

Broward County Public Schools

Sandpiper Elementary School



2021-22 Schoolwide Improvement Plan

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Sandpiper Elementary School

3700 N HIATUS RD, Sunrise, FL 33351

[no web address on file]

Demographics

Principal: Camille Lachance

Start Date for this Principal: 7/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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)	87%
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 (61%) 2017-18: C (48%) 2016-17: B (57%)
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.

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Sandpiper Elementary School

3700 N HIATUS RD, Sunrise, FL 33351

[no web address on file]

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 PK-5	Yes	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Sandpiper Elementary is committed to ensuring that all students receive a quality education, within a safe and secure learning environment.

Provide the school's vision statement.

Educating today's students to succeed in tomorrow's world.

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
Lachance, Camille	Principal	<p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build School Principal and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal

Name	Position Title	Job Duties and Responsibilities
		<p>efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p>
Suarez, David	Assistant Principal	<p>ESSENTIAL PERFORMANCE RESPONSIBILITIES:</p> <p>In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <p>1. Exercise proactive leadership in promoting the vision and mission of the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>District's Strategic Plan.</p> <ol style="list-style-type: none"> 2. Utilize collaborative leadership style and quality processes to assist in establishing and monitoring a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected. <p>ORGANIZATIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. 18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.

Name	Position Title	Job Duties and Responsibilities
		<p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p> <p>SIGNIFICANT CONTACTS –frequency, contact, purpose, and desired end result:</p> <p>Develop and maintain positive school/community relations by assisting in promoting/marketing the school and its priorities to the community served. Communicate school information, goals, student learning and behavior expectations to all stakeholder groups by using effective communication techniques with students, teachers, parents and community stakeholders.</p>
Behrns, Leslie	SAC Member	<p>As the School Advisory Council Chair, Ms. Behrns leads the committee to be the sole body responsible for final decision making at the school relating to implementation of ss.1001.42(18) and 1008.345.U The SAC is composed of parents, teachers, community members, school administrators, non-instructional support staff, and other stakeholders who meet regularly to</p>

Name	Position Title	Job Duties and Responsibilities
		<p>establish priorities, set annual objectives, and monitor action steps for school improvement.</p>
Molinelli, Louise	School Counselor	<ol style="list-style-type: none"> 1. establish small group counseling sessions. 2. counsel students on personal and academic concerns and notify parents as deemed necessary. 3. provide materials and suggestions for classroom oriented guidance activities. 4. arrange student, parent and teacher conferences. 5. acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. 6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. 7. work with parent groups in the area of child growth, development and discipline. 8. meet with teachers to present and explaining the results of various testing programs. 9. assist teachers in effective utilization of test results. 10. identify community and school system resources and when advisable, refer student situations to the proper agencies. 11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested. 12. gather information from all faculty members having contact with a student being considered for referral. 13. review current developments, literature and technical sources of information related to job responsibility. 14. ensure adherence to good safety procedures. 15. perform other duties as assigned by the Principal. 16. follow federal and state laws, as well as School Board policies.
Loe, Diana	Reading Coach	<ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities. 5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. participate and engage in monthly content related professional learning and learning communities. 10. promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning. 12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, FL. 14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities. 15. review current developments, literature and technical sources of information related to job responsibilities. 16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 17. ensure adherence to good safety procedures. 18. follow federal and state laws, as well as School Board policies. 19. perform other duties as assigned by the principal or designee.
Strockis, Nicole	Other	<ol style="list-style-type: none"> 1. plan, develop, disseminate, evaluate and revise instructional services and program deliveries related to the needs of students with autism. 2. develop basic equipment, materials and supplies list for new and ongoing programs for students with autism. 3. select, evaluate and recommend for approval supplemental or adaptive texts, teaching materials, tests, aids, equipment or other resources for serving students with autism. 4. initiate and implement professional development training for non-instructional, instructional and administrative personnel to improve service delivery and program effectiveness. 5. advise and consult with District and school-based instructional and administrative personnel regarding instructional services and program deliveries for students with autism. 6. collaborate with personnel from other departments to support the effective delivery of instructional programs. 7. plan, develop and implement parent education programs to promote parental involvement in the education of students, and consult with and advise parents

