

Broward County Public Schools

# North Andrews Gardens Elementary School



2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>23</b>
<b>Planning for Improvement</b>	<b>27</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (56%) 2018-19: B (61%) 2017-18: B (59%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>23</b>
<b>Planning for Improvement</b>	<b>27</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# North Andrews Gardens Elementary School

345 NE 56TH ST, Oakland Park, FL 33334

[ no web address on file ]

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

## 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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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**

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
Duhart, Catrice	Principal	<p>The School Principal shall effectively lead and manage through the items listed by category below.</p> <p><b>INSTRUCTIONAL LEADERSHIP:</b></p> <ol style="list-style-type: none"> <li>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</li> <li>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).</li> <li>3. Achieve expected results on the school's student learning goals.</li> <li>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</li> <li>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</li> <li>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.</li> <li>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</li> <li>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.</li> <li>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</li> <li>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.</li> <li>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</li> <li>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</li> <li>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</li> </ol> <p><b>ORGANIZATIONAL LEADERSHIP:</b></p> <ol style="list-style-type: none"> <li>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</li> <li>15. Utilize processes to empower others and distribute leadership when appropriate.</li> <li>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.</li> <li>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student</li> </ol>



Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>28. Interact with government and service agencies relative to student welfare.</p> <p><b>PROFESSIONAL AND ETHICAL LEADERSHIP:</b></p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance &amp; Accountability or designee, consistent with the goals and objectives of the position.</p>

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

Name	Position Title	Job Duties and Responsibilities
		<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>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><b>INFORMATION &amp; ANALYSIS:</b></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><b>STRATEGIC QUALITY PLANNING:</b></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 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>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 statues.</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> <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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>73. Use team approaches in solving problems and improving processes and provides frequent feedback to those involved in improvement efforts.*</p> <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,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <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>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</p>



Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>106. Perform other incidental tasks consistent with the goals and objectives of this position.</p>

The Coach, Literacy shall:

Torres, Amy

Reading Coach

1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement
2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing.
3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning.
4. serve on the school’s professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school’s professional learning communities.
5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons.
6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community.
7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement.
8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as

Name	Position Title	Job Duties and Responsibilities
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- required.
- 9. participate and engage in monthly content related professional learning and learning communities.
- 10. promote collegiality through collaborative work and reflective practices with teachers and administrators.
- 11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning.
- 12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.
- 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.
- 15. review current developments, literature and technical sources of information related to job responsibilities.
- 16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)
- 17. ensure adherence to good safety procedures.
- 18. follow federal and state laws, as well as School Board policies.
- 19. perform other duties as assigned by the principal or designee.

Sarcione Kerr, Kara	Math Coach	<p>The Coach, Mathematics shall:</p> <ul style="list-style-type: none"> <li>1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement.</li> <li>2. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons.</li> <li>3. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices.</li> <li>4. participate in monthly content related professional learning.</li> <li>5. participate successfully in ongoing professional learning to increase the individual's skills and proficiency related to the job responsibilities.</li> <li>6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community.</li> <li>7. develop and assist teachers in designing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning.</li> <li>8. maintain and submit required documentation, including but not limited to, coaching logs, data analysis for teacher development and calendar reflecting coaching activities and scheduled meetings.</li> <li>9. assist teachers in effective integration of technology within daily instructional practice.</li> <li>10. establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations.</li> <li>11. support teachers with curriculum, pedagogy, digital applications, tools,</li> </ul>
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Name	Position Title	Job Duties and Responsibilities
		<p>strategies and classroom related technologies.</p> <ol style="list-style-type: none"> <li>12. analyze data to inform high quality instruction leading to improved student achievement.</li> <li>13. promote collegiality through collaborative work and reflective practices with teachers and administrators.</li> <li>14. facilitate research-based professional learning through the school's professional learning communities.</li> <li>15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</li> <li>16. review current developments, literature and technical sources of information related to job responsibilities.</li> <li>17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</li> <li>18. ensure adherence to good safety procedures.</li> <li>19. follow federal and state laws, as well as School Board policies.</li> <li>20. perform other duties as assigned by the Supervisor(s).</li> </ol>

