

Broward County Public Schools

North Andrews Gardens Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	22
Planning for Improvement	29
Positive Culture & Environment	33
Budget to Support Goals	33

North Andrews Gardens Elementary School

345 NE 56TH ST, Oakland Park, FL 33334

[no web address on file]

Demographics

Principal: Catrice Duhart

Start Date for this Principal: 7/26/2017

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)	100%
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: B (59%) 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	22
Planning for Improvement	29
Title I Requirements	0
Budget to Support Goals	33

North Andrews Gardens Elementary School

345 NE 56TH ST, Oakland Park, FL 33334

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">75%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">84%</p>

School Grades History

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

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 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.

The mission of North Andrews Gardens Elementary is to prepare our student to achieve beyond expectation, lead with great character and positivity, and impact our community.

Provide the school's vision statement.

North Andrews Gardens Elementary will work cooperatively in a safe, nurturing, inspirational, and multi-cultural environment to create productive, life long learners. We will provide a safe environment that fosters cultural consciousness; inspiring each of our students to develop socially, emotionally, and intellectually to their highest potential so that they are able to face the future with great character, positivity, and impact our community.

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
Johnston, Clarice	Assistant Principal	<p>LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Assist in establishing and monitoring a school mission and goals that are aligned with the district's mission and goals.* 2. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan and Sterling Quality Initiatives. 3. Model and maintain high standards of professional conduct. 4. Set high standards and expectations for self, others, and school. 5. Maintain an active involvement in the school improvement planning process.* 6. Use quality improvement principles and processes in daily administration of school.* 7. Anticipate difficult situations and develop plans to handle them. 8. Assist in the managing and developing the implementation and assessment of the instructional program at the assigned school so as to ensure all students the opportunity to learn. 9. Use collaborative leadership style and quality process to involve stakeholders in establishing and achieving the school's mission and goals.* 10. Assist in providing leadership and direction for all aspects of the school's operation. 11. Build teams to accomplish plans, goals and priorities. 12. Assist in conducting staff meetings to discuss policy changes, instructional programs, potential problems and resolution of existing problems. 13. Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment. 14. Assist in establishing and utilizing the Sterling process to ready the school and community for change. 15. Assist in developing and maintaining a school atmosphere conducive to learning and student achievement.* 16. Maintain visibility and accessibility on the school campus and at school related activities and events. 17. Assist in the establishment of procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents. 18. Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations. 19. Assist in providing leadership to involve the school in quality initiatives.* 20. Assist with aligning school initiatives with District, state, and school goals and objectives. 21. Assist with establishing and monitoring procedures for an accreditation program

Name	Position Title	Job Duties and Responsibilities
		<p>and monitor standards to ensure they are met.</p> <p>22. Communicate school information, goals, student learning and behavior expectations to all customer groups.*</p> <p>23. Use effective communication techniques with students, teachers, parents and stakeholders.</p> <p>24. Provide for the articulation of the school's instructional program among school personnel.</p> <p>School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28</p> <p>25. Communicate, through proper channels, to keep the District administration informed of impending problems or events of an unusual nature.</p> <p>26. Communicate effectively both orally and in writing with supervisors, parents, students, teachers and the community.</p> <p>27. Assist in the planning and implementation of initiatives in the Innovation Zone.</p> <p>INFORMATION & ANALYSIS:</p> <p>28. Assist in collecting and maintaining information appropriate to the continual monitoring of all Sterling Quality goals.*</p> <p>29. Assist in providing leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school.</p> <p>30. Address the diverse needs of the school population consistent with the District's Strategic Plan.</p> <p>31. Analyze and use data for decision-making or to improve actions, plans and process.*</p> <p>32. Use current research, performance data, and feedback from students, teachers, parents and community to assist in making decisions related to improvement of instruction.</p> <p>33. Access, analyze, interpret and use data in decision-making.</p> <p>34. Use benchmarks and comparison data in the analysis of results.*</p> <p>35. Make data accessible to all stakeholders.*</p> <p>STRATEGIC QUALITY PLANNING:</p> <p>36. Assist in developing long and short- term plans and goals within the School Improvement Plan, aligned with the strategic plan of the district.*</p> <p>37. Assist with facilitating and coordinating the development of the School's Improvement Plan.</p> <p>38. Set high goals and standards for self, others and the organization.</p> <p>39. Assist in communicating overall School Improvement Plan requirements to all</p>