Name	Position Title	Job Duties and Responsibilities
		<p>regarding exceptional student education issues pertaining to students with autism.</p> <ol style="list-style-type: none"> 8. monitor the implementation and effectiveness of the current instructional program and delivery system 9. assist school-based administrators, when requested, with staff utilization and professional development. 10. develop and disseminate information to increase public awareness of the educational needs of and opportunities for students with autism. 11. work closely with District and school staffs to support school improvement initiatives and processes. 12. disseminate information and current research to appropriate personnel. 13. use appropriate styles and methods to motivate, gain commitment and facilitate task accomplishment. 14. participate, successfully, in the training programs offered to increase the individual's skills and proficiency related to the assignments. 15. ensure adherence to good safety procedures. 16. follow federal and state laws, as well as School Board policies. 17. perform other duties/tasks consistent with the goals and objectives of this position.
Deroux, Sarah	Other	<ol style="list-style-type: none"> 1. provide instructional support, technical assistance and ongoing staff development for school-based ESE Specialist on policies, procedures, curricula and /or program organization. 2. assist school-based ESE Specialist in reflecting on and analyzing their practice and reviewing data related to servicing students with disabilities. 3. support school-based ESE Specialist in implementing explicit, systemic, and rigorous practices through collaborative planning, modeling and conferencing. 4. build school-based ESE Specialist capacity for developing and implementing appropriate Individual Educational Plan (IEP) and programming for students with disabilities. 5. model innovative methodologies and effective practices to ensure proper programming and compliance with IEP and implementation. 6. support school-based ESE Specialist to effectively coordinate the development, implementation and evaluation of effective educational curriculum/services and/or programs which promote academic achievement for students with disabilities. 7. identify issues which need to be addressed on a district-wide basis and plan strategies to improve curricula, services and programs that support students with disabilities 8. provide support by use of modeling, coaching, facilitating, and other support strategies to enhance the learning environment for school-based ESE Specialists. 9. participate in district planning to ensure quality and consistency in the development and implementation of curriculum, services and programs. 10. work collaboratively in cross-functional teams and settings to provide direct/ indirect support to school-based ESE Specialists. 11. prepare reports to document progress and effectiveness of services. 12. maintain records reflecting coaching activities and submit required follow-

Name	Position Title	Job Duties and Responsibilities
		<p>up documentation.</p> <p>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</p> <p>14. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.</p> <p>15. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. ensure adherence to good safety procedures.</p> <p>17. follow federal and state laws, as well as School Board policies.</p> <p>18. perform other duties as assigned by the Director or designee.</p>

Demographic Information

Principal start date

Tuesday 7/1/2014, Camille Lachance

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.*

4

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.*

2

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

624

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

10

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

14

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	90	98	106	104	99	73	0	0	0	0	0	0	0	570
Attendance below 90 percent	21	24	19	13	13	16	0	0	0	0	0	0	0	106
One or more suspensions	2	0	0	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	7	11	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	6	19	21	20	26	16	0	0	0	0	0	0	0	108

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	3	7	5	9	9	13	0	0	0	0	0	0	0	46

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	1	2	6	0	0	0	0	0	0	0	0	0	9
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

Thursday 9/23/2021

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	12		
Students with two or more indicators	0	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				57%	59%	57%	53%	56%	56%
ELA Learning Gains				64%	60%	58%	47%	57%	55%
ELA Lowest 25th Percentile				56%	54%	53%	38%	51%	48%
Math Achievement				67%	65%	63%	61%	62%	62%
Math Learning Gains				73%	66%	62%	54%	60%	59%
Math Lowest 25th Percentile				51%	53%	51%	29%	47%	47%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Science Achievement				56%	46%	53%	51%	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	49%	60%	-11%	58%	-9%
Cohort Comparison						
04	2021					
	2019	55%	62%	-7%	58%	-3%
Cohort Comparison		-49%				
05	2021					
	2019	65%	59%	6%	56%	9%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	65%	0%	62%	3%
Cohort Comparison						
04	2021					
	2019	61%	67%	-6%	64%	-3%
Cohort Comparison		-65%				
05	2021					
	2019	80%	64%	16%	60%	20%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	49%	4%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Sandpiper Elementary used iReady reading and math monitoring data in grades 1 through 5. In grade 5, Sandpiper used 5th Grade Science 2021 FSA.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	51	63
	Economically Disadvantaged	33	45	57
	Students With Disabilities	38	45	52
	English Language Learners	11	11	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	41	41
	Economically Disadvantaged	38	37	37
	Students With Disabilities	48	39	39
	English Language Learners	22	13	13
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	55	65
	Economically Disadvantaged	34	47	54
	Students With Disabilities	29	37	44
	English Language Learners	19	25	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	40	40
	Economically Disadvantaged	18	22	22
	Students With Disabilities	25	32	32
	English Language Learners	31	33	33

