academy gives students the opportunity to receive practice exercises on standard that they performed below the norm as determined by the College Board administered PSAT and SAT. Vocabulary.com helps students learn and practice vocabulary terms in their different courses. Newsela is a reading/current event resource used by teachers to assign work based on a student's Lexile level which allows for differentiated instruction to take place in the classroom. Math Nation provides video and math exercises to support teacher instruction in Algebra and Geometry courses.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1751&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?

It is the responsibility of the Literacy Coach to create a standard-based Instructional Focus Guide to ensure that classroom instruction is aligned to grade-level standards. Teachers strategically follow the grade-level Instructional Focus Guide which provides a thorough curriculum that closely aligns grade-level standards. The evidence that is collected to demonstrate that classroom instruction is aligned to grade-level standards is the Common Formative Assessment data extracted from the USATest Prep testing platform. The assessments are designed to assess students on the grade-level standard-based the instructional focus previously taught.

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

The specific progress monitoring data collected to determine that students by subgroups are progressing towards reading proficiency is Achieve3000. Achieve300 is an online program that reaches students at their precise Lexile reading levels to deliver significant reading gains. The program offers successful RtI implementations that infuses effective rotation models, which allows for small-group and teacher-led instruction that addresses specific skills deficits. The Literacy Coach is 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?

The Literacy Coach consistently track students' Achieve3000 data to provide appropriate interventions based on the students Lexile levels. In addition, the students also take the Florida Assessments for Instruction in Reading (FAIR) and are provided with reading interventions based on the curriculum Decision Tree. Based on the Decision Tree, the students are placed in their respective differentiated instruction groups according to their specific needs. Also, reading data is disaggregated into subgroups and the identification of students with a substantial reading deficiency is based on the Decision Tree. As the Literacy Coach, continual progress monitoring plans, designing curriculum plans that are aligned to the standards and implementing professional development plans provides appropriate interventions for student constant improvement.

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?

A resource used at my school to provide targeted supplemental intervention is Achieve3000. The Achieve3000 classroom is designed for Tier II small group instruction or Tier III intensive one-to-one intervention and is fully equipped to support instruction in reading comprehension, writing, vocabulary, fluency, and foundation skills. The instructional practice that are used to target supplemental intervention is standard based differentiated instruction groups based on the students Florida Assessments for Instruction in Reading (FAIR) and Achieve3000 data. The teachers can work with the students in small groups according to their individual needs and accommodations. Support facilitators also play a vital role in providing supplemental interventions with these students by working with the students one-on-one to meet their academic needs. Furthermore, as the Literacy Coach, I collaborate with support facilitators to design effective instructional interventions needed to support SWDs.

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

The type of professional learning that the teachers have received to ensure the full range of learners using Universal Designs for Learning (UDL) for effective instructional design (planning) and delivery (teaching) are data trainings, curriculum training, and Close Reading training. During the data training, the teachers learn how to disaggregate data in efforts to produce effective data driven instruction. The curriculum training helps teachers plan effectively based on the needs of the students. In addition, the teachers learn how to embed district initiatives in strategic plans such as, the district Social and Emotional Learning, Project-based Learning, Learning/Experiential Learning, Student Achievement, Equity, RTI and UDL.

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

Our school identifies the academic strengths and opportunities for growth of English Language Learners upon registration at our school and makes this data available digitally to every classroom teacher to use this data to inform instruction content, delivery, and assessment. There are two groups of ELLs (students from the same School District and students from another District). Students in our school district are tested using ACCESS annually. Students from the same district have digital ACCESS scores and records in Ellevation (District provided); these student-records detail a student's strengths and opportunities in each of the 4 Language Domains tested with ACCESS (Listening, Speaking, Writing, and Reading). Students who are new to the School District are tested using the IPT upon entry and again using the yearly ACCESS test. Teachers are trained and certified in the methods of effective instruction for ELLs. The multilingual ESOL Department supports the families of ELLs so that they have access to materials translated into the District's top 5 languages and information about College and Career options.

Schoolwide Curriculum Delivery Options: Every Classroom teacher has ELL data available on their laptops. Using Ellevation In Class, our teachers are provided with lesson delivery options and scaffolds that identify the ELLs who are in need of High, Medium, or Low Support with the Lesson Delivery chosen. An ELL paraprofessional is provided to support ELL students in implementing their learning growth plan. Our current ELL paraprofessional is a former Miramar High ELL Student, former Broward County World Languages teacher, holds a Bachelor's Degree and speaks four languages. She supports students using both the pull-out and push-in model. ELL students are afforded an equal opportunity to take higher-level classes and are encouraged to prepare for College and Career opportunities using language enrichment camps, sheltered instruction for DLA Reading and English through ESOL classes. ELL students are encouraged to develop additive bilingualism so that they can achieve speaking, listening, writing and reading proficiency in multiple languages.

Supports:

ELL resource room and library - with materials that allow for effective remediation or enrichment for ELLs.

ELL classroom library with a variety of multicultural model texts (including both Picture books, Chapter books, Novels, and Informational texts.)

Online and Computer-based programs that allow teachers to use materials that link to their current curriculum and provide differentiated content, delivery, and assessment (along with remediation and enrichment). Achieve3000.com, USATESTPREP.com, Canvas, Keystone Digital, ESL Reading Smart, Scholastic.

ELL Study Hall for 11th and 12th graders - focusing on both academic success and post-graduate opportunities.

ELLs are placed in Sheltered Instruction literacy classes if their language classification code is Level 1 or Level 2 (ACCESS). ELL students who are Level 1 or Level 2 receive daily Developmental Language Arts instruction and are expected to spend a maximum of 2 years in the program. ELL staff (DLA teacher, ELL contact, & paraprofessional) work together to set goals for each student that include growth goals for achieving adequate learning gains in each Language Domain (listening, speaking, writing, and reading). The DLA teacher and paraprofessional consult with each student to set anticipated dates for scoring a Level 3 on ACCESS and leaving the DLA class, achieving full bi-literacy, fulfilling all graduation requirements and making Post-Graduation plans. ELL students have access to the same rigorous curriculum content, delivery, and assessment as all other students in the school. Electronic applications like Achieve3000.com, ESL Reading Smart, and Canvas allow for differentiated learning for ELLs so that each ELL student can succeed.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
1751 SS 2	Thursday	1st	8/7/2019 - 4/9/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
1751 SS 1	Thursday	1st	8/7/2019 - 4/9/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
1751 Guidance 9-12	Thursday	1st	8/7/2019 - 4/9/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
1751 Electives 2	Thursday	1st	8/7/2019 - 4/9/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
1751 Electives 1	Thursday	1st	8/7/2019 - 4/9/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
1751 Math 2	Thursday	1st	8/7/2019 - 4/9/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
1751 Literacy 11th & 12th	Thursday	1st	8/7/2019 - 4/9/2020	12:15 PM - 2:45 PM	11, 12
1751 Literacy 9th & 10th	Thursday	1st	8/7/2019 - 4/9/2020	12:15 PM - 2:45 PM	9, 10
1751 World Languages	Thursday	1st	8/7/2019 - 4/9/2020	12:15 PM - 2:45 PM	9, 10, 11, 12
1751 Math 1	Thursday	1st	8/7/2019 - 4/9/2020	12:15 PM - 12:45 PM	9, 10, 11, 12
1751 Science 9-12	Thursday	1st	8/7/2019 - 4/9/2020	12:15 PM - 2:45 PM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
MTSS-Rtl-Action-Plan-MHS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09022019_MTSS-Rtl-Action-Plan-MHS.pdf)	cristina selvidge	9/2/2019
Broward-SAM--Miramar-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09022019_Broward-SAM--Miramar-High-School.pdf)	cristina selvidge	9/2/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	4th	8/27/2019 - 5/26/2020	8:01 AM - 10:45 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-20--MHS-0171.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09112019_SEL-Action-Plan-2019-20--MHS-0171.pdf)	Shamarli Johnson	9/11/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
SPBP--MHS1751-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_05012019_SPBP--MHS1751-2019.pdf)	Shamarli Johnson	5/1/2019
Miramar-High-School-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_05312019_Miramar-High-School-Feedback-Form-2019-20.pdf)	Beatrice Baptiste	5/31/2019
SPBP--MHS1751-2019--20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09152019_SPBP--MHS1751-2019--20.pdf)	Shamarli Johnson	9/15/2019

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	2726	1483	54.40	700	25.68	404	14.82	139	5.10
2017 - 2018	2628	1086	41.32	747	28.42	510	19.41	285	10.84
2018 - 2019	2515	1020	40.56	673	26.76	552	21.95	270	10.74

