

Broward County Public Schools

Annabel C. Perry Pk 8



2022-23 Schoolwide Improvement Plan

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Annabel C. Perry Pk 8

6850 SW 34TH ST, M IR Amar, FL 33023

[no web address on file]

Demographics

Principal: Jeniffer O'neal

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (54%) 2018-19: B (54%) 2017-18: C (44%)
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	ATSI
* 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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Annabel C. Perry Pk 8

6850 SW 34TH ST, M IR Amar, FL 33023

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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SIP Authority

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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 Annabel C. Perry PreK-8 is to create “A Culture of Caring” in a safe and nurturing environment by being open-minded about other cultures, showing compassion toward others, and reflecting on individual behaviors to promote internationally-minded people.

Provide the school's vision statement.

The vision of Annabel C. Perry PreK-8 is to develop internationally minded students, through inquiry-based learning and a curriculum that fosters cultural awareness.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Correll, Thomas	Principal	<p>The role of the School Principal is to provide instructional leadership for all educational programs at the school in order to maintain a safe and nurturing learning environment. The School Principal also prepares and manages the school's budget including keeping an accurate inventory of the school's assets. The Principal must also read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws. The Principal must use effective interview techniques, coaching procedures, and evaluation procedures to ensure instruction takes place at the highest level of rigor to prepare students in a 21st century learning environment. The Principal must enforce collective bargaining agreements, use effective public speaking skills, group dynamics, and interaction and problem-solving skills. In doing this, he/she must maintain a sensitivity to multicultural issues, perceive the impact of a decision on other components of the organization and then communicate effectively, both orally and in writing, and through the use of technology. Finally, the School Principal must be able to and analyze and use data to make necessary changes to instruction to promote teaching and learning throughout the year.</p>
Oneal, Jennifer	Assistant Principal	<p>The main role of the Assistant Principal is to assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community. The Assistant Principal is an instructional leader responsible for all curriculum and instructional strategies by ensuring that all educators in the building are displaying an understanding of current educational trends, research and technology. The Assistant Principal is also responsible for the communication of school information, goals, student learning and behavior expectations to all customer groups using effective communication techniques with students, teachers, parents and all community stakeholders.</p>
Laborde, Sandra	Assistant Principal	<p>The main role of the Assistant Principal is to assist the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources available for a successful and safe school program for students, staff and community. The Assistant Principal is an instructional leader responsible for all curriculum and instructional strategies by ensuring that all educators in the building are displaying an understanding of current educational trends, research and technology. The Assistant Principal is also responsible for the communication of school information, goals, student learning and behavior expectations to all customer groups using effective communication techniques with students, teachers, parents and all community stakeholders.</p>
Foster, Jacqueline	Magnet Coordinator	<p>The International Baccalaureate (IB) Magnet Coordinator at Annabel C. Perry PreK-8 is a teacher recruit from the teaching staff. The IB coordinator has 19 years of teaching experience in the classroom and is the team leader for different grade levels. During these years, the IB coordinator coached new teachers and the last three years served in a leadership role and IB</p>

Name	Position Title	Job Duties and Responsibilities
		<p>coordinator. As required by the International Baccalaureate Organization, the IB coordinator reports directly to the principal and assistant principals who share the responsibilities of the IB coordinator. At Annabel C. Perry PreK-8, there is a commitment to collaborative planning of the IB written curriculum. The IB coordinator ensures that the pedagogical aspects are discussed, information is disseminated, and the program is planned, taught and assessed collaboratively. The leadership team at Annabel C. Perry PreK-8 and the IB coordinator is involved in the whole-school implementation and organization of the IB program. Other duties include being the liaison between the school and the district magnet coordinators, the school's teaching team, and communicating IB information to parents. Professional Development for IB authorized training is done by the IB magnet coordinator.</p>
McCord, Nicole	Instructional Coach	<p>The Literacy Coach's role is to support teachers in their daily work. They model and discuss lessons, co-teach lessons, visit classrooms, and provide feedback to teachers. They are a resource to parents and the community and are uniquely positioned to see the big picture -- the way in which people are working, the impact they're having, the needs of students, teachers and administrators. The Literacy Coach can help others see the big picture and work towards systemic changes. They support the process of gathering data, information and resources so that changes can be effective. They also use an inquiry process approach to ask questions and explore root causes.</p>
Lewis, Tiaya	Math Coach	<p>The Mathematics Coach's responsibility is to provide personalized support that is based on identified needs of individual teachers and differentiated supports that fosters the growth and development of teachers. In addition to strategic content- focused mentoring, the coach will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with special needs. In addition, the coach will plan to work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers.</p>
Chandler , Kristin	Science Coach	<p>The Science Coach's responsibility is to provide personalized support that is based on identified needs of individual teachers and differentiated supports that fosters the growth and development of teachers. In addition to strategic content- focused mentoring, the coach will support teachers to develop skills in critical areas such as establishing a positive classroom culture and climate, implementing instructional strategies, analyzing student work, differentiating instruction and supporting English Language learners and student with special needs. In addition, the coach will plan to work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with teachers to better understand science concepts and related materials.</p>

