

Broward County Public Schools

Avant Garde Academy K 5 Broward



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	21
Positive Culture & Environment	0
Budget to Support Goals	0

Avant Garde Academy K 5 Broward

2025 MCKINLEY ST, Hollywood, FL 33020

www.agabroward.org

Demographics

Principal: Juan Rivera

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (56%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	0

Avant Garde Academy K 5 Broward

2025 MCKINLEY ST, Hollywood, FL 33020

www.agabroward.org

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	70%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Avant Garde Academy of Broward is to prepare our students with the 21st century knowledge and skill set needed to impact their surroundings from a local, national, and global perspective. This is accomplished by providing a nurturing safe environment that promotes the development of the total child; where students are challenged intellectually, artistically, and personally.

Provide the school's vision statement.

The vision of the school is to implement an innovative and creative, student-centered learning environment where students and teachers collaborate utilizing the latest technology and achieve high academic standards and skills that will allow them to succeed in a competitive global society.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rivera, Juan	Principal	<p>Conduct classroom walkthroughs and provide on-going feedback to improve instructional practices and teacher effectiveness.</p> <p>Ensure that the school adheres to all policies and procedures.</p> <p>Coordinate and foster the development of programs to ensure that all students individual needs and interests are met, including ESOL,ESE program supervision and evaluation.</p> <p>Assist in the development, implementation, modification, and selection of curriculum materials and supplemental resources.</p> <p>Promote the professional and academic growth of instructional personnel and support staff through meetings, in-service training and personal contact.</p> <p>Select, implement, and plan professional development activities for the staff in collaboration with the instructional leadership team.</p> <p>Observe and analyze student academic progress and achievement and assist in tracking and improving student outcome goals.</p>
Mills, Shaquita	Assistant Principal	<p>Conduct classroom walkthroughs and provide on-going feedback to improve instructional practices and teacher effectiveness.</p> <p>Ensure that the school adheres to all policies and procedures.</p> <p>Coordinate and foster the development of programs to ensure that all students individual needs and interests are met, including ESOL,ESE program supervision and evaluation.</p> <p>Assist in the development, implementation, modification, and selection of curriculum materials and supplemental resources.</p> <p>Promote the professional and academic growth of instructional personnel and support staff through meetings, in-service training and personal contact.</p> <p>Select, implement, and plan professional development activities for the staff in collaboration with the instructional leadership team.</p> <p>Observe and analyze student academic progress and achievement and assist in tracking and improving student outcome goals.</p>
Tavarez, Rossy	Reading Coach	<p>Model lessons in classrooms on a daily/weekly basis.</p> <p>Support the instructional development of all teachers in understanding the Florida Standards, curriculum and varied assessments, the Framework for Teaching, and data analysis.</p> <p>Provide direction and coordination for how the curriculum is taught consistent with Avant Garde initiatives and research based best instructional practices.</p> <p>Provide technical support to collaborative teams within buildings.</p> <p>Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.</p> <p>Support teachers and administrators in using data to improve instruction on all levels.</p> <p>Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.</p> <p>Support teachers by helping with the —strategic how of teaching -- share multiple instructional strategies/processes with teachers during planning times.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success.</p> <p>Develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs.</p> <p>Develop coaching plans for teachers to ensure student improvement.</p> <p>Utilize Adult Learning Theory to motivate adult learners to improve professional practice.</p> <p>Provide job-embedded professional learning beyond the coaching responsibility.</p>
Ladyman, Marlene	Instructional Coach	<p>Model lessons in classrooms on a daily/weekly basis.</p> <p>Support the instructional development of all teachers in understanding the Florida Standards, curriculum and varied assessments, the Framework for Teaching, and data analysis.</p> <p>Provide direction and coordination for how the curriculum is taught consistent with Avant Garde initiatives and research based best instructional practices.</p> <p>Provide technical support to collaborative teams within buildings.</p> <p>Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.</p> <p>Support teachers and administrators in using data to improve instruction on all levels.</p> <p>Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.</p> <p>Support teachers by helping with the —strategic how of teaching -- share multiple instructional strategies/processes with teachers during planning times.</p> <p>Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success.</p> <p>Develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs.</p> <p>Develop coaching plans for teachers to ensure student improvement.</p> <p>Utilize Adult Learning Theory to motivate adult learners to improve professional practice.</p> <p>Provide job-embedded professional learning beyond the coaching responsibility.</p>
Hernandez, Nabile	Curriculum Resource Teacher	<p>Collect and analyze accurate and applicable school and student data.</p> <p>Make data-based instructional decisions regarding individual student needs.</p> <p>Teach and model appropriate differentiation and intervention instructional strategies.</p> <p>work closely with administration, curriculum and instructional staff to ensure that strategies and interventions are being provided with fidelity.</p>

Demographic Information

Principal start date

Wednesday 7/1/2020, Juan Rivera

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

28

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

22

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

992

Identify the number of instructional staff who left the school during the 2020-21 school year.