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	09	629	341	54.21	154	24.48	88	13.99	46	7.31
2018 - 2019	10	570	285	50.00	141	24.74	101	17.72	43	7.54
2018 - 2019	11	610	265	43.44	165	27.05	125	20.49	55	9.02
2018 - 2019	12	706	129	18.27	213	30.17	238	33.71	126	17.85

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 40.6% 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 32.7% 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 10.7% 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
Attendance-Plan-MHS-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09112019_Attendance-Plan-MHS-2019-2020.pdf)	cristina selvidge	9/11/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
Annual-Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09012019_Annual-Counseling-Plan.pdf)	cristina selvidge	9/1/2019

Equity Plan

File Name	File Uploaded By	Upload Date
MHS-Equity-Diversity-Action-Plan-Template-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09112019_MHS-Equity-Diversity-Action-Plan-Template-2019-2020.pdf)	jason fernandez	9/11/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09022019_BPIE.pdf)	cristina selvidge	9/2/2019
1751_09202019_BPIE-Plan-MHS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_10162019_1751_09202019_BPIE-Plan-MHS.pdf)	Sabine Seide	10/16/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
10_2019-SAC-Documents-(Agenda--Sign-Ins--Minutes).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1751_10172019_10_2019-SAC-Documents-(Agenda--Sign-Ins--Minutes).pdf)	October	Monitored	10/17/2019
9_2019-SAC-Documents-(Agenda--Sign-Ins--Minutes).pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1751_10172019_9_2019-SAC-Documents-(Agenda--Sign-Ins--Minutes).pdf)	October	SAC ByLaws	10/17/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
MHS_Staff_SurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_10162019_MHS_Staff_SurveysReport.pdf)	Sabine Seide	10/16/2019
MHS_Parent_SurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_10162019_MHS_Parent_SurveysReport.pdf)	Sabine Seide	10/16/2019

File Name	File Uploaded By	Upload Date
MHS_Student_SurveysReport.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_10162019_MHS_Student_SurveysReport.pdf)	Sabine Seide	10/16/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
Aug-19-23-Faculty-Bulletin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09112019_Aug-19-23-Faculty-Bulletin.pdf)	cristina selvidge	9/11/2019
Aug.-26-30-Faculty-Bulletin.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09112019_Aug.-26-30-Faculty-Bulletin.pdf)	cristina selvidge	9/11/2019
Sept-02-06-Faculty-Newsletter.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09112019_Sept-02-06-Faculty-Newsletter.pdf)	cristina selvidge	9/11/2019
Sept-09-14-Faculty-Newsletter.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09112019_Sept-09-14-Faculty-Newsletter.pdf)	cristina selvidge	9/11/2019
Sept-19_20-VIP-Newsletter-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09112019_Sept-19_20-VIP-Newsletter-.pdf)	cristina selvidge	9/11/2019
Customer-Service-Guidelines.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09112019_Customer-Service-Guidelines.pdf)	cristina selvidge	9/11/2019
Welcome-Center-1.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09112019_Welcome-Center-1.jpg)	cristina selvidge	9/11/2019
Welcome-Center-3.jpg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09112019_Welcome-Center-3.jpg)	cristina selvidge	9/11/2019
Know-Your-Students.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09112019_Know-Your-Students.pdf)	cristina selvidge	9/11/2019
Face-Plan-2019-2020-Miramar-HS-1751.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09112019_Face-Plan-2019-2020-Miramar-HS-1751.pdf)	Shamarli Johnson	9/11/2019
ESE-Open-House-Flyer-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09272019_ESE-Open-House-Flyer-2019.pdf)	cristina selvidge	9/27/2019
Literacy-Night-Flyer-2019.png (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09272019_Literacy-Night-Flyer-2019.png)	cristina selvidge	9/27/2019
Magnet-Open-House-Flyer-2019.png (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09272019_Magnet-Open-House-Flyer-2019.png)	cristina selvidge	9/27/2019
New-Student-Orientation-Flyer-2019.PNG (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09272019_New-Student-Orientation-Flyer-2019.PNG)	cristina selvidge	9/27/2019
Open-House-Flyer-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09272019_Open-House-Flyer-2019.pdf)	cristina selvidge	9/27/2019
Patriot-Experience-Flyer-2019.png (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09272019_Patriot-Experience-Flyer-2019.png)	cristina selvidge	9/27/2019
Senior-Night-Flyer.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09272019_Senior-Night-Flyer.pdf)	cristina selvidge	9/27/2019
Welcome-Center-2.jpeg (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_09272019_Welcome-Center-2.jpeg)	cristina selvidge	9/27/2019
MHS_Guidance-Parent-Night-Flyer-2019-2020-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_10162019_MHS_Guidance-Parent-Night-Flyer-2019-2020-.pdf)	Sabine Seide	10/16/2019

File Name	File Uploaded By	Upload Date
MHS_Staff-Appreciation-Week-2019-flyer.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_10162019_MHS_Staff-Appreciation-Week-2019-flyer.pdf)	Sabine Seide	10/16/2019
MHS_PASLPlan2020-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1751_10162019_MHS_PASLPlan2020-.pdf)	Sabine Seide	10/16/2019

☆ School Info



School Name	Northeast HS (1241)	School Grade (2018 - 2019)	I
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/1241_10032019_1241-1920-ExecSum.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	451	66	41	158	191	---	121	0	12	385
10	489	105	32	183	208	---	205	0	18	407
11	439	90	14	157	160	---	123	0	13	229
12	399	75	9	66	46	---	61	41	31	65

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

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
09	422	50	46	105	127	---	97	0	16	355
10	441	61	34	121	144	---	104	0	9	360
11	449	81	29	111	0	---	48	0	16	N/A
12	414	78	26	71	0	---	60	51	22	N/A

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

- Students that are identified by the early warning system are referred to the school's free after school services that include enrichment opportunities in reading and math. The students will also have access to programs that track and monitor their progress, but more importantly, provides personalized scaffolding for the students. These programs include USA Test Prep., Algebra Nation, ALEKS, etc. The students are able to utilize their study hall classes to access the available on-site instructional resources, therefore the students do not lose any instructional time.
- There are pullout and push-ins scheduled for students that require additional academic support. The Biology pullouts start in October with other subjects adding on in January. The push-ins will start the second quarter for various subjects.
- The guidance department is looking at student data at the end of the first quarter and having individual, small group and large group meetings to discuss students academic progress and direct students to support that can assist them in their performance and success.
- The Math department will utilize camps and review sessions (during personalization periods) to remediate instructional deficits.
- PASL is now implementing SEL best practices to ALL ninth-graders.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=1241&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 administration team is responsible for ensuring that classroom instruction is aligned to grade-level standards. Evidence is collected during Walk-Throughs, Observations, and Informal and Formal Evaluations. Teachers will ensure they provide specially designed instruction using the following:

- Providing clear learning goals.
- Breaking down lessons into smaller segments.
- Using visual aids to enhance learning.
- Repeating and re-paraphrasing.
- Including time for processing (practice at specific intervals of instructional time).
- Using a reasonable pace for complex concepts.

With regards to intense interventions (Tier 3):

- Providing one to one instruction.
- Using strategies from a functional behavior plan (FBA).
- Implementing accommodations of their 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?

Progress Monitoring Data is collected by the administration team and administered by the teachers through Progress Monitoring Assessments/Common Formative Assessments. The data is displayed in each teacher's Pinnacle Grade Book for each student by standard and is discussed by subgroup in Professional Learning Communities that are formed by subject and grade level.

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

Our school ensures that students who are not progressing towards individual and grade-level goals are being monitored by the teacher, ESE Facilitator, ELL Coordinator, and Literacy Coach through Professional Learning Community Data Discussions and Data Chats with their administrator. Students will receive remediation from their teacher, ESE Facilitator, ELL Coordinator, and Literacy Coach through Pull Outs and Push Ins.

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 practice implementing various reading comprehension strategies are employed by the teachers. Support and resources for the teachers are provided by the Literacy Coach. ESE Facilitators provide additional one on one intervention with the students that include Pull Outs and Push Ins.

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 had a range of professional learning that includes, but are not limited to, Decoding and Fluency, Strategies for the ESE/SWD Student, how to use the resources in *Collections*, Socratic Seminars, Novel Integration, Providing ELL Students with Support and more.