Name	Position Title	Job Duties and Responsibilities
		<p>staff so they can describe how the goals and plans relate to their work.*</p> <p>40. Assist in the selection and acquisition of instructional materials and equipment.</p> <p>41. Collect input and analyze data to develop goals.</p> <p>42. Assist with the management of student accounting at the assigned school as it relates to Florida Education Finance Program (FEFP) funding and future planning.</p> <p>43. Develop the master schedule and assign teachers according to identified needs.</p> <p>44. Assist in allocating resources consistent with the implementation of the School Improvement Plans.*</p> <p>45. Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in development of School Improvement Plan.*</p> <p>46. Assist in establishing procedures to monitor processes, activities and responsibilities and respond to feedback.</p> <p>47. Assist with establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>48. Assist with facilitating the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.</p> <p>49. Assist with providing recognition and celebration for student, staff, and school accomplishments.</p> <p>School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 CUSTOMER FOCUS:</p> <p>50. Develop positive relationships with customers (students, parents, teachers, community, etc.).*</p> <p>51. Assist with facilitating a program of family and community involvement.</p> <p>52. Serve as arbitrator for serious discipline problems in accordance with District policy and state statutes.</p> <p>53. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>54. Assist in promoting/marketing the school and its priorities to the community.</p> <p>55. Assist in establishing processes and methods to respond to valid customer requirements.*</p> <p>56. Assist in facilitating, coordinating, and monitoring the implementation of Student Education programs and services.</p> <p>57. Work with parents to resolve complaints or concerns.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>58. Interact with government and service agencies relative to student welfare.</p> <p>59. Assist in establishing processes to determine customer needs and level of satisfaction.*</p> <p>60. Assist in supervising the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>61. Take appropriate reporting and/or referral actions whenever abuse situations are recognized.</p> <p>62. Assist in providing leadership to support community involvement programs and business partnerships at the school level.*</p> <p>63. Assist in directing and developing the recruitment of Business Partners to benefit the school and community.</p> <p>64. Assist with the development of activities with business partners that promote student achievement.</p> <p>HUMAN RESOURCES:</p> <p>65. Assist in analyzing data and information to plan staff development to accomplish school goals.*</p> <p>66. Assist with the completion of the annual Needs Assessment to determine staff development.</p> <p>67. Assist with providing staff development opportunities and feedback to personnel at the assigned school.</p> <p>68. Assist in building a school community and environment which supports learning and growth for everyone toward realization of the school's mission.*</p> <p>69. Assist with the development and implementation of an effective staff development program.</p> <p>70. Participate in District management meetings and other activities to enhance professional development.</p> <p>71. Participate, successfully, in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.</p> <p>72. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28</p> <p>73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.*</p>

Name	Position Title	Job Duties and Responsibilities
		<p>74. Delegate responsibilities to appropriate staff members.</p> <p>75. Consider data and results from action research when solving problems and improving processes.</p> <p>76. Contribute to positive staff morale through flexibility, support and recognition of groups and individuals working toward school improvement.*</p> <p>77. Assign tasks and supervise personnel in task accomplishment including special projects.</p> <p>78. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>79. Manage appropriately and professionally personnel issues, including hiring, evaluation, staff deficiencies and retention; provides feedback on professional performance and offer assistance to strengthen weaknesses in performance.*</p> <p>80. Assist with interviewing and selection of qualified personnel to be recommended for appointment.</p> <p>81. Assist with establishing job assignments and supervising of all assigned personnel, conducting annual performance appraisals, and making recommendations for appropriate employment actions according to School Board Policy and Procedures adopted by the School Board.</p> <p>82. Assist with difficult personnel decisions when necessary including dealing with ineffective teacher or staff performance.</p> <p>83. Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.*</p> <p>MANAGEMENT OF PROCESSES:</p> <p>84. Assist in identifying quality requirements of materials/services and communicates this information to parents, community and suppliers.*</p> <p>85. Access District and community resources to meet school needs.</p> <p>86. Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.</p> <p>87. Employ an improvement cycle for operational problems that analyzes results, identifies root causes, and takes corrective action.*</p> <p>88. Utilize PLAN, DO, STUDY, ACT (PDSA) and quality improvement tools to assess and improve curriculum and instructional systems, processes, programs and services.*</p>