16

Identify the number of instructional staff who joined the school during the 2021-22 school year.

21

Demographic Data**Early Warning Systems****2021-22**

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	174	153	164	161	167	173	0	0	0	0	0	0	0	992
Attendance below 90 percent	19	18	19	17	17	21	0	0	0	0	0	0	0	111
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	11	9	31	44	25	10	0	0	0	0	0	0	0	130
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	20	33	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	4	4	16	18	13	11	0	0	0	0	0	0	0	66

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	10	12	0	0	0	0	0	0	0	22

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	7	5	11	25	0	0	0	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 9/27/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

The number of students identified as retainees:

Indicator	Grade Level													Total
Retained Students: Current Year														
Students retained two or more times														

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	59%	57%	57%	56%	56%
ELA Learning Gains				61%	60%	58%	58%	57%	55%
ELA Lowest 25th Percentile				51%	54%	53%	50%	51%	48%
Math Achievement				56%	65%	63%	54%	62%	62%
Math Learning Gains				55%	66%	62%	53%	60%	59%
Math Lowest 25th Percentile				48%	53%	51%	47%	47%	47%
Science Achievement				48%	46%	53%	54%	49%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	60%	3%	58%	5%
Cohort Comparison						
04	2021					
	2019	59%	62%	-3%	58%	1%
Cohort Comparison		-63%				
05	2021					
	2019	59%	59%	0%	56%	3%
Cohort Comparison		-59%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	65%	4%	62%	7%
Cohort Comparison						
04	2021					
	2019	59%	67%	-8%	64%	-5%
Cohort Comparison		-69%				
05	2021					
	2019	51%	64%	-13%	60%	-9%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	47%	49%	-2%	53%	-6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready Diagnostic Assessment

Star Early Literacy - FKLRS

Benchmark Assessment System (BAS)

Letter Names, Letter Sounds and Concepts of Print

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50%	48%	47%
	Economically Disadvantaged	53%	48%	51%
	Students With Disabilities	33%	0%	0%
	English Language Learners	55%	41%	49%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29%	29%	36%
	Economically Disadvantaged	24%	43%	42%
	Students With Disabilities	0%	0%	0%
	English Language Learners	33%	31%	37%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	37%	45%
	Economically Disadvantaged	28%	35%	48%
	Students With Disabilities	33%	17%	17%
	English Language Learners	37%	51%	33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%	36%	33%
	Economically Disadvantaged	30%	31%	44%
	Students With Disabilities	10%	18%	0%
	English Language Learners	30%	41%	43%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21%	26%	52%
	Economically Disadvantaged	24%	29%	44%
	Students With Disabilities	0%	0%	11%
	English Language Learners	22%	24%	39%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	55		13	45						
ELL	50	61	64	48	48	55	35				
BLK	34	57		18	17		17				
HSP	52	54	61	45	45	43	44				
MUL	67			50							
WHT	59	70	50	56	42		53				
FRL	45	52	68	39	38	40	33				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	43	32	29	37	33	29				
ELL	50	56	47	52	56	49	40				
BLK	42	51	38	37	37	37	18				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	57	62	56	53	56	52	47				
MUL	79			50							
WHT	75	67	50	68	63	52	62				
FRL	53	59	49	48	51	50	41				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	39	49	24	47	51	23	40			
ELL	41	60	52	43	49	39	42	47			
ASN	60	70		90	80						
BLK	39	47	41	39	45	43	25	58			
HSP	54	57	49	49	50	48	50	79	53		
MUL	31	36		54	64						
WHT	68	63	57	65	59	48	70	76	65		
FRL	49	54	47	46	50	50	46	65	52		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the collective data, the area of vocabulary continues to emerge as the lowest domain across all grade levels, with 29% of students currently demonstrating proficiency. The area of phonological awareness continues to emerge as the highest domain across all grade levels (excluding Kindergarten), with 72% of students demonstrating proficiency. Overall our lowest performing subgroup is our students with disabilities (5%), while our highest performing subgroups are our White (31%) and Multicultural (42%) student populations. Our economically disadvantaged student population made the most improvement from iReady Assessment Period 1 to iReady Assessment Period 3 in the 2020-2021 school year, while our Students with Disabilities demonstrated a regression between the iReady assessment Period 1 to iReady Assessment Assessment Period 3. Low performance across grade levels and subgroups can be attributed to abrupt changes in learning modalities due to remote learning. Other contributing factors to low performance in these areas would stem from minimal time in delivery and practice of activating and integrating prior knowledge to make successful inferences for our struggling readers.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and 2019 state assessments, the data component that demonstrates the greatest need for improvement is Vocabulary and Informational texts. This is evidenced by 39% of our students performing below grade level on vocabulary and 39% scoring below grade level on informational texts. The data also indicates that students with disabilities and black student subgroups perform at a lower rate than other subgroups. Based on this data, students with disabilities scored at a 26% proficiency level, while black students scored at a 42% proficiency level. Furthermore, 4th and 5th grade students performed at a similar level with 59% of students scoring proficient in ELA, resulting in obtaining the lowest proficiency level when compared to all other tested grades on statewide assessments.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some contributing factors to Vocabulary attrition would stem from minimal exposure to academic vocabulary which causes minimal lexical retention. In addition, minimal time in delivery and practice of activating and integrating prior knowledge to make successful inferences for our English Language Learners, Exceptional Student population and students and in other subgroups.