The ESE Specialist Field Coach shall perform the following duties as aligned with the needs of the school-based ESE Specialist for which they are assigned:

Hubert, Kelly	Other	<ol style="list-style-type: none"> <li>1. provide instructional support, technical assistance and ongoing staff development for school-based ESE Specialist on policies, procedures, curricula and /or program organization.</li> <li>2. assist school-based ESE Specialist in reflecting on and analyzing their practice and reviewing data related to servicing students with disabilities.</li> <li>3. support school-based ESE Specialist in implementing explicit, systemic, and rigorous practices through collaborative planning, modeling and conferencing.</li> <li>4. build school-based ESE Specialist capacity for developing and implementing appropriate Individual Educational Plan (IEP) and programming for students with disabilities.</li> <li>5. model innovative methodologies and effective practices to ensure proper programming and compliance with IEP and implementation.</li> <li>6. support school-based ESE Specialist to effectively coordinate the development, implementation and evaluation of effective educational curriculum/services and/or programs which promote academic achievement for students with disabilities.</li> <li>7. identify issues which need to be addressed on a district-wide basis and plan strategies to improve curricula, services and programs that support students with disabilities</li> <li>8. provide support by use of modeling, coaching, facilitating, and other support strategies to enhance the learning environment for school-based ESE Specialists.</li> <li>9. participate in district planning to ensure quality and consistency in the development and implementation of curriculum, services and programs.</li> <li>10. work collaboratively in cross-functional teams and settings to provide direct/ indirect support to school-based ESE Specialists.</li> <li>11. prepare reports to document progress and effectiveness of services.</li> <li>12. maintain records reflecting coaching activities and submit required follow-up</li> </ol>
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Name	Position Title	Job Duties and Responsibilities
		<p>documentation.</p> <ol style="list-style-type: none"> <li>13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</li> <li>14. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities.</li> <li>15. review current developments, literature and technical sources of information related to job responsibilities.</li> <li>16. ensure adherence to good safety procedures.</li> <li>17. follow federal and state laws, as well as School Board policies.</li> <li>18. perform other duties as assigned by the Director or designee.</li> </ol>
Vassell, Jermaine	SAC Member	<p>School Advisory Council (SAC) Chairperson or Co-Chair</p> <p>Any member can be elected to serve as chair. The Bureau of School Improvement recommends that neither a principal nor a student fills this role. Some schools elect co-chairs so that a parent or community member and a school-based member can lead jointly.</p> <ul style="list-style-type: none"> <li>• The chair is responsible for notifying members of upcoming meetings and votes. The chair, or designee, will facilitate the SAC meetings and inform the SAC of relevant issues related to school improvement activities. They also ensure that a quorum is present before an action item on the agenda comes to a vote and works in collaboration with the SAC secretary to ensure minutes are recorded and filed.</li> </ul>
Disarno, Annette	SAC Member	<p>School Advisory Council (SAC) Chairperson or Co-Chair</p> <p>Any member can be elected to serve as chair. The Bureau of School Improvement recommends that neither a principal nor a student fills this role. Some schools elect co-chairs so that a parent or community member and a school-based member can lead jointly.</p> <ul style="list-style-type: none"> <li>• The chair is responsible for notifying members of upcoming meetings and votes. The chair, or designee, will facilitate the SAC meetings and inform the SAC of relevant issues related to school improvement activities. They also ensure that a quorum is present before an action item on the agenda comes to a vote and works in collaboration with the SAC secretary to ensure minutes are recorded and filed.</li> </ul>
Ramsey, Lori	School Counselor	<p>The Elementary Guidance Counselor shall:</p> <ol style="list-style-type: none"> <li>1. establish small group counseling sessions.</li> <li>2. counsel students on personal and academic concerns and notify parents as deemed necessary.</li> <li>3. provide materials and suggestions for classroom oriented guidance activities.</li> <li>4. arrange student, parent and teacher conferences.</li> <li>5. acquaint students new to the school with teachers, facilities and programs to</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>help them adjust to their new environment.</p> <ol style="list-style-type: none"> <li>6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs.</li> <li>7. work with parent groups in the area of child growth, development and discipline.</li> <li>8. meet with teachers to present and explaining the results of various testing programs.</li> <li>9. assist teachers in effective utilization of test results.</li> <li>10. identify community and school system resources and when advisable, refer student situations to the proper agencies.</li> <li>11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested.</li> <li>12. gather information from all faculty members having contact with a student being considered for referral.</li> <li>13. review current developments, literature and technical sources of information related to job responsibility.</li> <li>14. ensure adherence to good safety procedures.</li> <li>15. perform other duties as assigned by the Principal.</li> <li>16. follow federal and state laws, as well as School Board policies.</li> </ol>