Demographic Information

Principal start date

Saturday 7/1/2017, Jeniffer O'neal

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

12

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

626

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	60	71	73	88	63	86	77	63	95	0	0	0	0	676	
Attendance below 90 percent	26	37	25	32	13	19	8	8	8	0	0	0	0	176	
One or more suspensions	0	0	1	9	12	18	15	11	7	0	0	0	0	73	
Course failure in ELA	0	0	0	0	0	0	2	7	1	0	0	0	0	10	
Course failure in Math	0	0	0	32	20	26	6	18	32	0	0	0	0	134	
Level 1 on 2022 statewide FSA ELA assessment	0	0	4	20	13	7	15	31	22	0	0	0	0	112	
Level 1 on 2022 statewide FSA Math assessment	0	4	1	35	9	0	1	8	8	0	0	0	0	66	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	1	0	0	0	0	3

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	4	41	31	34	28	31	34	0	0	0	0	206
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

Tuesday 8/30/2022

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	77	71	90	81	92	76	75	59	72	0	0	0	0	693
Attendance below 90 percent	34	23	34	16	36	24	16	17	11	0	0	0	0	211
One or more suspensions	0	0	0	0	2	0	1	2	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	20	34	18	0	0	0	0	72
Course failure in Math	0	0	0	0	0	0	12	41	24	0	0	0	0	77
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	15	17	33	24	0	0	0	0	101
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	10	17	12	42	25	0	0	0	0	106
Number of students with a substantial reading deficiency	1	7	26	29	25	12	43	59	27	0	0	0	0	229

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	3	17	20	21	21	35	60	34	0	0	0	0	212

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	3	16	1	5	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	1	0	0	0	1	0	0	0	0	2

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	77	71	90	81	92	76	75	59	72	0	0	0	0	693
Attendance below 90 percent	34	23	34	16	36	24	16	17	11	0	0	0	0	211
One or more suspensions	0	0	0	0	2	0	1	2	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	20	34	18	0	0	0	0	72
Course failure in Math	0	0	0	0	0	0	12	41	24	0	0	0	0	77
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	15	17	33	24	0	0	0	0	101
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	10	17	12	42	25	0	0	0	0	106
Number of students with a substantial reading deficiency	1	7	26	29	25	12	43	59	27	0	0	0	0	229

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	3	17	20	21	21	35	60	34	0	0	0	0	212

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	3	16	1	5	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	1	0	0	0	1	0	0	0	0	2