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60	69	81
	Economically Disadvantaged	53	66	77
	Students With Disabilities	38	24	50
	English Language Learners	11	44	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17	43	43
	Economically Disadvantaged	16	42	42
	Students With Disabilities	10	25	36
	English Language Learners	0	13	21
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	51	59
	Economically Disadvantaged	41	48	50
	Students With Disabilities	28	27	25
	English Language Learners	25	25	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30	40	40
	Economically Disadvantaged	29	36	36
	Students With Disabilities	21	21	21
	English Language Learners	25	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	30	44
	Economically Disadvantaged	40	28	44
	Students With Disabilities	18	6	12
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30	35	35
	Economically Disadvantaged	33	35	35
	Students With Disabilities	12	19	19
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	24
	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	24	26	9	24	21	10	20				
ELL	47			25							
BLK	55	35		30	14		10				
HSP	48	25		36	17		9				
WHT	67	50		60	61		50				
FRL	53	36	20	36	27	18	19				
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	31	47	56	40	70	59	25				
ELL	50	67		47	67						
BLK	48	58	57	66	71	53	53				
HSP	49	70		60	82		50				

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
WHT	74	67	60	77	67	44	65				
FRL	54	58	44	64	74	53	56				
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	30	38	33	33	38	20	28				
ELL	50	58		60	50		40				
BLK	47	42	35	56	49	23	36				
HSP	52	57		72	70		74				
WHT	61	46	30	56	41	30	53				
FRL	52	48	38	58	53	28	47				

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	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	276
Total Components for the Federal Index	8
Percent Tested	84%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	31
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	58
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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 FSA ELA 2020, 5th grade students showed an overall proficiency of 43%, a decline from FSA 2019 of 65%. Based on FSA 2019 math, there was a decline from 60% to 47% in the ELL subgroup.

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

Based on FSA 2019 ELA and progress monitoring data, the greatest need for improvement are students with disabilities.

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 are the instructional delivery on dual platforms of in-person and virtually. Other contributing factors are students with disabilities require a more tactile and visual approach to learning. Teachers are in need of more training to implement effective strategies and ESE accommodations with students who have disabilities.

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

The data showed the most improvement was showed in economically disadvantaged students in ELA in grades K-4.

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

Some contributing factors were small group instruction with the assistance of the Literacy Coach, Accelerated Reader incentive programs, iReady individualized learning pathways and lessons.

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

Some strategies that will be implemented to accelerate learning are increased progress monitoring, small group instruction based on data from iReady diagnostics in reading and math, additional pull-out groups by 2 ESSER teachers, extended learning opportunities of learning in the afternoons, increased standard mastery in math, additional reading and writing demonstrations with Resource teacher, implementation of new Benchmark Advance reading resources, new Reading Horizons resources with ESE support, monthly professional learning communities with ASD Coach, ESE Specialist and teachers, increase CPST team and teachers use of interventions with fidelity to target specific areas of weaknesses to close the student achievement gaps.

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.

Some of the professional development opportunities that will be provided at the school to support teachers and leaders are BEST standards, Reading Horizons, Benchmark Advance reading, writing

scoring calibration using FSA ELA rubric, iReady reading and math, use of math manipulatives, transition IEPs, and implementation of ESE accommodations.

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

Leadership and Curriculum team will monitor the implementation of strategies, professional learning, assessments, standards-based planning and instruction with the high-quality conditions of learning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: We chose to increase the percentage of students reading at proficiency in grades 3-5 in FSA ELA. Our 5th grade students performed at 43% in FSA ELA, which is below the state's expected range of 50% that identified Sandpiper ES as a school to participate in the state's RAISE program.

Measurable Outcome: By June 2021, students in grades 3-5 will score above a 51% proficiency level, as evidenced by FSA ELA with the implementation of research-based instructional strategies, action steps of professional development, ESE accommodations, and home-school connections.

Monitoring: The area of focus will be monitored using iReady diagnostic assessments and monthly standard mastery checkpoints. The Leadership and Curriculum Teams will meet bi-weekly to review data, teacher instructional practices, and interventions used to reach targeted outcome.