Name	Position Title	Job Duties and Responsibilities
		<p>89. Understand, support, and implement School Board, State, and Federal Policies, procedures, negotiated agreements and district decisions.*</p> <p>90. Assist with the implementation and administration of negotiated employee contracts at the school site.</p> <p>91. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>OPERATIONAL RESULTS:</p> <p>92. Show positive trends in the achievement of improvement goals in the areas of operation (key goals), business practices (efficiency) and customer satisfaction.*</p> <p>93. Assist with managing and supervising the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28</p> <p>94. Assist with establishing and managing student accounting and attendance procedures at the assigned school.</p> <p>95. Supervise and monitor the accurate completion of data collection and submits resulting reports according to timelines.</p> <p>96. Assist with the writing and dissemination of newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.</p> <p>97. Provide leadership in the effective use of technology in the classroom and in school administration.</p> <p>98. Assist with the coordination of school maintenance and facility needs and monitor progress toward meeting those needs.</p> <p>99. Assist with monitoring the custodial program at the school to ensure a clean, healthy, and safe learning environment.</p> <p>100. Assist with coordinating plant safety and facility inspections at the assigned school.</p> <p>101. Supervise transportation services at the assigned school.</p> <p>102. Assist with the supervision of all extracurricular programs at the assigned school.</p> <p>103. Assist in coordinating the school food service program at the assigned school including the free and reduced food service requirements.</p> <p>104. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of the School Board of Broward County.</p> <p>105. Ensure adherence to good safety procedures.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>106. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
<p>Duhart, Catrice</p>	<p>Principal</p>	<p>The School Principal shall effectively lead and manage through the items listed by category below. INSTRUCTIONAL LEADERSHIP: 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 (cont.) SBBC: B-002 4 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>diverse student population.</p> <p>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>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.</p> <p>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.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal 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>

Name	Position Title	Job Duties and Responsibilities
Pagel, Denise	Teacher, K-12	<p>28. Interact with government and service agencies relative to student welfare. School Principal (cont.) SBBC: B-002 5 PROFESSIONAL AND ETHICAL LEADERSHIP: 29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. 30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 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. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 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. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p> <p>SAC Chairperson, Teacher Grade 2 ASSESSMENT use assessment strategies (traditional and alternative) which are aligned with the curriculum and standards to assist in the continuous development of the learner. 2. COMMUNICATION use effective communication techniques with students, parents, and all other stakeholders. 3. CONTINUOUS IMPROVEMENT Teacher (Cont.) JJ-010</p>

Name	Position Title	Job Duties and Responsibilities
		<p>engage in planned continuous professional quality improvement for self and school.</p> <p>4. CRITICAL THINKING use appropriate techniques and strategies which promote and enhance critical, creative, and evaluate thinking capabilities of students.</p> <p>5. DIVERSITY use appropriate instructional strategies and materials that reflect each student's culture, learning styles, special needs, and socio-economic background.</p> <p>6. ETHICS AND REGULATIONS fulfill the terms of any affected written contract and adhere to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and assist in the enforcement of all federal, state and district board regulations.</p> <p>7. HUMAN DEVELOPMENT AND LEARNING use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.</p> <p>8. KNOWLEDGE SUBJECT MATTER demonstrate knowledge and understanding of the subject matter.</p> <p>9. LEARNING ENVIRONMENTS establish a classroom management system that maintains appropriate discipline and creates a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.</p> <p>Teacher (Cont.) JJ-010</p> <p>10. PLANNING plan, align, implement, and evaluate effective instruction and assessment in a variety of learning environments.</p> <p>11. ROLE OF THE TEACHER work with peers, parents, community, and other stakeholders in the continuous improvement of the educational experiences of students.</p> <p>12. TECHNOLOGY integrate appropriate technology in teaching and learning processes.</p> <p>13. ESOL REQUIREMENT complete the training and obtain the endorsement outlined in State Board of Education rules and/or guidelines if assigned limited English proficient (LEP) students.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>14. RECORD KEEPING keep school records and prepare and submit such reports as may be required by law, by regulations of the state board or school district.</p> <p>15. PROPERTY account for all other school property (keys, records, reports, personal computers, etc.) to the principal of the school or to the Superintendent as may be prescribed by regulations of the state board and of The School Board of Broward County.</p> <p>16. ADDITIONAL RESPONSIBILITIES Teacher (Cont.) JJ-010</p> <p>a. perform and promote all activities in compliance with equal employment and nondiscrimination policies.</p> <p>b. ensure adherence to good safety procedures.</p> <p>c. follow federal and state laws, as well as School Board policies.</p> <p>d. perform other duties as assigned by the principal.</p>
Torres, Amy	Reading Coach	<p>The Literacy Coach will provide personalized support based on identified needs of individual teachers and differentiated supports that foster the growth and development of teachers. In addition to strategic literacy-focused mentoring, coaches will support teachers to develop skills in analyzing student work, differentiating instruction, supporting English Language learners and students with special needs. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p> <p>The goal of the Literacy Coach is to improve and sustain student achievement by promoting a culture for literacy learning to include all stakeholders, by enhancing and refining literacy instruction and intervention, providing targeted instructional coaching and building capacity for literacy across the curriculum.</p>
Sanchez, Yesenia	Curriculum Resource Teacher	<p>Responsible for planning, coordinating and implementing a comprehensive ESOL program in one or more schools; training and coaching staff in the use of effective, research based methodologies leading to English proficiency development and the academic success of ELLs; participating in problem-solving programmatic Resource Teacher, ESOL (Cont.) determinations pm behalf of ELLs; identifying staff development needs of the school and providing staff development and follow-up coaching related to English</p>