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	57%	55%				45%	58%	61%
ELA Learning Gains	54%						52%	58%	59%
ELA Lowest 25th Percentile	46%						41%	52%	54%
Math Achievement	37%	47%	42%				47%	58%	62%
Math Learning Gains	65%						60%	58%	59%
Math Lowest 25th Percentile	62%						56%	51%	52%
Science Achievement	27%	52%	54%				33%	51%	56%
Social Studies Achievement	75%	64%	59%				54%	74%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	60%	-14%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	51%	62%	-11%	58%	-7%
Cohort Comparison		-46%				
05	2022					
	2019	38%	59%	-21%	56%	-18%
Cohort Comparison		-51%				
06	2022					
	2019	35%	57%	-22%	54%	-19%
Cohort Comparison		-38%				
07	2022					
	2019	46%	55%	-9%	52%	-6%
Cohort Comparison		-35%				
08	2022					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	65%	-22%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	56%	67%	-11%	64%	-8%
Cohort Comparison		-43%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	33%	64%	-31%	60%	-27%
Cohort Comparison		-56%				
06	2022					
	2019	35%	58%	-23%	55%	-20%
Cohort Comparison		-33%				
07	2022					
	2019	54%	53%	1%	54%	0%
Cohort Comparison		-35%				
08	2022					
	2019	40%	45%	-5%	46%	-6%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	23%	49%	-26%	53%	-30%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-23%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	27%	43%	-16%	48%	-21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	67%	25%	67%	25%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	71%	-17%	71%	-17%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	61%	39%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	56%	-56%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	43	35	15	60	65	6				
ELL	39	66	60	30	65	36	23	50			
BLK	40	51	42	35	65	63	25	72	81		
HSP	58	74		45	68		41				
FRL	41	54	51	35	67	67	26	74	78		
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	7	21	24	10	16	10	3	19			
ELL	31	33		16	22		19				
BLK	33	37	36	21	21	20	12	35	50		
HSP	43	32		30	29		25				
FRL	33	35	44	22	20	18	10	32	45		
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	19	38	30	17	47	49	7	10			
ELL	41	56	53	41	57	52	26	10			
BLK	42	50	40	46	59	54	34	54	96		
HSP	61	64	50	53	66	50	22	60			
FRL	43	49	41	46	60	56	30	56	95		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	88
Total Points Earned for the Federal Index	574
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Based on the 2021-2022 FSA assessment data, numerous trends emerged. All content areas and subgroups increased in both overall proficiency as well as learning gains. While proficiency and learning gains increased, there was also increase in the number of students in the Lowest 25% percentile. Science proficiency showed a slight increase. Social Studies showed the greatest growth in proficiency, from 36% to 75%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

While there was an overall increase in all core content areas and subgroup proficiency scores, the highest area of need for improvement is our overall Math and Science proficiency and within our lowest 25% percentile population.

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

Effective Math and Science instruction depends on the use of various instructional methods of delivery. This includes hands-on methods through the use of activities, student collaboration, and discussion. In addition, as students progress through all grade levels, science concepts and standards build on one-another and serve as foundational knowledge for the next grade level and/or content area. Due to school closures and distance learning, students did not have the opportunity for engaging in science activities labs and activities for concept reinforcement in a traditional classroom setting. Because the 5th and 8th grade Science assessments rely on students receiving consistent instruction over a period of 3-5 years, there may be some gaps in learning. Moving forward, progress monitoring tools will need to be employed, gaps in learning will need to be addressed, and previously learned content would need to be remediated and spiraled into current content. To address the lowest 25% population, students will also need to receive remediation to close the learning gaps across all content areas.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The areas that showed the most improvement was Math with an increase of 43% in learning gains, from 22% to 65% and Social Studies showed an increase in proficiency of 39%, from 36% to 75%.

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

To address the deficiencies of the previous year, teachers implemented rigorous content, employing ESSER and support staff to support students and teachers in the classroom and in pullout groups, and provided multiple opportunities for learning through ELO afterschool tutoring programs.

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

Various research based strategies will be implemented in order to close the achievement gap. Classroom teachers, Literacy Coaches, Science Coach, Math Coach, ESSER Pull-Out Teachers, Assistant Principals, and the Guidance Counselor will ensure that the needs of all students ranging from PK-8 are being met on a consistent basis. This will be done through targeted PD's and PLC's on unwrapping the benchmarks, using assessments to drive rigorous instruction, infusing ELA strategies in core content areas, and planning with the end in mind. All teachers will create Common Formative and Summative Assessments to ensure rigorous content is assessed. Teachers continuously analyze test data related to student performance in all content to enforce data driven instruction. They will promote technology education using researched based programs to provide our students with a plethora of learning opportunities and resources, and targeted interventions will be provided to the lowest quartile using research based (LLI) intervention programs.

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.