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

Activities implemented at our school to increase the percentage of ELLs becoming proficient on the ACCESS for ELLs includes one on one instruction with the ELL Coordinator and Professional Development for the teachers by the 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
13 PLC Groups broken down by common subject areas	Thursday	1st, 2nd	9/12/2019 - 4/2/2019	1:00 PM - 2:40 PM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Northeast-High-School20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_09112019_Broward-SAM--Northeast-High-School20.pdf)	Monique Pernel	9/11/2019
1241_MTSS_RTI-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_09202019_1241_MTSS_RTI-Action-Plan.pdf)	Rafael Rivera	9/20/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	9/11/2019 - 5/27/2020	9:00 AM - 10:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
1241-1920-SEL-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_10022019_1241-1920-SEL-Plan.pdf)	Rafael Rivera	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
Northeast_2019_2020_SPBP.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_05172019_Northeast_2019_2020_SPBP.pdf)	Tyenne Hogan	5/17/2019
Northeast-HS-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_05242019_Northeast-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	1972	1323	67.09	321	16.28	191	9.69	137	6.95
2017 - 2018	1912	1135	59.36	373	19.51	227	11.87	177	9.26
2018 - 2019	1721	1128	65.54	318	18.48	150	8.72	125	7.26

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	09	421	290	68.88	77	18.29	34	8.08	20	4.75
2018 - 2019	10	439	304	69.25	73	16.63	34	7.74	28	6.38
2018 - 2019	11	447	281	62.86	85	19.02	37	8.28	44	9.84
2018 - 2019	12	414	253	61.11	83	20.05	45	10.87	33	7.97

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 65.5% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school had 16.0% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 7.3% 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
1241_2019_2020_Attendance_Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_09102019_1241_2019_2020_Attendance_Plan.pdf)	Rafael Rivera	9/10/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
1241_Annual_School_Counseling_Plan_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_09202019_1241_Annual_School_Counseling_Plan_2020.pdf)	Rafael Rivera	9/20/2019

Equity Plan

File Name	File Uploaded By	Upload Date
1241_10022019_1241-1920-Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_11052019_1241_10022019_1241-1920-Equity-Diversity-Action-Plan.pdf)	Rafael Rivera	11/5/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
1241-BPIE-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_09202019_1241-BPIE-Plan.pdf)	Rafael Rivera	9/20/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1241-September-SAC-Attendance.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1241_10022019_1241-September-SAC-Attendance.pdf)	October	Monitored	10/2/2019
1241-September-SAC-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1241_10022019_1241-September-SAC-Minutes.pdf)	October	Monitored	10/2/2019
1241_SAF_ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1241_10012019_1241_SAF_ByLaws.pdf)	October	SAF ByLaws	10/1/2019
1241_SAC_ByLaws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/1241_10012019_1241_SAC_ByLaws.pdf)	October	SAC ByLaws	10/1/2019

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
1241-1819-Parent-eProve.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_10022019_1241-1819-Parent-eProve.pdf)	Rafael Rivera	10/2/2019

File Name	File Uploaded By	Upload Date
1241-1819-Student-eProve.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_10022019_1241-1819-Student-eProve.pdf)	Rafael Rivera	10/2/2019
1241-1819-Staff-eProve.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_10022019_1241-1819-Staff-eProve.pdf)	Rafael Rivera	10/2/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
1241-Face-Plan-1920.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_10022019_1241-Face-Plan-1920.pdf)	Rafael Rivera	10/2/2019
1241-1920-Catchthem-Being-Great.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_10022019_1241-1920-Catchthem-Being-Great.pdf)	Rafael Rivera	10/2/2019
1241-1920-Cultural-Awareness.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_10022019_1241-1920-Cultural-Awareness.pdf)	Rafael Rivera	10/2/2019
1241-1920-Customer-Service.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_10022019_1241-1920-Customer-Service.pdf)	Rafael Rivera	10/2/2019
1241-1920-Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/1241_10022019_1241-1920-Programs-and-Services-Checklist.pdf)	Rafael Rivera	10/2/2019

☆ School Info



School Name	Pompano Beach HS (0185)	School Grade (2018 - 2019)	A
Title 1 School	<input type="button" value="No"/>	Differentiated Accountability (DA)	<input type="button" value="No"/>
School of Excellence	<input type="button" value="Yes"/>	ESSA School	<input type="button" value="No"/>
Executive Summary	<input type="button" value="🔍"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0185_10032019_Executive-Summary-2019-2020.p)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
09	333	5	9	24	7	---	147	0	0	330
10	285	13	9	24	1	---	60	0	0	272
11	290	15	5	12	1	---	7	0	0	8
12	289	27	5	12	0	---	9	5	0	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	347	6	37	15	0	---	4	0	0	338
10	308	7	14	5	2	---	0	0	0	302
11	258	10	16	6	0	---	2	0	0	N/A
12	283	21	17	8	0	---	2	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.

- Students that are identified by the early warning system are referred to the school's free after school services that include enrichment opportunities in reading and math. The students will also have access to programs that track and monitor their progress, but more importantly, provides personalized scaffolding for the students. These programs include USA Test Prep., Algebra Nation, ALEKS, etc. The students are able to utilize their study hall classes to access the available on-site instructional resources, therefore the students do not lose any instructional time.
- There are pullout and push-ins scheduled for students that require additional academic support. The Biology pullouts start in October with other subjects adding on in January. The push-ins will start the second quarter for various subjects.
- The guidance department is looking at student data at the end of the first quarter and having individual, small group and large group meetings to discuss students academic progress and direct students to support that can assist them in their performance and success.
- The Math department will utilize camps and review sessions (during personalization periods) to remediate instructional deficits.
- PASL is now implementing SEL best practices to ALL ninth-graders.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0185&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
The percentage of 9th and 10th students making learning gains in ELA will increase from 64% to 66% as evidenced by the 2019-20 FSA The percentage of 9th and 10th students making learning gains in algebra and geometry will increase from 50% to 52% as evidenced by the 2019-20 EOC.	Utilizing CARE to improve QITs (PLCs)	Lori Carlson, Jill Samaroo, Leadership	5/26/2020	N/A	N/A	Effects will be viewed through 2018-2019 FSA scores	

K-12 Comprehensive Reading Plan

Resources

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

☆ **Safe and Supportive Environment**



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Leadership	Monday	3rd	9/16/2019 - 4/20/2020	7:15 AM - 4:00 PM	9, 10, 11, 12
Counseling 9-12	Tuesday	2nd, 4th	9/10/2019 - 5/26/2020	3:25 PM - 4:15 PM	9, 10, 11, 12
ELA	Tuesday	2nd, 4th	9/10/2019 - 5/26/2020	3:25 PM - 4:15 PM	9, 10, 11, 12
Geometry	Tuesday	2nd, 4th	9/10/2019 - 5/26/2020	3:25 PM - 4:15 PM	9, 10
Math Beyond EOC	Tuesday	2nd, 4th	9/10/2019 - 5/26/2020	3:25 PM - 4:15 PM	9, 10, 11, 12
Science	Tuesday	2nd, 4th	9/10/2019 - 5/26/2020	3:25 PM - 4:15 PM	9, 10, 11, 12
Social Studies	Tuesday	2nd, 4th	9/10/2019 - 5/26/2020	3:25 PM - 4:15 PM	9, 10, 11, 12
Technology	Tuesday	2nd, 4th	9/10/2019 - 5/26/2020	3:25 PM - 4:15 PM	9, 10, 11, 12
Unified Arts	Tuesday	2nd, 4th	9/10/2019 - 5/26/2020	3:25 PM - 4:15 PM	9, 10, 11, 12
World Languages	Tuesday	2nd, 4th	9/10/2019 - 9/26/2019	3:25 PM - 4:15 PM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Pompano-Beach-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0185_09102019_Broward-SAM--Pompano-Beach-High-School.pdf)	Miriam Gayle	9/10/2019
MTSS-Rtl-Action-Plan-PBHS.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0185_10162019_MTSS-Rtl-Action-Plan-PBHS.docx)	Jill Samaroo	10/16/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd	9/10/2019 - 5/26/2020	9:00 AM - 10:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-2019-2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0185_10032019_SEL-2019-2020.docx)	Michael Lichtenstein	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP-PBHS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0185_05202019_2019-20-SPBP-PBHS.pdf)	Desiree Montalvo	5/20/2019

File Name	File Uploaded By	Upload Date
Pompano-Beach-HS-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0185_05242019_Pompano-Beach-HS-Feedback-Form.pdf)	Miriam Gayle	5/24/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	1213	938	77.33	213	17.56	53	4.37	9	0.74
2017 - 2018	1210	938	77.52	208	17.19	47	3.88	17	1.40
2018 - 2019	1194	925	77.47	221	18.51	43	3.60	5	0.42

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	346	307	88.73	32	9.25	6	1.73	1	0.29
2018 - 2019	10	307	251	81.76	49	15.96	6	1.95	1	0.33
2018 - 2019	11	258	184	71.32	63	24.42	10	3.88	1	0.39
2018 - 2019	12	283	183	64.66	77	27.21	21	7.42	2	0.71