Person responsible for monitoring outcome: Camille Lachance (camille.lachance@browardschools.com)

Evidence-based Strategy: Our school will focus on the Support Facilitation model within our classrooms. During the Support Facilitation two teachers are providing instruction. The general education teacher is teaching the course content and an ESE teacher provides services in class to an individual student or a small group of students. Ongoing collaborative planning is necessary. The ESE Teacher's schedule is flexible allowing support to occur for a partial period or certain days of the week. The ESE teacher only needs HQT status in an ESE field. In addition, Paraprofessionals serve an important role supporting students with disabilities in the general education classes. A multi-tiered system to guide teachers who provide a continuum of prevention and intervention services and supports based on data, using practices proven by research to be effective at achieving the identified goals using a multi-disciplinary team process.

Rationale for Evidence-based Strategy: The rationale for selecting this strategy is that students with disabilities and struggling readers need more support based on the progress monitoring data and previous FSA data. The collaboration between general education teachers, ESE teachers and Support teachers create extended learning opportunities and effective tier 1, 2, and 3 instruction in a more conducive learning environment to close the achievement gap.

Action Steps to Implement

Monitoring, scheduling, conducting IEP meetings and assessing the progress of goals and analyzing student data.

Person Responsible: Sarah Deroux (sarah.deroux@browardschools.com)

Administering, analyzing, and providing feedback using iReady Diagnostics working in collaboration with Literacy Coach, Resource Teacher, ESSER Teachers and ESE Specialist

Person Responsible: Diana Loe (diana.loe@browardschools.com)

Provide opportunities for professional development and sharing of best practices when working with students with disabilities.

Person Responsible: Nicole Strockis (nicolemarie.fernandez@browardschools.com)

Monitoring, scheduling, conducting CPST meetings and assessing the progress of goals and Tier interventions based on student data.

Person Responsible Louise Molinelli (louise.molinelli@browardschools.com)

Sharing of best practices and collaboration of Cadre Leadership Team members who have students with disabilities.

Person Responsible [no one identified]

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

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school addresses building a positive school culture and environment by sharing Customer Service survey results with faculty and staff. Then discuss the findings, identify key areas(s) to address and devise a plan for improvement. We convene a FACE Resource Team comprised of one representative from administration, instructional, paraprofessional, cafeteria, custodial, after school program, social worker, and school counseling. As a team we meet once each quarter to identify needs of community and discuss available district / community resources and services for families that will minimize barriers - food, shelter, illnesses, hardship assistance, job referral agencies, etc. The team updates the FACE SPACE with relevant information based on identified needs.

The staff completes Cultural Awareness sheet. Identify ways to give value to and celebrate the traditions of the community and integrate them into the school culture. (ex. serving dishes from a different cultures during school events; acknowledging traditions and holidays; signage in different languages, etc.) These are in addition to the 4 Cultural District Mandates and should be ongoing. Highlight faculty and/or staff who have been "Caught Being Great" individually and during staff meetings. Determine the needs of parents and work with staff to build capacity to address specific needs of parents/community, include a description of

how the school implements activities that build relationships with the parents/community, and share Social Emotional Learning (SEL) plan in school improvement plan. Administrators and School Counselor share BCPS course information for SEL/Mindfulness through parent links and website.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Felicia Jehaludi, School Advisory Forum Designee and ESE Representative; Camille LaChance, Principal; Jamielee Laforte, Parent; Christian Ortiz, ESOL Representative; Laurel R-Love, Non-instructional staff; Jennifer Rosado, Business Partner; Kris Shaffer, Broward Teacher Union Steward; Nicole Strockis, ASD Coach; Amelia Valmont, Teacher; and Ava Worboys, Gifted Representative work collaboratively to devise a school improvement plan that promotes positive culture and school environment. They gather resources for the FACE space. During Family Nights, each member participates/lead activities with families. Incentives are distributed monthly to motivate the school community to enrich the learning environment. Resources are shared by School Counselor, Administration, and teachers with students, peers, and parents on a weekly basis on the Morning Show, Parentlinks via text, email, robocalls, app, and school website. The stakeholders review hard and soft data to support equitable strategies in enriching the school culture and environment.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$7,555.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	3061 - Sandpiper Elementary School	School Improvement Funds	624.0	\$7,555.00
			<i>Notes: Funds used to purchase instructional materials and student reward incentives.</i>			
Total:						\$7,555.00