The Elementary Guidance Counselor shall:

Ramos, Maileen	School Counselor	<ol style="list-style-type: none"> <li>1. establish small group counseling sessions.</li> <li>2. counsel students on personal and academic concerns and notify parents as deemed necessary.</li> <li>3. provide materials and suggestions for classroom oriented guidance activities.</li> <li>4. arrange student, parent and teacher conferences.</li> <li>5. acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment.</li> <li>6. assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs.</li> <li>7. work with parent groups in the area of child growth, development and discipline.</li> <li>8. meet with teachers to present and explaining the results of various testing programs.</li> <li>9. assist teachers in effective utilization of test results.</li> <li>10. identify community and school system resources and when advisable, refer student situations to the proper agencies.</li> <li>11. keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested.</li> <li>12. gather information from all faculty members having contact with a student being considered for referral.</li> <li>13. review current developments, literature and technical sources of information related to job responsibility.</li> </ol>
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Name	Position Title	Job Duties and Responsibilities
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- 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 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.*

7

**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.*

4

**Total number of teacher positions allocated to the school**

54

**Total number of students enrolled at the school**

777

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

6

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

5

**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	114	130	135	150	152	134	0	0	0	0	0	0	0	815
Attendance below 90 percent	47	36	45	40	32	39	0	0	0	0	0	0	0	239
One or more suspensions	0	0	0	4	3	6	0	0	0	0	0	0	0	13
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 2022 statewide FSA ELA assessment	0	0	0	28	32	29	0	0	0	0	0	0	0	89
Level 1 on 2022 statewide FSA Math assessment	0	0	0	24	44	24	0	0	0	0	0	0	0	92
Number of students with a substantial reading deficiency	0	2	9	18	8	6	0	0	0	0	0	0	0	43

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	2	1	5	28	39	36	0	0	0	0	0	0	0	111

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	2	0	1	21	13	2	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated  
Thursday 9/1/2022

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	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

**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	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

**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	55%	58%	56%				63%	59%	57%
ELA Learning Gains	62%						65%	60%	58%
ELA Lowest 25th Percentile	43%						55%	54%	53%
Math Achievement	58%	54%	50%				66%	65%	63%
Math Learning Gains	70%						69%	66%	62%
Math Lowest 25th Percentile	58%						57%	53%	51%
Science Achievement	44%	59%	59%				54%	46%	53%

**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	69%	60%	9%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	65%	62%	3%	58%	7%
Cohort Comparison		-69%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	55%	59%	-4%	56%	-1%
Cohort Comparison		-65%				

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	62%	65%	-3%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	65%	67%	-2%	64%	1%
Cohort Comparison		-62%				
05	2022					
	2019	66%	64%	2%	60%	6%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	52%	49%	3%	53%	-1%
Cohort Comparison						

**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	26	39	16	35	45	29	29				
ELL	43	56	42	56	66	57	24				
ASN	70			50							
BLK	52	60	47	54	72	50	35				
HSP	55	63	44	60	69	59	49				
MUL	53	73		47	64						
WHT	58	59		61	70		40				
FRL	54	63	39	56	69	57	45				



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				

**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	64
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	8
Percent Tested	100%
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

<b>English Language Learners</b>	
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
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
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?

When comparing the school wide data from SY 2021 and SY 2022, our school improved in every component. This includes overall achievement, learning gains, and lowest 25% learning gains in both English Language Arts (ELA) and Mathematics. Our school also improved in overall science achievement.

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

Based on the Spring 2022 state assessments, the areas that demonstrate the greatest need for improvement were overall ELA achievement, ELA lowest 25% learning gains, and overall science achievement. These were the three lowest component scores.