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 77.5% of students in this category, which was more than 5% above the District average (55.7%). Our goal is to maintain or further improve this high level of regular attendance through the 2019/20 school year.
Chronic Absenteeism	Chronic Absenteeism is when a student is absent 10% or more full days of school. In 2018/19 our school is among the lowest in the District with only 4.0% of students in chronic absenteeism (District average was 17.7%). Our goal is to maintain excellent attendance and provide assistance to families in need of support regarding attendance throughout 2019/20 school year.
Severe Chronic Absenteeism	Severe Chronic Absenteeism identifies students who were absent 20% or more full school days. In 2018/19, at our school 0.4% of students were recorded as Severe Chronic Absenteeism, which was among the lowest in the District. The District average for Severe Chronic Absenteeism was 5.26%. Our goal is to maintain low severe chronic absenteeism and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-SY-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0185_09252019_Attendance-Plan-SY-2019-2020.pdf)	Michael Lichtenstein	9/25/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
ASCP-SY-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0185_09242019_ASCP-SY-2019-2020.pdf)	Michael Lichtenstein	9/24/2019

Equity Plan

File Name	File Uploaded By	Upload Date
2019-2020-Equity-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0185_10032019_2019-2020-Equity-Plan.pdf)	Katarina Roman	10/3/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
BPIE-SY-2019_2020.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0185_11072019_BPIE-SY-2019_2020.docx)	Michael Lichtenstein	11/7/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Waiver-Community-Meeting-Minutes-4-NOV-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0185_11072019_Waiver-Community-Meeting-Minutes-4-NOV-2019.pdf)	November	None	11/7/2019
Waiver-Community-Meeting-Roster-4-NOV-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0185_11072019_Waiver-Community-Meeting-Roster-4-NOV-2019.pdf)	November	None	11/7/2019
A+-Money-Tally-&-Sign-In.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0185_10222019_A+-Money-Tally-&-Sign-In.pdf)	October	A+ Funds	10/22/2019
October-2019-Agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0185_10182019_October-2019-Agenda.docx)	October	None	10/18/2019
October-2019-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0185_10182019_October-2019-Composition.pdf)	October	None	10/18/2019
October-2019-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0185_10182019_October-2019-Minutes.pdf)	October	None	10/18/2019
2019-2020-SAC-By-Laws.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0185_09252019_2019-2020-SAC-By-Laws.pdf)	September	SAC ByLaws	9/25/2019
September-2019-Composition.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0185_09252019_September-2019-Composition.pdf)	September	None	9/25/2019
September-2019-Minutes.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0185_09252019_September-2019-Minutes.pdf)	September	None	9/25/2019
September-2019-Agenda.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/0185_09252019_September-2019-Agenda.docx)	September	None	9/25/2019

AdvancED eProve Survey Results

No files have been uploaded.

Family and Community Engagement (FACE) Plan

No files have been uploaded.

☆ School Info



School Name	Stranahan HS (0211)	School Grade (2018 - 2019)
Title 1 School	No	Differentiated Accountability (DA)
School of Excellence	No	ESSA School
Executive Summary	Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/0211_09252019_0211_09112018_0211_10062017_)	

☆ 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	392	76	114	96	178	---	138	0	27	331
10	401	83	96	140	207	---	187	0	20	358
11	351	52	76	119	140	---	134	0	14	189
12	294	70	66	65	15	---	65	33	17	19

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	400	109	136	130	127	---	151	0	14	344
10	355	108	102	101	119	---	136	0	22	312
11	356	138	60	137	0	---	107	0	14	N/A
12	322	114	48	50	0	---	62	20	13	N/A

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

By June 2020, 47% of the students in grades 9 and 10 will score a level 3 or higher on the Florida Standards Assessment. Our Students with Disabilities (SWD) subgroup will increase the English Language Arts proficiency to 17% and English Language Learners (ELL) subgroup will increase proficiency to 23%. Our ELA FSA data shows that our students are not achieving at the same levels as the average student in the district/state. An analysis of our assessments/work indicated that our assessments/assignments are not as rigorous as the state demands on the FSA. Our focus this year is to increase the rigor in our classrooms, without putting our students at risk for failure, by providing support to students needed for them to be successful.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=0211&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 ELA department leader and Literacy Coach create an instructional focus calendar for the teachers to follow. The ELA administrator monitors the implementation of instruction.

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

The ELA administrator meets with the ELA teachers and Literacy Coach to review results from common formative assessments for students in each subgroup.

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

After each common formative assessment, teachers review results and based on data remediate/reteach and retest 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?

Teachers use Achieve3000 to increase lexile reading levels. Newsela and Vocabulary.com are supplemental resources.

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 ELA department leader and Literacy Coach create an instructional focus calendar for the teachers to follow. The ELA administrator monitors the implementation of instruction.

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

The ELA administrator meets with the ELA teachers and Literacy Coach to review results from common formative assessments for students in each subgroup.

Resources

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

☆ Safe and Supportive Environment



Professional Learning Communities (PLC)

PLC Meeting Schedule

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Algebra 1 19-20 0211 EOC 9-12	Thursday	1st	9/12/2019 - 5/15/2020	12:40 PM - 2:40 PM	9, 10
Certifiable CTACE 19-20 0211 9-12	Thursday	1st	9/12/2019 - 5/15/2020	12:40 PM - 2:40 PM	9, 10, 11, 12
Force Multipliers 19-20 0211 9-12	Thursday	1st	9/12/2019 - 5/15/2020	12:40 PM - 2:40 PM	9, 10, 11
Lit 11th 12th 19-20 0211 ELA	Thursday	1st	9/12/2019 - 5/15/2020	12:40 PM - 2:40 PM	11, 12
Team 19/20 Lit Support 0211 FSA	Thursday	1st	9/12/2019 - 5/15/2020	12:40 PM - 2:40 PM	11, 12
Biology 20/20 Vision 19-20 0211 9-10 EOC	Thursday	1st	9/12/2019 - 5/15/2020	12:40 PM - 2:40 PM	9, 10
GeoNation 19-20 0211 Geometry EOC	Thursday	1st	9/12/2019 - 5/15/2020	12:40 PM - 2:40 PM	9, 10, 11
Student Services 19-20 0211	Thursday	1st	9/12/2019 - 5/15/2019	12:40 PM - 2:40 PM	9, 10, 11, 12
Lit Ellevations 19-20 0211 ELA 9-10	Thursday	1st	9/12/2019 - 5/15/2020	12:20 PM - 2:40 PM	9, 10
Cinco De Mayo 19-20 US History	Thursday	1st	9/12/2019 - 5/15/2020	12:20 PM - 2:40 PM	11

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--Stranahan-High-School.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0211_09092019_Broward-SAM--Stranahan-High-School.pdf)	Kamara Sanon	9/9/2019
SHS_MTSS_Rtl-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0211_09092019_SHS_MTSS_Rtl-Plan.pdf)	Kamara Sanon	9/9/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/12/2019 - 5/28/2020	8:30 AM - 10:30 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
SEL-Action-Plan-2019-2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0211_10022019_SEL-Action-Plan-2019-2020.pdf)	Kenneth Ward	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
SPBP-2019-20-Final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0211_04302019_SPBP-2019-20-Final.pdf)	Elvin Hazell	4/30/2019

File Name	File Uploaded By	Upload Date
Stranahan-High-Feedback-Form-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0211_05312019_Stranahan-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	1529	809	52.91	397	25.96	229	14.98	94	6.15
2017 - 2018	1517	818	53.92	383	25.25	206	13.58	110	7.25
2018 - 2019	1431	558	38.99	392	27.39	298	20.82	183	12.79

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	398	178	44.72	109	27.39	64	16.08	47	11.81
2018 - 2019	10	355	149	41.97	94	26.48	71	20.00	41	11.55
2018 - 2019	11	356	121	33.99	93	26.12	85	23.88	57	16.01
2018 - 2019	12	322	110	34.16	96	29.81	78	24.22	38	11.80

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 39.0% 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 33.6% 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 12.8% 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-Stranahan-HS-2019-20.docx (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0211_11052019_Attendance-Plan-Stranahan-HS-2019-20.docx)	Kenneth Ward	11/5/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
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File Name	File Uploaded By	Upload Date
SHS_Counseling-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0211_09272019_SHS_Counseling-Plan.pdf)	Kamara Sanon	9/27/2019

Equity Plan

File Name	File Uploaded By	Upload Date
Equity-School-Action-Plan-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0211_09092019_Equity-School-Action-Plan-.pdf)	Kamara Sanon	9/9/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
Stranahan-HS-BIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0211_09152019_Stranahan-HS-BIE.pdf)	Kamara Sanon	9/15/2019
SHS_-BPIE-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0211_10072019_SHS_-BPIE-Plan.pdf)	Kamara Sanon	10/7/2019

☆ Effective Communication



SAC Documentation

AdvancED eProve Survey Results

File Name	File Uploaded By	Upload Date
Parent-Survey-SHS-2018-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0211_10032019_Parent-Survey-SHS-2018-19.pdf)	Kenneth Ward	10/3/2019
Staff-Survey-2018-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0211_10032019_Staff-Survey-2018-19.pdf)	Kenneth Ward	10/3/2019
Student-SurveysReport-2018-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/0211_10032019_Student-SurveysReport-2018-19.pdf)	Kenneth Ward	10/3/2019

Family and Community Engagement (FACE) Plan

No files have been uploaded.