Name	Position Title	Job Duties and Responsibilities
		<p>language proficiency development as part of the problem solving process; and expanding relationships with school and community groups (e.g., Leadership Team, ELL Committee, ESOL Parent Leadership Council/District Advisory Council, learning communities, etc.) to help ELLs reach their highest potential</p>
<p>Thornton, Catherine</p>	<p>School Counselor</p>	<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. <p>Elementary Guidance Counselor (Cont.) JJ-015</p> <ol style="list-style-type: none"> 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.

Demographic Information

Principal start date

Wednesday 7/26/2017, Catrice Duhart

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.*

8

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.*

3

Total number of teacher positions allocated to the school

56

Total number of students enrolled at the school

787

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

4

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

8

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	113	125	144	158	148	148	0	0	0	0	0	0	0	836
Attendance below 90 percent	29	23	34	25	20	8	0	0	0	0	0	0	0	139
One or more suspensions	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	
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	5	15	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	15	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	3	6	17	47	33	8	0	0	0	0	0	0	0	114

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	1	2	5	12	13	10	0	0	0	0	0	0	0	43

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	0	4	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 9/24/2021

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	0
Students retained two or more times	0	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				63%	59%	57%	55%	56%	56%
ELA Learning Gains				65%	60%	58%	60%	57%	55%
ELA Lowest 25th Percentile				55%	54%	53%	56%	51%	48%
Math Achievement				66%	65%	63%	63%	62%	62%
Math Learning Gains				69%	66%	62%	73%	60%	59%
Math Lowest 25th Percentile				57%	53%	51%	54%	47%	47%
Science Achievement				54%	46%	53%	53%	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	69%	60%	9%	58%	11%
Cohort Comparison						
04	2021					
	2019	65%	62%	3%	58%	7%
Cohort Comparison						
05	2021					
	2019	55%	59%	-4%	56%	-1%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	62%	65%	-3%	62%	0%
Cohort Comparison						
04	2021					
	2019	65%	67%	-2%	64%	1%
Cohort Comparison		-62%				
05	2021					
	2019	66%	64%	2%	60%	6%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	52%	49%	3%	53%	-1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Iready ELA and Math Diagnostic Assessment

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53/43.4	50/41.0	70/58.3
	Economically Disadvantaged	39/39.4	36/36.4	54/55.7
	Students With Disabilities	5/41.7	5/41.7	6/50.0
	English Language Learners	2/14.3	0/0.0	5/35.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38/31.4	36/31.0	52/44.8
	Economically Disadvantaged	31/31.3	24/25.8	39/41.9
	Students With Disabilities	5/41.7	3/30.0	4/33.3
	English Language Learners	2/14.3	2/14.3	3/23.1