To address this need for improvement, explicit vocabulary instruction will be provided to students with the use of research based strategies to help students expand their vocabulary. Students in Kindergarten and 1st grade will be exposed to read aloud trade books that contain high level vocabulary words that will be discussed and explained in the context of the story. Students in higher

grade levels will receive vocabulary enrichment interventions with the focus on strategies for analyzing new words using context clues and knowledge of root words and cognate.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The ELA data derived from i-ready and state assessments in the 2019 school year reveals strengths in Vocabulary for students. This is evidenced by an 11% decrease in students performing below grade level. Additionally, improvement was observed in Phonics with an 11% decrease in students performing below grade level. The data also indicates that 3rd grade demonstrated the most amount of growth in overall performance throughout the academic year. Furthermore, economically disadvantaged students showed the most amount of growth as evidenced by a 14% increase in student proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Progress stems from providing instructional support to teachers in Differentiated Instruction and managing small groups. Through the use of early warning system data we are able to identify potential areas of concern and provide timely interventions to our students. Such interventions include in school tutoring, after school tutoring, summer learning program and targeted tier-2 and tier-3 interventions. Additionally, providing new curriculum resources has empowered teachers and students to obtain success. The school has implemented a robust professional development plan to help address the needs of our instructional personnel and support staff. The professional development includes coaching cycles, both individual and group meetings, professional learning communities, data chats, and teacher mentoring programs. Furthermore, the school has implemented a comprehensive social-emotional learning plan to address other contributing factors that may impact student performance.

What strategies will need to be implemented in order to accelerate learning?

All students will be provided with educational options that will provide an academically challenging curriculum that will expand beyond the student's current grade level. Students will be identified through the established eligibility criteria with the input from teachers, parents, CPS team and progress monitoring data. Students who meet eligibility will be admitted into the acceleration program with the options of whole grade promotion at the end of the year, whole grade promotion within the school year, and subject area acceleration. Additionally, strategies will be implemented in each classroom to accelerate learning through differentiated instruction designed to meet the individual achievement level of each student.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on the contributing factors and strategies identified to accelerate learning, our school will provide professional development in the area of differentiated instruction, iReady data analysis, usage, and addressing unfinished learning, grouping strategies based on student performance, as well as Tier 2 and Tier 3 intervention strategies that will support teachers and leaders. As part of our professional development plan teachers received intensive training on instructional delivery during pre planning that specializes in their area of expertise and supporting at risk learners. Individual Professional Growth Plans (IPGP) have also been developed by each teacher in collaboration with the instructional leadership team, which outlines professional growth needs related to student outcome goals. Classroom teachers and other instructional personnel meet with the instructional leadership team three times a year to discuss IPGP progress, track student achievement data, and plan next steps. A needs assessment has also been conducted to provide ongoing professional

development and support with a focus on addressing unfinished learning. Teachers are also encouraged to take advantage of the variety of PD opportunities delivered through Learning Across Broward (LAB).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure sustainability of improvement in the next school year and beyond will be the implementation of an RTI/MTSS Coordinator, along with dedicated and highly qualified paraprofessionals. This team will be providing small group support to Tier-2 and Tier-3 students. Additionally, an ongoing progress monitoring plan has been developed to identify students at risk or showing specific deficiencies in Reading. Identified students will receive a formal referral to the CPS team for further evaluation. A learning goal will be established for each individual student referred and processed through the RTI/MTSS system and timely interventions will be provided. Effectiveness of this plan will be monitored on a weekly basis by the instructional leadership team and recommendations for improvement will be made when necessary.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Based on the collective data, significant regression was observed in English Language Arts on statewide assessments and progress monitoring tools between the years of 2019 and 2021. The ELA data derived from i-ready diagnostic assessments (fall 2021 administration) reveals strength in phonological awareness at 72% proficiency, high frequency words at a 64% proficiency and phonics at a 48% proficiency. However, a general weakness overall has been observed in vocabulary at a 29% proficiency, comprehension of informational text at a 31% proficiency and comprehension of literature at a 33% proficiency. The grade level data indicates that 1st grade is currently the lowest performing grade level with a 16% proficiency rate and phonics being the lowest domain at 20% proficiency. On the other hand, 3rd grade data indicates that it is the highest performing grade with a 47% proficiency rate with 100% of students mastering phonological awareness and phonics being the weakest domain at 38%. The data for our subgroups indicate that 5% of our SWD are on grade level, while our ELL population is currently at 16% proficiency. Making these two subgroups our priority. Our students identified as Multi race are currently our highest performing subgroup with 42% of them scoring proficient, while our white students are currently at a 31% proficiency rate. Making these two subgroups our highest performing. Proficiency for all other subgroups is at: HSP 26%, BLK 24%, FRL 26%. Some contributing factors to low performance in these areas can be attributed to minimal time in delivery and practice of activating and integrating prior knowledge to make successful inferences for our English language learners, students with disabilities, economically disadvantaged and other minority subgroups. Additional factors can also be attributed to the abrupt changes in learning modalities and the implications caused by recent local health conditions.