☆ School Info



School Name	West Broward HS (3971)	School Grade (2018 - 2019)
Title 1 School	<input type="button" value="No"/>	Differentiated Accountability (DA)
School of Excellence	<input type="button" value="Yes"/>	ESSA School
Executive Summary	<input type="button" value="🔍"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/3971_09112019_3971_19-20_WBHS3971_EXECU)	

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
09	690	87	47	76	95	---	181	0	8	650
10	718	102	27	104	118	---	383	0	5	671
11	745	177	30	171	45	---	94	0	2	79
12	679	232	12	56	13	---	47	18	5	19

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	637	62	50	49	54	---	51	0	3	595
10	684	81	38	65	53	---	46	0	6	640
11	673	118	20	104	0	---	45	0	3	N/A
12	739	213	16	60	0	---	52	18	6	N/A

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

If a student has been identified with possible "warning signs" by teachers, guidance, parents or administration, before it is submitted to RTI team, there are some early interventions that immediately assist in academic improvement. Such strategies will include the following:

- Parent-teacher phone call
- Guidance counselor meeting with student
- Administration meeting with student
- Parent/Teacher conference with guidance and/ or administrator
- Social worker and/or Family counselor referral
- Peer mentoring

Teacher mentoring Interventions will be recorded on TERMS L27 panel by guidance, social worker and administration. Teachers, guidance and administration will record strategies on Basis 3.0/ MTSS/ RTI.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=3971&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
To increase the number of learning gains of the lowest 25 percent in reading by providing professional development focused on scaling up on the Literacy Standards across all content areas. This is in conjunction with the PASL initiative thus enhancing and expanding the MTSS/Rtl process. It is the responsibility of the school's leadership team to ensure that the school's academic programs are not only aligned to state standards, but are rigorous enough to ensure that all students upon graduation are college and career ready. Department chairpersons and team leaders play an integral role in the identification, adoption, and implementation of curriculum maps that are grade level and standards-based. The administrative team is instrumental in ensuring that all teachers are using state adopted materials and that the pacing of instruction is one that provides the opportunity for students to demonstrate proficiency of the standards as well as remediation and acceleration when appropriate. School leadership also makes certain that the Professional Learning Community SMART goals are aligned to the school improvement goals. Through daily classroom walkthroughs, observations, and the collection of common assessment data, administration is able to assess whether the instruction is aligned to grade-level Florida Standards.	Incorporating through weekly PLCs and professional study days. Train and review all teachers on the new components of the MTSS/Rtl process as well as the BASIS data system. Continuing to engage all stakeholders through positive communication to support student needs. Continued professional development in the areas of using data to determine student learning needs to increase the number of learning gains of the lowest 25 percent in both reading and math.	Administration, Literacy & Math Coach, Department Chairs and Team Leaders	5/15/2020	Continued professional development in the implementation of Literacy standards across all content area via Khan Academy, SAT Prep classes, Scaling Up the Personalization for Academic and Social Learning (PASL) initiative, and implementation of the MTSS/Rtl.		Monitoring will take place through walkthroughs and analyzing data of common formative and summative assessments. Monitoring will take through Collaborative Solving Team (CST) and Leadership meetings and the Staff Development Committee that will discuss the progress of the goals. Based on the previous Customer Survey year (18/19), the Leadership team will monitor and make adjustment to meet and exceed the Customer Survey recommendations. Monitoring will take place through authentic PLC, classroom walk through, data chat and analyzing standardized data to insure student progress.	

K-12 Comprehensive Reading Plan

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

- Classroom Teacher
- Team Leader
- Department Head
- Literacy Coach
- Math Coach
- Assistant Principal
- Principal

Evidence:

ELA:

- SAT, ACT Scores (11th & 12th grades)
- SAT Writing Prompts (11th & 12th grades)
- FSA & SAT Mini-Assessments (9th & 10th grades)
- FSA Practice Tests (9th & 10th grades)
- FSA Writing Prompts (9th & 10th grades), Classroom Teachers, Team Leaders, Department Chairpersons
- Do Now Journals (9th-12th grades), Classroom Teachers
- Common Assessments and Unit Tests (Classroom Teachers)
- Achieve 3000 data (9-12th grade Struggling Readers) lexiles, standards and skill mastery
- Newsela (9th-12th grades, lexile levels & skill development data)
- Khan Academy (9th-12th grades, monitor writing & language skills through grade level classes and individual student practice), Classroom Teacher and Literacy Coach
- Noredink.com (9th-12th grades, monitor development in writing & language), English Teachers
- Turnitin.com using rubrics from each writing test, (9th-12th grades) English teachers.
- Instructional Focus Calendars & Lesson Plans (by grade level teams, monitored by Team Leaders & English Department Chairperson for English Department & Literacy Coach for Reading Department, adjusted semi-monthly through PLCs)
- Midterms and Final Exams (all grades, Classroom Teachers & Department Chairperson)

Social Studies:

- USA Test Prep, monitored by Social Studies Department Chairperson
- Quizzes, Classroom Teacher
- Pacing Guide, Team Leaders and Department Chairpersons
- Questions and Answers in class discussions, Classroom Teacher
- Unit Tests, Classroom Teacher, Team Leader, Department Chairperson
- Document Based Questions or Text-Dependent Question Stems used in Do Now Writing, lessons and assessments (monitored by Classroom Teacher, Team Leader and Department Chairperson)
- Newsela Articles (monitored by Literacy Coach, Department Chairperson and Assistant Principal)
- Instructional Focus Calendars (quarterly by team, monitored by Department Chairperson & Team Leaders)

Science:

- Text-dependent Question Stems in instruction and assessments (monitored by Department Chairperson)
- Common Assessments (Classroom Teacher, Team Leader, Department Chairperson)
- AP & EOC Mock/Practice Tests (Classroom Teacher, Team Leader, Department Chairperson, Assistant Principal)
- Quizzes (Classroom Teacher)
- Midterm (Classroom Teacher, Team Leader, Department Chairperson, Assistant Principal)
- Final Exam/EOC (Classroom Teacher, Team Leader, Department Chairperson, Assistant Principal, Principal).
- Newsela Articles (monitored by Department Chairperson & Literacy Coach)
- Instructional Focus Calendars (quarterly by team, monitored by Department Chairperson & Team Leaders)

Mathematics:

- Common Assessments (Classroom Teachers)
- Homework and Classwork (Classroom Teachers)
- Unit Tests (Teams)
- Midterms and EOC/Final Exams (Classroom Teachers, and Department Chairperson)

World Languages:

- Common Assessments (Classroom Teachers, Teams, Department Chairperson)
- Quizzes (Classroom Teachers)
- Classwork, Discussions, Q & A, Observation (Classroom Teacher)
- Group Work (Classroom Teachers)
- Projects, Demonstrations, Performances (Classroom Teachers)
- Unit Tests (Classroom Teachers, Teams, Department Chairperson)

Electives:

- Newsela Articles in subject area (monitored by Department Chairperson, Team Leaders, & Literacy Coach)
- Critiques and evaluations (Classroom Teacher, Team Leaders)
- Demonstration and performances (Classroom Teacher, Department Chairperson)
- Written summary assessed using a rubric (Classroom Teacher)
- Portfolio (Classroom Teacher, Team Leader, Department Chairperson)
- Common Assessments (Classroom Teacher, Team Leaders, Department Chairperson)

- Industry Certification Practice Tests (Classroom Teacher, Team Leaders, Department Chairperson)
- Observation with feedback (Classroom Teacher)
- Industry Certification Tests (Classroom Teacher, Team Leaders, Department Chairperson)
- Midterms and Final Exams (Classroom Teacher, Team Leaders, Department Chairperson)

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?