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38/27.5	52/39.1	65/47.4
	Economically Disadvantaged	26/25.5	32/32.7	45/44.6
	Students With Disabilities	2/13.3	2/14.3	3/18.8
	English Language Learners	1/4.5	6/28.6	8/36.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25/18.1	29/22.1	44/33.6
	Economically Disadvantaged	15/14.7	19/19.8	29/29.9
	Students With Disabilities	1/6.7	1/7.1	0/0.0
	English Language Learners	3/13.6	2/9.5	5/25.0
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62/42.2	91/61.1	109/73.2
	Economically Disadvantaged	46/41.4	68/60.7	80/71.4
	Students With Disabilities	6/27.3	8/36.4	9/40.9
	English Language Learners	1/5.6	4/22.2	9/50.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23/15.9	39/26.2	78/52.7
	Economically Disadvantaged	14/12.7	27/24.1	55/49.5
	Students With Disabilities	5/22.7	5/22.7	8/38.1
	English Language Learners	1/5.9	1/5.9	6/33.3

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38/26.8	66/46.2	64/49.6
	Economically Disadvantaged	31/27.4	51/44.7	51/49.5
	Students With Disabilities	3/9.4	8/24.2	6/20.7
	English Language Learners	0/0.0	1/6.7	1/7.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29/20.7	51/36.4	66/57.4
	Economically Disadvantaged	21/18.9	40/36.0	51/56.0
	Students With Disabilities	0/0.0	3/9.1	10/40.0
	English Language Learners	2/13.3	3/20.0	3/23.1
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47/33.1	74/51.7	0
	Economically Disadvantaged	33/29.7	53/47.7	0
	Students With Disabilities	2/7.4	6/22.2	0
	English Language Learners	0/0.0	0/0.0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40/28.2	68/47.9	0
	Economically Disadvantaged	30/27.0	45/40.5	0
	Students With Disabilities	4/14.8	10/37.0	0
	English Language Learners	0/0.0	0/0.0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	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	24	31	40	39	58	75	13				
ELL	35	40	38	34	35	53	21				
ASN	64			82							
BLK	49	41		34	32		15				
HSP	48	35	36	40	32	61	30				
MUL	30										
WHT	52	40		43	24		48				
FRL	47	32	26	39	31	46	27				
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	51	50	43	58	50	20				
ELL	49	57	54	59	65	59	45				
BLK	66	66	57	69	76	67	59				
HSP	61	62	53	64	68	54	51				
MUL	64	75		50	50						
WHT	66	67	60	69	68	67	57				
FRL	61	65	56	63	68	58	52				
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	27	46	40	31	45	29	24				
ELL	44	55	53	49	65	57	33				
BLK	42	59	64	60	73	59	38				
HSP	56	60	49	63	74	60	51				
MUL	53	82		53	64						
WHT	63	59	54	68	70	33	65				
FRL	52	58	56	60	72	55	53				

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	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	311

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
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	41
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	30
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
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	41
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	36
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?

All students in grades 1-5 improved on the iReady diagnostic (2020-2021) from Fall to Spring diagnostic. The number of students taking the test increased from Fall to Spring.

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

Based on Spring 2021 Florida Standards Assessments, Grade 3 (ELA) has 56% scoring below level 3 and Grade 4 has 54% scoring below level 3.

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

Many students engaged in virtual learning during the 2020-2021 school year causing an impact on learning. The new actions needed would be to have all student return to the physical classroom without barriers due to Covid 19.

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

Based on 2020-2021 data, the most improvement in 3rd grade ELA is the English Language Learners (ELL) at 44.4%. In 3rd grade Math, the Economically Disadvantaged made the most improvements at 36.8%.

Based on 2020-2021 data, the most improvement in 4th grade ELA is the Economically Disadvantaged at 22.1%. In 4th grade Math, the Students with Disabilities made the most improvements at 40.0%.

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

The contributing factors for this improvement were that approximately 51% of students (grade K-5) returned to school after being out for virtual learning. The iready tests were closely monitored by teachers who used the teacher lessons to decrease the gap in learning. Teachers utilized PLC to analyze data, share best practices, and plan for small group instruction.

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

This year, the use of highly effective intervention teachers in the ESSER position for Reading and Math. The new reading Benchmark Advance provides the opportunity to implement MTSS Tiered instruction to meet the needs of all students. Using Reading Endorsed teachers to facilitate Tier 3 interventions in reading.