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

Last year, our district adopted a new reading series called Benchmark Advance. This adoption required professional development trainings to support our instructional staff as they deliver quality instruction in order to meet the needs of our student learners. In addition, our school serves a large population of English Language Learners (ELLs) and the language barrier puts these students at a greater disadvantage when compared to their peers who speak English as their native language.

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

Based on the Spring 2022 state assessments, the areas that showed the most improvement were math learning gains, ELA learning gains, and overall math achievement. These were the three highest component scores.

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

The contributing factors that led to this improvement were impacted by the school wide instructional focus throughout our grade level Professional Learning Communities (PLCs). Our instructional staff met biweekly to analyze grade level data trends, collaborate within the team to share best practices, and most importantly to plan for small group instruction.

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

An ongoing instructional focus to target small group instruction in both reading and math. By incorporating the use of differentiated instruction, our teachers will be able to meet the needs of all our students. In addition, our teachers will receive academic support through our school RTI/MTSS team to better serve the students requiring Tier 2 and Tier 3 instructional services.

**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.**

Each grade level will engage in collegial inquiry during their Professional Learning Communities (PLCs). The purpose of these PLCs will be to review and analyze data trends within their individual classrooms and grade level. Our PLC teams share best practices and participate in a Walk-to-Read system that targets multi-tiered instruction to service the students that are required to receive Tier 2 and Tier 3 instructional services. In addition, our support staff will facilitate various Professional Development (PD) workshops that align with the new progress monitoring components as they relate to our new FAST assessments.

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

Our school offers an additional Extended Learning Opportunity (ELO) through the use of academic camps in reading, math, and science. These camps will take place during the Spring semester to assist in closing student achievement gaps in reading, math, and science. In addition, our English Language Learner (ELL) student population will be supported through small group interventions by our paraprofessionals and resource teachers. This will mitigate the disconnect resulted by the language barriers evident in our school community.

### **Areas of Focus**

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

:

**#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.**

Our school serves a large population of Students with Disabilities (SWD). A large majority of these students makeup the lowest quartile in both English Language Arts (ELA) and Mathematics. Based on the Spring 2022 ELA Florida Standards Assessment (FSA), only 43% of our students that makeup the lowest quartile in ELA made learning gains. Based on the Spring 2022 Math Florida Standards Assessment (FSA), only 58% of our students that makeup the lowest quartile in math made learning gains.

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

The percentage of the lowest quartile in ELA making learning gains will increase from 43% to 55% by the end of May 2023 as measured by school-wide FAST assessment.

The percentage of the lowest quartile in Math making learning gains will increase from 44% to 55% by the end of May 2023 as measured by school-wide FAST assessment.

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

Our students will participate in the new statewide assessments three times during the year. The monitoring of student progress will be conducted at the end of each period of assessment (PM1, PM2, and PM3). This applies to both ELA and Math.

**Person  
responsible  
for monitoring  
outcome:**

Catrice Duhart (catrice.duhart@browardschools.com)

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

The population of Students with Disabilities (SWD) will continue to receive their required instructional services as defined within their Individualized Education Plans (IEPs). In addition, this student subgroup will continue to receive differentiated instruction in both ELA and Math. The classroom teacher as well as the ESE support facilitator will provide small group, multi-sensory accommodations as indicated by the student's 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 teacher-led small group math lessons for intervention as needed for the individual student(s).

**Rationale for  
Evidence-  
based  
Strategy:**

The teacher and ESE support facilitator will continue to implement 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.

**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.

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

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

Administration, support staff and the RTI/MTSS team will monitor student progress to determine next steps or level of support.

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

**#2. 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.**

Based on the Spring 2022 Florida Standards Assessment (FSA), our English Language Arts (ELA) overall proficiency was 55%. The percentage of students that made learning gains was 62%. The percentage of students in the ELA lowest quartile that made learning gains was 43%.

**Measurable Outcome:**

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

By May 2023, the percentage of ELA students scoring proficient or higher will increase from 55% to 62% as measured by the school-wide FAST assessment.

**Monitoring:**

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

The students in grades K-2 will be participating in the FAST Progress Monitoring (PM) assessment periods (PM1, PM2, and PM3) using the STAR Renaissance platform. The students in grades 3-5 will be participating in the FAST Progress Monitoring (PM) assessment periods (PM1, PM2, and PM3) using the Cambium platform.