- FSA Data: ELL, SWD, Lowest 30%, Black & Latino; Literacy Coach, English Department Chairperson, Assistant Principal for English & Reading, Principal.
- PSAT Data: ELL, SWD, Lowest 30%, Black & Latino; 9th-11th grade Teams, Literacy Coach, English Department Chairperson, Assistant Principal for English & Reading.
- SAT Data: ELL, SWD, Lowest 30%, Black & Latino; 11th & 12th grade Teams, Literacy Coach, English Department Chairperson, Assistant Principal for English & Reading, Principal.
- ACT Data: ELL, SWD, Lowest 30, Black & Latino; 11th & 12th grade Teams, Literacy Coach, English Department Chairperson, Assistant Principal for English & Reading, Principal.
- FAIR Data: ELL, SWD, Lowest 30%; Reading Teachers, English Team Leaders, English Department Chairperson, Literacy Coach, Assistant Principal, Principal.
- SAT & ACT Practice Tests: ELL, SWD, Lowest 30%, Black & Latino; 11th & 12th Grade Classroom Teachers, Literacy Coach, English Department Chairperson, Assistant Principals for English & Reading.
- FSA Writing Scores & Quarterly Practice Tests: ELL, SWD, FRL, Lowest 30%, Black and Latino; 9th & 10th grade Classroom Teachers, Literacy Coach, English Department Chairperson, Assistant Principals for English & Reading.
- CELLA: ELL, Black & Latino, ESOL Contact.
- DAR: SWD, ESLS Department Chair.

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?

- RTI Process, Behavior Specialist & Literacy Coach, Reading Teachers, English Department Chairperson, English Teachers and Reading Teachers based on teacher recommendation or after team level quarterly data review.
- Lowest 30% Students Lists: Quarterly Data Chats in Reading classes & Developmental Reading classes. English, Social Studies, Reading and Personalization Teachers are updated quarterly and asked to provide small group instruction and support/remediation through Khan Academy, Noredink.com, Newsela.com, Achieve 3000, etc..
- Ongoing Team Training on interventions through ELA Team Leaders and English Department Chairperson, provided and monitored by Literacy Coach.
- Junior and Senior At-risk Lists (updated monthly by Literacy Coach and shared through PLCs for English, Reading, Social Studies and Personalization).
- Substantially Reading Deficient List updated quarterly and reviewed through RTI process.
- Push-in and pull-out as needed by Literacy Coach and ESE Support Facilitators.
- SAT, PSAT, FSA Retake, FSA Writing and FSA Reading Test Review Workshops (provided by Literacy Coach a week before the test).
- Crunch Time Calendar (implemented through English & Reading).
- Small-group instruction in English classrooms prior to testing. List of at-risk students provided by Literacy Coach.
- Instructional Focus Calendars (updated semi-monthly in PLCs and monitored by Team Leaders)

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

Tier 1 Instructional Practices: Solicit prior knowledge and connect to new knowledge. Annotations (dirtying the text); selective highlighting; graphic organizer, #hashtag, Vocabulary Development Strategies; VAK (Visual-Auditory-Kinesthetic), Text-dependent Question Stems, FSA, EOC, PSAT, SAT & ACT practice tests, Peer Buddy, Modeling, Group work, Think-Pair-Share, Home Language Dictionary/Glossary, Preferential Seating, Parent Contact, Data Chats, Reteach/Q & A, Word Walls (by categories such as Part of Speech or subject-specific categories), I Do/ We Do/ You Do, Read-Discuss-Read, Close Reading, Graphic Organizers, Rubrics, Chunking, Written Instructions (numbered), physical response. Hands-on activities, and alternative assessments (PBL or hands-on activities).

Tier 1 Resources: Newsela, ELA Text-dependent Question Stems (Shell Education), Social Studies Text Dependent Question Stems (Shell Education), Noredink.com, Turnitin.com, Vocabulary.com, USA Test Prep, Khan Academy, SAT & ACT Practice Tests, FSA Practice Test (online), PSAT Practice Test.

Tier 2 Instructional Practices: Peer Buddy, modified assignment, online tutorials, YouTube Tutorials, small group targeted instruction, modeling, chunking, data chats, lowered lexile articles. Use of Visuals, diagrams, and outline of new concepts. Repetition and reviews. Test Reviews for FSA, FSA Retakes, PSAT, SAT, EOC, etc.

Tier 2 Resources: Achieve 3000: Reading classes & Developmental Reading Classes; Khan Academy, Noredink.com: ELLevations (Developmental Reading classes). Greek & Latin Roots X & XI (Reading classes); SAT Power Up (Reading Classes). USA Test Prep (Social Studies classes). Newsela, YouTube, Noredink.com, Vocabulary.com.

Tier 3 Instructional Practices: (1 on 1): Push-in and pull-outs, Literacy Coach, ESLs Facilitators & ELL Facilitator; Learning Lab for ESLs. Modified Assignment, Extended Time, Preferential Seating, Reteach, Small Group instruction or Peer Buddy. Repetition and reviews. Repeat, rephrase, and clarify. Parent Contact.

Tier 3 Resources: Khan Academy, Noredink.com, Chompchomp.com, ELLevations, Greek & Latin Roots X & XI, SAT Power Up, USA Test Prep, Newsela, Youtube, Vocabulary.com.

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

- Dyslexia training
- CRISS: Framework for Teaching
- VAK: Visual, Auditory, Kinesthetic training.
- Brain Research connected to reading and writing.
- Graphic Organizers and notetaking strategies (Cornell Notetaking, Foldables, Graphic Organizers, etc.)
- Text-Dependent Question Stems or Document-Based Question Stems
- Learning Modalities
- Literacy Strategies for Content Areas
- Quantum Teaching & Quantum Learning
- Webb's Depth of Knowledge
- Student Engagement
- 5 Step Literacy Process (Reading)
- Read-Discuss-Read (Reading)
- Dr. Fisher's 30 Days to Improve Instruction (Reading)
- International Literacy Association Conference (Reading)

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

- ESOL Teacher trained in Developmental Reading
- Brainstorming, use of context clues and graphic organizers
- Google Translate
- Heritage Language Glossary/Dictionary
- Vocabulary Development Lists
- Data Chats
- Team Data Review
- Individual Teacher Data Review
- Use of ELLevations
- Use of Keystone
- Achieve 3000
- SAT/ACT Strategies
- FAIR Testing
- PLC Team Weekly Planning
- R.A.C.E. (for writing)
- ESOL Strategies
- WIDA Can Do Indicators
- Schoolwide Cultural Activities to increase student engagement

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
3971_Interdisciplinary_9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_Geometry_9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_UpperLevels_10-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	10, 11, 12
3971_Algebra2_9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_Algebra1_9-10	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	9, 10
3971_SpanishI,IV,AP_9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_Reading_9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_ESE_9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_PE_9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_GovEcon_12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	12
3971_USHistory_11	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	11
3971_Geography/U.S.History_9	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	9
3971_WorldHistory_10	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	10
3971_SchoolCounseling_9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	9, 10, 11, 12
3971_English_12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	12
3971_English_10	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	10
3971_English_11	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	11
3971_English_9	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	9
3971_Anatomy/Marine/Forensics_10-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	10, 11, 12
3971_Biology/Environmental_9-10	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	9, 10
3971_Chem/Physics_10-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	10, 11, 12
3971_CTE_9-12	Tuesday	1st, 2nd, 3rd, 4th	8/20/2019 - 5/26/2020	7:10 AM - 7:35 AM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date
Broward-SAM--West-Broward-High-School20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_09112019_Broward-SAM--West-Broward-High-School20.pdf)	Monique Pernell	9/11/2019
3971_MTSS-Rtl-Action-Plan-West-Broward-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_09262019_3971_MTSS-Rtl-Action-Plan-West-Broward-.pdf)	Gloria Basulto-Arencibia	9/26/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	8/20/2019 - 5/26/2020	7:15 AM - 7:40 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
3971_WBHS-SEL-Action-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_10032019_3971_WBHS-SEL-Action-Plan-2019.pdf)	Gloria Basulto-Arencibia	10/3/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
2019-20-SPBP-WBHS.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_05212019_2019-20-SPBP-WBHS.pdf)	Desiree Montalvo	5/21/2019
West-Broward-HS-Feedback-Form.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_06032019_West-Broward-HS-Feedback-Form.pdf)	Tyenne Hogan	6/3/2019

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	2847	1945	68.32	647	22.73	196	6.88	59	2.07
2017 - 2018	2875	1335	46.43	918	31.93	459	15.97	163	5.67
2018 - 2019	2711	1327	48.95	868	32.02	417	15.38	99	3.65

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	09	633	376	59.40	187	29.54	61	9.64	9	1.42
2018 - 2019	10	680	380	55.88	208	30.59	78	11.47	14	2.06
2018 - 2019	11	668	331	49.55	209	31.29	98	14.67	30	4.49
2018 - 2019	12	730	240	32.88	264	36.16	180	24.66	46	6.30

Attendance Type	School Goal
Regular Attenders	The "Regular Attenders" category includes students who are present 95% or more school days. In 2018/19 our school had 48.9% 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 19.0% of students in the chronic absenteeism category, which was within 2% of the District average (17.7%). Our goal is to decrease the overall total chronic absenteeism by at least 1% by the end of 2019/20 school year.