Measurable Outcome:

By June 2022, the percentage of Avant Garde Academy students scoring proficient or higher in language arts will increase from 28% to 50% as measured by iReady diagnostic assessments.

Monitoring:

By June 2022, proficiency rate for all subgroups (WHT, MUL, ELL, SWD, FRL, HSP, BLK) will show at least a 5% to a 10% increase as measured by iReady diagnostic assessments.

Students will be administered an iReady diagnostic assessment three times a year (fall, winter and spring). Additionally, a growth check will be administered in between each assessment period. Student progress will also be tracked through various summative and formative assessments administered by classroom teachers. This data will be broken down by grade level and subgroups to target specific deficiencies in teaching methodologies and demographic factors, to include ELL and ESE.

Person responsible for monitoring outcome:

Juan Rivera (charter5015@browardschools.com)

Evidence-based Strategy:

The evidence-based strategy implemented in this area of focus is differentiated instruction. This strategy will help teachers address the individual needs of all student populations, including English language learners, ESE, economically disadvantaged, and other minority groups. Differentiated instruction will take place in the classroom setting by using individual student performance data as a means to group students based on their abilities, interests, performance, and achievement levels. This strategy will assist teachers with providing targeted interventions to students in Tier 1, Tier 2, and Tier 3.

Rationale for

This strategy has been selected due to its widespread proven effectiveness both school-wide and district-wide. When comparing student performance data from teachers

Evidence-based Strategy:

implementing this strategy vs. teachers not implementing this strategy, data consistently shows that students who have received differentiated instruction continue to outperform those who do not. In order to support teachers with the implementation of this strategy, the school has acquired additional resources, such as, Raz-Plus, Vocabulary A-Z, Coach digital, Imagine Learning (ELL), and Ready workbooks. This will enable teachers and support personnel to provide effective and targeted interventions designed to address specific deficiencies in reading. The school will also acquire additional leveled readers and books that are not only appropriate to the students' performing levels, but also relevant to our students' demographics. Effectiveness of this strategy will be monitored through student performance data, classroom observations, professional learning communities, and ongoing feedback provided by the instructional leadership team.

Action Steps to Implement

Create, design, plan for Professional Development that will address effective implementation of differentiated instruction. Must target students' performance levels and demographics, including ESE and ELL.

Person Responsible Rossy Tavaréz (rtavarez@agabroward.org)

Conduct walkthroughs to monitor implementation of evidenced-based strategy and ensure that strategy is being implemented with fidelity.

Person Responsible Shaquita Mills (smills@agabroward.org)

Conduct ongoing data chats with teachers and students to develop student outcome goals and keep track of student progress. Celebrate success and identify deficiencies. Create an action plan to target deficiencies.

Person Responsible Nabile Hernandez (nhernandez@agabroward.org)

Analyze student performance data to determine effectiveness of implementation and make instructional decisions based on data collected.

Person Responsible Juan Rivera (charter5015@browardschools.com)

Students not making adequate progress will be referred to CPS team for further evaluation. A Tiered intervention plan will be initiated to support the student academically.

Person Responsible Nabile Hernandez (nhernandez@agabroward.org)

ELL students not making adequate progress will receive additional support through our ELL Enrichment Camps, Imagine Learning, and other extended learning opportunities.

Person Responsible Rossy Tavaréz (rtavarez@agabroward.org)

Students with Disabilities will have priority in extended learning opportunities after school. Services/ accommodations will be monitored and adjusted, as necessary.

Person Responsible Shaquita Mills (smills@agabroward.org)

#2. -- Select below -- specifically relating to**Area of Focus Description and Rationale:****Measurable Outcome:****Monitoring:****Person responsible for monitoring outcome:**

[no one identified]

Evidence-based Strategy:**Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A