Targeted PD's and PLC's on unwrapping the benchmarks, using assessments to drive rigorous instruction, and planning with the end in mind (Book study, Driven by Data) will be conducted bi-weekly throughout the school year. For the PD's, teachers will be provided hands on trainings that allow for them to reflect and infuse the new knowledge directly into their lessons immediately. For PLC's, teachers will use this time to plan with their grade level/subject area teachers with coaches assistance in order to put their learning into action.

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

Additional services include the use of ESSER teachers to target "bubble" students in grades 3-8 in order to provide the necessary remediation/enrichment for each standard taught. In addition, intervention teachers targeting out lowest 25% and SWD will be pulling tiered groups daily. They will be providing intervention using research based programs such as LLI (leveled literacy intervention) and Phonics for Reading.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the analysis of data, our ESSA Subgroup, Students with Disabilities, is currently not meeting the expected proficiency. As a school, this group of students had an overall proficiency of 13% as measured by the 2021-2022 FSA. Our school expectation remains that this area will increase in overall proficiency for the 2022-2023 school year.

Measurable Outcome:**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Based on the 2021-2022 Florida Standards Assessment, the goal of Annabel C. Perry PreK-8 will be to increase the overall percentage points for our Students with Disabilities by 20. Moving from a 13% to a 30% respectively.

Monitoring:**Describe how this Area of Focus will be monitored for the desired outcome.**

Instructional cycles at Annabel C. Perry PK-8 always conclude with in-depth data analysis through data chats and assessment reviews. During these times, the entire support staff team as well as the teachers dive into student mastery, student areas of need as well as validity of assessment and interventions provided. At the conclusion of these meetings, a new plan of action is created and implemented immediately to ensure mastery towards our goal is met. In addition, our SWD's are progress monitored thorough IEP meetings, content of Present Level Performance sheets, as well as intervention program assessments.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy: Describe the evidence-based strategy being

The school initiative has been focused on providing standards based lesson planning and fluent data analysis of assessments given throughout and at the completion of each instructional cycle. This is especially true for our teachers who instruct students with disabilities. The continued use of a school-wide lesson plan focusing on the gradual release model has been implemented. This ensures that the use of various intervention programs are being used within the classroom and outside of the classroom to provide a deeper focus on appropriate accommodations and modifications for all of our students with varying exceptionalities. In addition, targeted PD's and deconstructing the standards

implemented for this Area of Focus. according to the school-wide IFC, data driven PLC's, and assessments are in place for the entire year. Modifications to the interventions and TIERed teaching are ongoing based on fluid data analysis.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

Standards-based instruction with a focus on appropriate research based interventions was something the school was lacking. Thus, our school has narrowed down our focus to ensuring the teachers first understand the standards (the what) and in what ways they are going to teach it (the why) and then how they will break it down further into appropriate teaching chunks for those who need the intervention. Research based materials, such as LLI, are being implemented during specific blocks throughout the day by the classroom teachers. Support facilitators are using both a push-in and pull-out model of support to assist in the instructional delivery for those SWD's as well as to ensure all of the interventions match each students IEP goals. In addition, paraprofessionals have been specifically assigned to assist with all areas of instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data Analysis of all current student mastery.
2. Review of IFC, Standards-Content Limits, and Item Specifications PRIOR to planning a lesson.
3. Review SWD IEP's with support facilitator and ESE Specialist to determine appropriate intervention.
4. Analyze current standard cluster assessment prior to beginning instructional cycle.
5. Plan standards based lessons with the assessment as the guide
6. Instruct using gradual release model and project based learning
7. Support facilitation assistance on targeted student levels
8. Administer Assessment
9. Analyze Data
10. Monitor IEP Goals and Response to various interventions
11. Provide reteach, enrichment based on data analysis.

Person Responsible Sandra Laborde (sandra.laborde@browardschools.com)

#2. Instructional Practice specifically relating to Science

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2020-2021 FSA, our overall science proficiency percentile was the lowest at 27%. Overall, this area was identified due to having our students not understating the necessary concepts to show mastery on the FSA. As a school, our primary focus is on ensuring that all students have the opportunity to show adequate mastery on the science assessment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At the end of the 2022-2023 school year, Annabel C. Perry PreK-8's overall science proficiency percentile will increase to 40% as measured by the 2023 FSA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Instructional cycles at Annabel C. Perry PreK-8 always conclude with in-depth data analysis through data chats and assessment reviews. During these times, the entire support staff team as well as the teachers dive into student mastery, student areas of need as well as validity of assessment and interventions provided. At the conclusion of these meetings, a new plan of action is created and implemented immediately to ensure mastery towards our goal is met.