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 3.7% of students were recorded as Severe Chronic Absenteeism, which was less than the District average of 5.26%. Our goal is to maintain an average below 5% and continue to identify students and families in need and provide support where appropriate.

File Name	File Uploaded By	Upload Date
Attendance-Plan-2019-20-Final.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_09262019_Attendance-Plan-2019-20-Final.pdf)	Richard Gonzalez	9/26/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
SchoolCounselingPlan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_09182019_SchoolCounselingPlan.pdf)	Gloria Basulto-Arencibia	9/18/2019

Equity Plan

File Name	File Uploaded By	Upload Date
3971_Equity-Diversity-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_10012019_3971_Equity-Diversity-Action-Plan.pdf)	Gloria Basulto-Arencibia	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
3971_West-Broward-High-BPIE-4.2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_09232019_3971_West-Broward-High-BPIE-4.2019.pdf)	Gloria Basulto-Arencibia	9/23/2019
3971_BPIE-Plan-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_11072019_3971_BPIE-Plan-2019-20.pdf)	Gloria Basulto-Arencibia	11/7/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
3971_SACMinutes-9.23.19APPROVED.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3971_11072019_3971_SACMinutes-9.23.19APPROVED.pdf)	November	A+ Funds	11/7/2019
3971_APlusVotingEmail.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3971_11072019_3971_APlusVotingEmail.pdf)	October	A+ Funds	11/7/2019
3971_SACMeeting10.30.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3971_11052019_3971_SACMeeting10.30.19.pdf)	October	A+ Funds	11/5/2019
3971_SACSignInSheet10.30.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3971_11052019_3971_SACSignInSheet10.30.19.pdf)	October	A+ Funds	11/5/2019
3971_SACAgenda10.30.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3971_10302019_3971_SACAgenda10.30.19.pdf)	October	A+ Funds	10/30/2019
3971_SACAgenda10.28.2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3971_10302019_3971_SACAgenda10.28.2019.pdf)	October	Monitored	10/30/2019
3971_SACCommittee-Membership.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3971_10032019_3971_SACCommittee-Membership.pdf)	August	Developed	10/3/2019
3971_SAC-Agenda09.23.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3971_10032019_3971_SAC-Agenda09.23.19.pdf)	October	A+ Funds	10/3/2019
3971_SAC-Agenda08.26.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3971_10032019_3971_SAC-Agenda08.26.19.pdf)	August	A+ Funds	10/3/2019
3971_SACSignInSheet8.26.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3971_09232019_3971_SACSignInSheet8.26.19.pdf)	September	None	9/23/2019
3971_SACSignInSheet8.26.19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3971_09232019_3971_SACSignInSheet8.26.19.pdf)	September	None	9/23/2019
3971_SACbyLaws19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/3971_09112019_3971_SACbyLaws19-20.pdf)	September	SAC ByLaws	9/11/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
3971ParentSurvey_Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_09262019_3971ParentSurvey_Results.pdf)	Gloria Basulto-Arencibia	9/26/2019
3971_StaffSurvey_Results.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_09262019_3971_StaffSurvey_Results.pdf)	Gloria Basulto-Arencibia	9/26/2019
3971_StudentSurveyData.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_09262019_3971_StudentSurveyData.pdf)	Gloria Basulto-Arencibia	9/26/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
3971_Programs-and-Services-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_10022019_3971_Programs-and-Services-Checklist.pdf)	Gloria Basulto-Arencibia	10/2/2019

File Name	File Uploaded By	Upload Date
3971_Customer-ServiceScenarios.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_10032019_3971_Customer-ServiceScenarios.pdf)	Gloria Basulto-Arencibia	10/3/2019
3971_FACEResources1.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_10032019_3971_FACEResources1.pdf)	Gloria Basulto-Arencibia	10/3/2019
ProvidingQualityCustomerService.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_10032019_ProvidingQualityCustomerService.pdf)	Gloria Basulto-Arencibia	10/3/2019
3971_Face-Plan-Template-.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_11062019_3971_Face-Plan-Template-.pdf)	Gloria Basulto-Arencibia	11/6/2019
3971_StaffCustomerServiceTraining.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/3971_11072019_3971_StaffCustomerServiceTraining.pdf)	Gloria Basulto-Arencibia	11/7/2019

☆ School Info



School Name	Western HS (2831)	School Grade (2018 - 2019)	A
Title 1 School	<input type="button" value="No"/>	Differentiated Accountability (DA)	<input type="button" value="No"/>
School of Excellence	<input type="button" value="Yes"/>	ESSA School	<input type="button" value="No"/>
Executive Summary	<input type="button" value="🔍"/> Executive Summary (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_files/2831_09122019_WHS-Exec-Summary-Rev-2019.p)		

☆ High Quality Instruction



Early Warning Indicators

Data for: 2017-2018

Grade Level	Student Enrollment	# of students with attendance below 90%	# of students with 1 or more suspensions	# of students with course failure in ELA or Math	# of students level 1 in ELA or Math	# of students BAS Off Track	# of students exhibiting 2 or more Early Warning Indicators	Retained Within Current School Year	Retained 2 or More Times	Population Tested
09	919	177	66	124	165	---	249	0	9	822
10	894	202	57	153	152	---	366	0	12	801
11	856	216	51	222	93	---	204	0	7	182
12	716	321	36	84	12	---	101	47	11	29

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	914	160	75	73	110	---	89	0	16	819
10	912	176	64	139	127	---	123	0	8	823
11	825	190	57	149	0	---	98	0	11	N/A
12	829	310	35	65	0	---	89	69	6	N/A

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

Students are referred to RTI for academic interventions when the need arises.

PASL identifies students, particularly in grades 9 and 10 (as well as other grades on an individual teacher basis), that are not having academic success; teachers meet with specific students on continual basis (through their personalization period) to provide guidance for these students.

Guidance counselors conduct "Senior Checks," whereby they identify students that may not make the requirements to graduate and provide these students options to successfully graduate.

Guidance and Administrators utilize BASIS 3.0 to identify students that have been marked as students with early warning indicators and they meet with those students to address academic concerns.

School Report Card

 FLDOE: Edudata (<https://edudata.fldoe.org/ReportCards/Schools.html?school=2831&district=06>)

Goal	Strategies	Persons responsible	Deadline	Professional Development	Budget	Monitoring	Results
Increasing student scores for lower quartile math students	Math Tutoring Push-in / Pull-out Project	Jeff Rosen	3/20/2019		\$1,690.00	Math assessments in classes	Will review the outcome in FSA Mathematics scores.
Increase student scores on the Biology EOC exam	Biology Tutoring Camp	Larisa Spanu	3/20/2019		\$600.00	Results from the Biology EOC	100% of our honors students attending the camp passed the Biology EOC Exam
Increase student STEM engagement and success	Astronaut Challenge Competition	Magda Murphy-Bozkurt	3/19/2018		\$1,125.00	Student Results from the Competition	Western High School received honors and official accolades
Monitor a vast number of students with SEL issues.	Study Hall teachers will progressively monitor student performance in risk areas.	Study Hall teachers	5/15/2020	PASL Training		Using Pinnacle Student Explorer Function	Increased student performance with lower disciplinary referrals.
Increase writing scores on the FSA	Utilize WriteScore writing software to evaluate student performance.	Language Arts and Writing Teachers	5/1/2020		\$3,946.88	Teachers receive writing results from software provider.	
Increase student achievement and performance school-wide	Academic Tutoring Program for ELA and Math	Shavon Hendrix, Jeff Rosen	5/1/2020		\$900.00		

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?

Intensive Reading Teachers, Literacy Coach and Administrators ensure classroom instruction is aligned to grade level standards. Evidence collected that demonstrate that classroom instruction is aligned to grade-level standards include lesson plans, observations, student work and common formative assessments.

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

All Intensive Reading Students are given the FAIR(Florida Assessments for Instruction in Reading). FAIR data is used for progress monitoring throughout the school year. FAIR data allows teachers to determine which students are having difficulty with decoding, vocabulary, comprehension or grammar.Literacy Coach and Intensive Reading Teachers meet to review student progress monitoring data.

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

Administrator and Literacy Coach look at a body of evidence and go through appropriate filters when placing students in an Intensive Reading Course. Through departmental meetings and PLCs, the Literacy Coach and Intensive Reading Teachers analyze student data and discuss appropriate strategies that can be implemented. Students in the lowest quartile participate in the RTI Process. Their Intensive Reading Teacher identifies a weakness and works with those students either one-to one or in a small group. Teachers will be charting results every week. Literacy Coach will meet with teachers to discuss if there have been improvements. If improvements are not occurring, student may have to move to Tier 2 or Tier 3 Interventions.