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.

The professional learning communities (PLC) will focus on ELA and aligning the state standards to the new Benchmark Advance reading series. The literacy coach will provide continued support for all teachers.

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

Grades 3-5 are provided a before school academic camp in both ELA and MATH to assist students with gaps in learning. ELL students are provided small group intervention with a paraprofessional and resource teacher.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The area of focus will be to increase reading comprehension proficiency in Grade 3 and Grade 4. Based on Spring 2021 Florida Standards Assessments, Grade 3 (ELA) had 56% scoring below level 3 and Grade 4 had 54% scoring below level 3.

Measurable Outcome: By June 2022, Grade 3 and Grade 4 will increase ELA proficiency to at least 50% proficiency as measured by the 2022 FSA.

Monitoring: The students in Grade 3 and Grade 4 will be monitored using iReady growth monitoring and diagnostic given 3 times a year as well as teachers monitoring of iReady's individual student pathways bi weekly in PLC's.

Person responsible for monitoring outcome: Catrice Duhart (catrice.duhart@browardschools.com)

Evidence-based Strategy: Teachers will use Benchmark Assessment System (BAS) to identify students performing below level in order to provide evidence based interventions through Multi-Tiered System of Supports (MTSS).

Rationale for Evidence-based Strategy: After reviewing 2020-2021 data measuring students' reading standards mastery, many Grade 3 and Grade 4 students require additional ELA academic support. The students with significant reading deficiencies will be provided tiered intervention support through the Multi-Tiered System of Supports (MTSS) to narrow the achievement gap.

Action Steps to Implement

The Collaborative Problem Solving Team (CPST) will identify and determine the level of academic support necessary in ELA , based on a Multi-Tiered System of Supports (MTSS). The teachers will provide ELA intervention strategies (Tier 2 or Tier 3) to meet the needs of the individual students.

Person Responsible Catherine Thornton (catherine.thornton@browardschools.com)

The Esser ELA teacher will provide additional support to some students in a small group setting.

Person Responsible Clarice Johnston (clarice.johnston@browardschools.com)

Grade 3 and Grade 4 will be provided the opportunity to participate in a before school academic camp for ELA and Math. The students will use Florida Success Coach practice consumables textbooks to address gaps in learning for ELA and Math.

Person Responsible Amy Torres (amy.torres@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus
Description and Rationale: Based on iReady 2020-2021 data, Grade 3 proficiency in ELA and Math for students with disabilities (SWD) indicates that this subgroup made the least improvement for the year at 40.9% proficiency in ELA and 38.1% proficiency in Math.

Measurable Outcome: By June 2022, students with disabilities (SWD) will increase their proficiency in both ELA and Math by 3% as measured by the Iready Diagnostic comparison.

Monitoring: Students iReady data will be monitored biweekly through the use of personalized instruction pathway to ensure that increased proficiency is occurring. Any unfinished learning will be addressed through standards based instruction as related to their IEP goals.

Person responsible for monitoring outcome: Catrice Duhart (catrice.duhart@browardschools.com)

Evidence-based Strategy: The students with disabilities (SWD) subgroup will continue differentiated learning in both ELA and Math. The classroom teacher as well as the ESE support facilitator will provide small group, multisensory accommodations as indicated by the individual IEP. For ELA, the students will participate in daily guided reading at their instructional level. In Math, the students will use reflex math for fluency skills, and iReady math lessons for intervention as needed for the individual student.

Rationale for Evidence-based Strategy: The teacher and ESE support facilitator will continue differentiated instruction in both ELA and Math to meet the students with disabilities (SWD) target goals along with their individualized IEP goals. Small group instruction in both ELA and Math will allow for exposure to grade level material and standards.

Action Steps to Implement

Teacher will provide rigorous instruction aligned to the ELA and Math standards, while also meeting individual needs through explicit small group lessons aligned with IEP goals.

Person Responsible Clarice Johnston (clarice.johnston@browardschools.com)

Administration, support staff and CPST will monitor student progress to determine next steps or level of support.

Person Responsible Clarice Johnston (clarice.johnston@browardschools.com)

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus
Description and Rationale: Based on iReady 2020-2021 data, Grade 4 proficiency in ELA and Math for English Language Learners (ELL) indicates that this subgroup made the least improvement for the year at 49.5% proficiency in ELA and 23.1% proficiency in Math.