Person responsible for monitoring outcome:

Kristin Chandler (kristin.chandler@browardschools.com)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will provide opportunities for students to learn how to read and understand science-based literature and informational text using researched based materials. This cross-curricular connection will assist in the understanding of science content through the ELA lens. In addition, science based experiments with vertical alignment to previously taught content will be used. Students will receive hands-on approaches to learning to ensure mastery of content is obtained.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Infusing science into other content areas increases the ability to drive home concepts of best reading practices. Due to the nature of the assessment, students must be able to read and comprehend technical and informational text in order to draw conclusions about scientific content. Thus, this approach to teaching will assist students by exposing them to the way in which the standards will be assessed. In addition, using hands on experiments assists conceptual understanding by allowing students to "see science in action."

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data Analysis of current standards mastery
2. Review IFC, Standard Content Limits, and Item Specifications prior to lesson planning
3. Analyze assessment of current cluster
4. Plan standards based lesson based on assessment
5. Instruct using standards based materials focusing on the gradual release model
6. Give assessment after instruction.
7. Review and analyze assessment
8. Review, reteach, or enrich based on data analysis
9. Based on analysis, targeted students will receive intervention to assist in mastering standard.

Person

Responsible

Jennifer Oneal (jennifer.oneal@browardschools.com)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2021-2022 FSA, our Mathematics lowest 25% percentile population increased the most and is now at 62%. As stated previously, this can be attributed to a lack of standards based instruction and targeted interventions to assist with closing the gap for students that were lacking previous grade level mathematical concepts. Overall, this area was identified due to having our students not making the necessary gains to show yearly growth. As a school, our primary focus is on ensuring that all students have the opportunity to show adequate growth by the end of the year.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At the end of the 2022-2023 school year, Annabel C. Perry PreK-8's Mathematics proficiency will increase to 50% as measured by the Florida Standards Assessment.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Instructional cycles at Annabel C. Perry PreK-8 always conclude with in-depth data analysis through data chants and assessment reviews. During these times, the entire support staff team as well as the teachers dive into student mastery, student areas of need as well as validity of assessment and interventions provided. At the conclusion of these meetings, a new plan of action is created and implemented immediately to ensure mastery towards our goal is met.

Person responsible for monitoring outcome:

Tiaya Lewis (tiaya.lewis@browardschools.com)

Evidence-based Strategy: Describe the evidence-based strategy being

Like our Science initiative, the math strategy being using is the same. Standards-based instruction with a focus on appropriate research based interventions is being used. Our school has narrowed down our focus to ensuring the teachers first understand the standards and in what ways they are going to teach it and then how they will "chunk" for those who need the intervention. This includes focusing on the content limits of the standard, what is going to be assessed and to what rigor and selecting the appropriate manipulatives to assist all learners in mastering the concept. Research based materials and District adopted materials are being implemented during specific blocks throughout the

implemented for this Area of Focus. day by the classroom teachers. Support facilitators will do push-in/pull-out model of support to assist in the instructional delivery. In addition, all teachers have a built in intervention period in their daily schedule to better support the needs of students.

Rationale for Evidence-based

Strategy: The rationale for this strategy is mainly the same as previous years. Based on the current learning situation and past data trends, standards based instruction was not implemented at the appropriate level of rigor for the standard and for what the assessment limits call for. We are continuing our process of narrowing the focus to ensure teachers fully comprehend their standards and how they will be assessed. Teachers are still planning with the end in mind and understand the content limits of each standard. They are using standards based assessments and District adopted materials to plan all instruction to ensure the teachers understand what mastery of the standard looks like. In addition, data analysis will take place after each assessment to ensure mastery.

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data Analysis of current standards mastery
2. Review IFC, Standard Content Limits, and Item Specifications prior to lesson planning
3. Analyze assessment of current cluster
4. Plan standards based lesson based on assessment
5. Instruct using standards based materials focusing on the gradual release model
6. Give assessment after instruction.
7. Review and analyze assessment
8. Review, reteach, or enrich based on data analysis
9. Based on analysis, targeted students will receive intervention to assist in mastering standard.