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

ESE Support facilitators work closely with Intensive Reading Teachers. ESE Support Facilitators are in the classroom and assist with all students.If students are at a Tier 3 and need "Push-in or Pull-out" individual teaching, literacy coach can provide services.Tier One Instructional Practices?Selective Highlighting?Various Graphic Organizers? #hashtag (Central Idea or Summarize)?Modeling?Peer Buddy?Think-Pair-Share?Preferential Seating?Data Chats? Chunking?Alternative ways to tell us the answerTier Two Instructional Practices?Small group targeted instruction? Lowering Lexile on Reading Passages?Modify Assignments?Online tutorials?Use of more visuals or audio when available
Tier Three Instructional Practices?One-on-one instruction?Push-in or Pull-out ?Extended Time?Reteach?Repeat, rephrase and clarify

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)?

Intensive Reading Teachers have been encouraged to sign up for various professional development trainings that have been offered throughout the school year and summer by the Literacy Department. Some teachers have attended. Specific time has been allocated during our PLCs to discuss the planning and teaching using Universal Designs for Learning (UDL).Professional Development provided oncampus...•Dyslexia•Growth Mindset•Visual, Auditory and KinestheticTraining•Graphic Organizers and Note-taking Strategies•Text-Dependent Question Stems or Document-Based Question Stems•Literacy Strategies Across Content Areas•Webb's Depth of Knowledge

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

•ESOL Levels A1 and A2 are strategically placed in either a 9thand 10thor an 11thand 12thDevelopmental Language Arts Course •Access to an ESOL Resource Roomin which an ESOL Paraprofessional offers support in all subject areas•LIA / ESOLFamily Night•Afterschool Tutoring twice a week•Language Enrichment Camp

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 2831 Physical Education I 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
PLC 19-20 2831 Visual Arts 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
PLC 19-20 2831 Biological Science 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
PLC 19-20 2831 English III 11	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	11
PLC 19-20 2831 Cambridge/AICE 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
PLC 19-20 2831 English I 9	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9
PLC 19-20 2831 Physical Science 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
PLC 19-20 2831 Performing Arts 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
PLC 19-20 2831 Intensive Reading 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
PLC 19-20 2831 SVE 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
PLC 19-20 2831 English II 10	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	10
PLC 19-20 2831 US Gov/Econ 9-10	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10
PLC 19-20 2831 School Counseling 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
PLC 19-20 2831 CTE 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
PLC 19-20 2831 Geometry 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
PLC 19-20 2831 English IV 12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	12
PLC 19-20 2831 Soc Stud Elect OC 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
PLC 19-20 2831 World History 10	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	10
PLC 19-20 2831 Coll Car Read Math 10-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	10, 11, 12
PLC 19-20 2831 Algebra 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12
PLC 19-20 2831 World Languages 9-12	Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:10 AM - 7:40 AM	9, 10, 11, 12

Response to Intervention (MTSS/Rtl) Plan

File Name	File Uploaded By	Upload Date

File Name	File Uploaded By	Upload Date
Broward-SAM--Western-High-School20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_09112019_Broward-SAM--Western-High-School20.pdf)	Monique Pernell	9/11/2019
Western-MTSS-Action-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_10012019_Western-MTSS-Action-Plan.pdf)	Michael Levinson	10/1/2019

Rtl Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	2nd, 4th	8/7/2019 - 5/15/2020	7:45 AM - 10:00 AM

Social Emotional Learning (SEL) Plan

File Name	File Uploaded By	Upload Date
WHS_SEL_Action_Plan_2020.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_10022019_WHS_SEL_Action_Plan_2020.pdf)	Michael Levinson	10/2/2019

School-wide Positive Behavior Plan (SPBP)

File Name	File Uploaded By	Upload Date
WHS_2019_School-wide-Positive-Behavior-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_05022019_WHS_2019_School-wide-Positive-Behavior-Plan.pdf)	Michael Levinson	5/2/2019
Western-High-School-2019-SPBP-Feedback.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_06042019_Western-High-School-2019-SPBP-Feedback.pdf)	Adrienne Dixon-Paul	6/4/2019

Attendance Plan

Total School AVG

School Year	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
		Number	%	Number	%	Number	%	Number	%
2016 - 2017	3361	1613	47.99	945	28.12	568	16.90	235	6.99
2017 - 2018	3495	1447	41.40	1050	30.04	667	19.08	331	9.47
2018 - 2019	3467	1452	41.88	1128	32.54	662	19.09	225	6.49

Grade Level Breakdown

School Year	Grade Level	Population	Regular Attenders (0%-4.9% Absent)		At Risk (5%-9.9% Absent)		Chronic (10%-19.9% Absent)		Severe Chronic (20% or more Absent)	
			Number	%	Number	%	Number	%	Number	%
2018 - 2019	09	913	472	51.70	265	29.03	122	13.36	54	5.91

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	10	905	411	45.41	307	33.92	147	16.24	40	4.42
2018 - 2019	11	823	353	42.89	275	33.41	142	17.25	53	6.44
2018 - 2019	12	826	216	26.15	281	34.02	251	30.39	78	9.44

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 41.9% 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 25.6% 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 6.5% 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
WHS_Attendance-Plan-19-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_11052019_WHS_Attendance-Plan-19-20.pdf)	Michael Levinson	11/5/2019

School Counseling Plan

File Name	File Uploaded By	Upload Date
2831_WHS_School-Counseling-Plan-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_09132019_2831_WHS_School-Counseling-Plan-2019.pdf)	Michael Levinson	9/13/2019

Equity Plan

File Name	File Uploaded By	Upload Date
WHS_2831_SIP-Equity-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_10012019_WHS_2831_SIP-Equity-Plan.pdf)	Michael Levinson	10/1/2019

Best Practices in Inclusive Education (BPIE)

File Name	File Uploaded By	Upload Date
WHS-2019-20-BPIE.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_11052019_WHS-2019-20-BPIE.pdf)	Michael Levinson	11/5/2019

☆ Effective Communication



SAC Documentation

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Sign-In-Sheets-9-17-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2831_11052019_SAC-Sign-In-Sheets-9-17-19.pdf)	September	None	11/5/2019
SAC-Mins-9-17-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2831_11052019_SAC-Mins-9-17-19.pdf)	October	A+ Funds	11/5/2019
SAC-Sign-In-Sheets-10-15-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2831_11052019_SAC-Sign-In-Sheets-10-15-19.pdf)	October	Monitored	11/5/2019
SAC-Agenda-10-15-19.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2831_11052019_SAC-Agenda-10-15-19.pdf)	October	A+ Funds	11/5/2019
SAC-By-Laws-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2831_10032019_SAC-By-Laws-2019-20.pdf)	September	SAC ByLaws	10/3/2019
SAC_Agenda_Sep-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2831_10022019_SAC_Agenda_Sep-2019.pdf)	September	SAC ByLaws	10/2/2019
2831_SAC_May_Mins.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2831_10022019_2831_SAC_May_Mins.pdf)	September	SAC ByLaws	10/2/2019
WHS-SAC-Composition-Report.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_plan_sac/2831_09262019_WHS-SAC-Composition-Report.pdf)	September	SAC ByLaws	9/26/2019

Advanced eProve Survey Results

File Name	File Uploaded By	Upload Date
WHS-EPROVE-STAFF-SURVEY-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_09262019_WHS-EPROVE-STAFF-SURVEY-2019.pdf)	Michael Levinson	9/26/2019
WHS-EPROVE-PARENT-SURVEY-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_09262019_WHS-EPROVE-PARENT-SURVEY-2019.pdf)	Michael Levinson	9/26/2019
WHS-EPROVE-STUDENT-SURVEY-2019.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_09262019_WHS-EPROVE-STUDENT-SURVEY-2019.pdf)	Michael Levinson	9/26/2019

Family and Community Engagement (FACE) Plan

File Name	File Uploaded By	Upload Date
WHS-2019-20-Face-Plan.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_10032019_WHS-2019-20-Face-Plan.pdf)	Michael Levinson	10/3/2019
WHS-Cultural-Awareness-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_11052019_WHS-Cultural-Awareness-2019-20.pdf)	Michael Levinson	11/5/2019
WHS-Catchthem-Being-Great-2019-20.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_11052019_WHS-Catchthem-Being-Great-2019-20.pdf)	Michael Levinson	11/5/2019

File Name	File Uploaded By	Upload Date
WHS-2019-20-Programs-and-Service-Checklist.pdf (https://web01.browardschools.com/ospa/ospa-central2/_sip_all_plans/2020/2831_11052019_WHS-2019-20-Programs-and-Service-Checklist.pdf)	Michael Levinson	11/5/2019