Measurable Outcome: By June 2022, English Language Learners (ELL) will increase their proficiency in both ELA and Math by 3% as measured by the iReady diagnostic comparison.

Monitoring: Students iReady data will be monitored biweekly through the use of personalized instructional pathway to ensure an increase in proficiency in both ELA and Math. Quarterly data chats with teachers will be held as well as classroom walkthroughs will be conducted to observe the fidelity of implementation.

Person responsible for monitoring outcome: Clarice Johnston (clarice.johnston@browardschools.com)

Evidence-based Strategy: The teacher will continue differentiated instruction in both ELL and Math to meet the students needs. Small group instruction in both ELA and Math will allow for exposure to grade level material and standards using Journeys (transitioning into Benchmark Advance) along with Go Math, respectively. Daily, guided reading at the students instructional reading level will be conducted. Reflex will be used for Math Fluency along with small group instruction in math. ELL support will also provide ELL strategies in a small group setting to assist students with gaps in learning.

Rationale for Evidence-based Strategy: Many English Language Learners (ELL) need additional support in both ELA and Math. This will be provided by small group instruction in both ELA and Math by the classroom teacher. The ELL student will be provided additional support in a small group setting from our ELL support staff.

Action Steps to Implement

ELL Support staff will identify students for additional assistance in grade 4 and monitor progress in both ELA and Math to determine continuing level of support by reviewing the iReady data and discussing progress of the individual student with the teacher.

Person Responsible Yesenia Sanchez (yesenia.sanchez@browardschools.com)

ELL support will conduct small group lessons in ELA to assist the individual learner with gaps in learning as it pertains to reading.

Person Responsible Yesenia Sanchez (yesenia.sanchez@browardschools.com)

Classroom teachers will meet with Literacy Coach as needed to improve ELA practices in guided reading to meet the needs of the individual student.

Person Responsible Amy Torres (amy.torres@browardschools.com)

The Esser Math teacher will provide additional support to some students in a small group setting.

Person Responsible Clarice Johnston (clarice.johnston@browardschools.com)

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.

North Andrews Gardens ranked 52 of 116 in the county and 522 out of 1395 in the state for violent incidents which was only 2 out of 853 students(low). We will monitor our school culture and environment through the implementation of our School-wide Positive Behavior Plan. Our school-side rules and expectations will be followed by all staff and students. Teachers use CHAMPS strategies for managing student behavior.

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.

One of the newest initiatives that we highlight at North Andrews Gardens is our SEL(Social-Emotional Learning) plan. We build relationships with our students in many different ways. Our school counselors conduct small groups with students to address specific needs. Our entire school does mindfulness exercises each morning. We also plan school-wide events where families are invited to attend and spend time learning together.

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

What has become most important to us at North Andrews Gardens Elementary is nurturing the social-emotional side of our students to assist in feeding the academic side. We identify different groups in the school and the community to help promote the positive culture. Groups like our SAC and SAF or our PTA play a big role. We also reach out to parents often making sure that they understand how important their partnership with the school is for their child's success.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$18,521.88
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	510-Supplies	0521 - North Andrews Gardens Elem.	Title, I Part A		\$5,165.88
			<i>Notes: Grade 3-5 iReady LAFS consumables ELA small group instruction for classroom use.</i>			
	5000	510-Supplies	0521 - North Andrews Gardens Elem.	Title, I Part A		\$13,356.00
			<i>Notes: Florida Success Coach consumables ELA and Math used for academic camps.</i>			
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$9,755.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	519-Technology-Related Supplies	0521 - North Andrews Gardens Elem.	Title, I Part A		\$3,295.00
			<i>Notes: Grades K-5 Reflex Math Renewal License with Professional development for teacher.</i>			
	5000	519-Technology-Related Supplies	0521 - North Andrews Gardens Elem.	Title, I Part A		\$6,460.00
			<i>Notes: Grade K-5 iReady toolbox online resource renewal license for teachers to teach ELA and Math intervention.</i>			
3	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners				\$1,431.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	510-Supplies	0521 - North Andrews Gardens Elem.	Title, I Part A		\$1,431.00
			<i>Notes: Florida Success Coach Math consumable books for use with small group intervention.</i>			
					Total:	\$29,707.88