Person Responsible Jennifer Oneal (jennifer.oneal@browardschools.com)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>Based on the 2021-2022 FSA, our ELA overall proficiency percentile in grades 3 and 4 showed minimal growth and drops in proficiency, from 32% to 36% and 35% to 33% respectively. As stated previously, this can be attributed to a lack of targeted interventions to assist with closing the gap for students with reading deficits . Overall, this area was identified due to having our students not making the necessary gains to show yearly growth. As a school, our primary focus is on ensuring that all students have the opportunity to show adequate growth by the end of the year.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>At the end of the 2022-2023 school year, Annabel C. Perry PreK-8's ELA proficiency in grades 3 and 4 will increase percentage points to 45% or higher as measured by the 2022-2023 FSA.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>Instructional cycles at Annabel C. Perry PreK-8 always conclude with in-depth data analysis through data chats and assessment reviews. During these times, the entire support staff team as well as the teachers dive into student mastery, student areas of need as well as validity of assessment and interventions provided. At the conclusion of these meetings, a new plan of action is created and implemented immediately to ensure mastery towards our goal is met.</p>
Person responsible for monitoring outcome:	<p>[no one identified]</p>
Evidence-based Strategy: Describe the evidence-based strategy being	<p>Standards-based instruction with a focus on appropriate research based interventions was something the school was lacking. Thus, our school has narrowed down our focus to ensuring the teachers first understand the standards (the what) and in what ways they are going to teach it (the why) and then how they will break it down further into appropriate teaching chunks for those who need the intervention. Research based materials such as Wilson Reading, LLI, Horizons, and other District adopted materials are being implemented during specific blocks throughout the day by the classroom teachers. Support facilitators are using both a push-in and pull-out model of support to assist in the</p>

implemented for this Area of Focus.

instructional delivery. In addition, all teachers have a built in intervention period in their daily schedule to better support the needs of students.

Rationale for Evidence-based**Strategy:****Explain the rationale for selecting this specific strategy.****Describe the resources/criteria used for selecting this strategy.**

Based on the current learning situation and past data trends, standards based instruction is still not being implemented at the appropriate level of rigor for the standard and for what the assessment limits call for. Therefore, we are continuing our process of narrowing the focus to ensure teachers fully comprehend their standards and how they will be assessed. Teachers are still planning with the end in mind. They are using standards based assessments as well as District adopted materials to plan all instruction to ensure the teachers understand what mastery of the standard looks like. In addition, data analysis will take place after each assessment to ensure mastery.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data Analysis of current standards mastery
2. Review IFC, Standard Content Limits, and Item Specifications prior to lesson planning
3. Analyze assessment of current cluster
4. Plan standards based lesson based on assessment
5. Instruct using standards based materials focusing on the gradual release model
6. Give assessment after instruction.
7. Review and analyze assessment
8. Review, reteach, or enrich based on data analysis
9. Based on analysis, targeted students will receive intervention to assist in mastering standard.

Person

Responsible [no one identified]

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our instructional Area of Focus this year relating to ELA in grades K-2 is phonics-based instruction when it comes to decoding and building letter sound and word knowledge. This is based on the previous year's end of year BAS data which revealed that over 50% of students in grades K-2 were unable to read grade level texts due to not being able to decode, blend, and sound out words which ultimately impacted their comprehension. Based on this information, targeted researched based curriculum that is directly aligned with the new standards and assessments are being used. Phonics instructional blocks are built into daily lessons to ensure students are being taught phonics explicitly. In addition, ongoing data chats to progress monitor instructional cycles, a thorough RtI process to ensure targeted interventions are being used as well as ongoing PD/PLC cycles are occurring throughout the school to ensure all students are meeting the school wide goal of 56%.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our instructional Area of Focus this year relating to ELA in grades 3-5 is standards-based instruction when it comes to comprehension and vocabulary knowledge. This is based on the previous year's FSA data which revealed that comprehension with regards to Key Ideas and Details was significantly lower than other areas of ELA (47% proficient). When looking more specifically at this cluster through vocabulary based assessments and other common formative assessments, the area of Tier 3 words, using context clues, and determining base meanings of words was difficult. When students were asked to determine the main idea in both fictional and nonfictional texts, they were unable to show mastery in this area as well. In fact, based on the 2022 FSA assessment, 62% of third grade students scored below level 3 in ELA, 67% of 4th grade students scored below level 3 in ELA, and 57% of 5th grade students scored below level 3 in ELA. Based on this information, targeted researched based curriculum that is directly aligned with the new standards and assessments are being used. In addition, ongoing data chats to progress monitor instructional cycles, a thorough RtI process to ensure targeted interventions are being used as well as ongoing PD/PLC cycles are occurring throughout the school to ensure all students are meeting the school wide goal of 56%.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By the end of the 2022-2023 school year, the number of students not reading on grade level will decrease 15% as measured on FAST.

Based on last year's data more than 50% of students in K-2 were not reading on grade level.

Grades 3-5: Measureable Outcome(s)

By June 2023 students in 3rd - 5th grades scoring below level 3 will decrease by 15% as measured on FAST.

Based on last year's data 62% of students scored below level 3.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Area of Focus will be monitored through teacher/admin data chats, student data chats, coaching feedback, walkthroughs, data analysis during PLCs.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

McCord, Nicole, n.mccord-dawson@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Based on the new B.E.S.T standards, the District has adopted the curriculum Benchmark Advanced to assist in instructing, remediating, and enriching students. This curriculum is fully supported by the District's

Reading Plan and all the instructional focus calendars, scoop and sequence and assessments are based on the validity of the program and all of its components.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Based on the new B.E.S.T standards, the District has adopted the curriculum Benchmark Advanced to assist in instructing, remediating, and enriching students. This curriculum is fully supported by the District's Reading Plan and all the instructional focus calendars, scoop and sequence and assessments are based on the validity of the program and all of its components.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership</p> <ol style="list-style-type: none"> 1. Ongoing professional learning on the new standards and curriculum 2. Detailed data analysis on current and lagging data trends 	
<p>Literacy Coaching</p> <ol style="list-style-type: none"> 1. Monthly PLC's to review standards and curriculum used to gain mastery. 2. Frequent progress monitoring of instruction to identify areas of need throughout the building 3. Coaching and modeling effective standards instruction throughout all grade levels. 	
<p>Assessment</p> <ol style="list-style-type: none"> 1. Thorough review of new F.A.S.T. assessment to understand content focus and rigor of assessments. 2. Ongoing data analysis of weekly and end of cycle assessments to identify areas in need of additional support 	<p>Laborde, Sandra, sandra.laborde@browardschools.com</p>
<p>Professional Learning</p> <ol style="list-style-type: none"> 1. Targeted and focused PD's on new standards and curriculum 2. Ongoing weekly PLC's to allow opportunity to implement new learning and instructional practices. 	

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Annabel C. Perry PreK-8 prides itself on ensuring our schools commitment to our mission and vision by maintaining our "Culture of Caring". We involve all stakeholders in an ongoing, organized, and timely manner in the planning of the various school initiatives and welcome all feedback to continue to improve. For example, stakeholders are active in the development of the School-Level Parent and Family Engagement Plan as well as the School Improvement Plan and School-Wide Positive Behavior Plan. Stakeholders are given opportunities to ask questions in order to ensure their full understanding of each of the plans. In addition, all stakeholders are involved in active communication through parent links, email, social media, our website, CANVAS announcements and the school marquee. Various SEL and Mindfulness activities take place throughout the school day to better promote a positive mindset and set a positive culture. In addition, Annabel C. Perry PreK-8 continues to work closely and further develop partnerships with the City Commissioners, Miramar PD, Faith Based Community Leaders, and Community Headstart programs within our zone to encourage a family approach of community involvement to better the school culture.

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

All stakeholders (teachers, non-instructional employees, students, parents, and community members) are all responsible for promoting a positive culture here at Annabel C. Perry PreK-8. All stakeholders are responsible for being open-minded about other cultures, showing compassion toward others, and reflecting on individual behaviors to promote internationally-minded people which promotes our "Culture of Caring".