**Person responsible for monitoring outcome:**

Catrice Duhart (catrice.duhart@browardschools.com)

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

Teachers and support staff will be meeting for periodic data chats (semester/quarterly) to review the data and track student performance as they progress through the school year. Student performance data will be collected and monitored using the school-wide data sheet template provided to the staff during the school year.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

After reviewing 2021-2022 data measuring students' reading standards mastery, many students in grades 3-5 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) in attempt to close the achievement gap.

**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.

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) through our school's Response to Intervention (RTI) meetings. The teachers will provide ELA intervention strategies (Tier 2 or Tier 3) to meet the needs of the individual students.

**Person Responsible**

Clarice Johnston (clarice.johnston@browardschools.com)

Students in grades 3-5 will be provided the opportunity to participate in a before-school academic camp for ELA, Math, and Science. The students will use Florida Success Coach practice consumables textbooks and various other district-approved resources to address learning gaps in ELA, Math, and Science.

**Person Responsible**

Amy Torres (amy.torres@browardschools.com)



**#3. 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 Spring 2022 Science Florida Comprehensive Assessment Test (FCAT), 44% of our students demonstrated proficiency. When compared to the district, 50% of the students in Broward County demonstrated proficiency. This reveals that our school is down 6% compared to the rest of the school district, thus indicating additional support with science standards mastery.

**Measurable****Outcome:**

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

The percentage of Science students scoring proficient or higher in the science assessment will increase from 43% to 50% by the end of May 2023 as measured by statewide assessment.

**Monitoring:**

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

Our teachers will monitor student performance through the various unit/topic assessments administered during class. They will analyze the data during their grade level Professional Learning Communities (PLCs) and share best practices as to how to best support student learning and standards mastery.

**Person responsible for monitoring outcome:**

Catrice Duhart (catrice.duhart@browardschools.com)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Teachers will use the Speedbag Science Bootcamp curriculum resource to align the grade level science standards. The students will also engage in hands-on science labs to reinforce the various concepts and skills taught in class. Students will participate in the Spring 2023 Science Broward Standards Assessment (BSA) as a means to assess content knowledge and standards mastery relevant to the statewide science assessment.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

After reviewing the 2021-2022 data measuring students' science standards mastery, the students in grades 3-5 require additional science academic support. The statewide assessment targets standards in grades 3, 4, and 5. It is imperative to address the learning needs as early as grade 3, as to not place a burden on students in grade 5 that have not been exposed to the earlier standards that are assessed.

**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.

The Grade 5 team will analyze the multiple component of the Science Florida Comprehensive Assessment Test (FCAT) test specifications, highlighting the domains and standards that will be assessed. The teachers will develop an Instructional Focus Calendar (IFC) to ensure adequate planning for instruction and standard implementation.



**Person Responsible** Annette Disarno (annette.disarno@browardschools.com)

After reviewing and analyzing the data from the Spring 2023 Science Broward Standards Assessment (BSA), the teachers will implement a Spring camp to address the learning needs of the students. The purpose of the camp will be to revisit the standards that have not been mastered yet by the students and spiral review through the content that will be assessed in Spring 2023 on the Science Florida Comprehensive Assessment Test (FCAT). This will serve as both an intervention and enrichment opportunity for all students.

**Person Responsible** Jermaine Vassell (jermaine.vassell@browardschools.com)

Teachers will discuss with school administrators and support staff how their students are performing during the grade level data chats. Additional support will be provided as needed throughout the year regarding content knowledge, standards mastery, best practices, etc.

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

**#4. ESSA Subgroup specifically relating to English Language Learners**

**Area of Focus**  
**Description and Rationale:** Based on the data from the 2022 statewide assessments, the English Language Learners (ELL) subgroup demonstrated 42.9% proficiency on the English Language Arts (ELA) assessment, 55.6% proficiency on the Mathematics assessment, and 24.4% proficiency on the Science assessment. Our school serves a large population of students that makeup this subgroup of English Language Learners (ELLs) and there is an evident language barrier that greatly impacts their academic success.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.  
 By May 2023, the students that makeup the English Language Learners (ELL) subgroup will increase their proficiency in ELA, Math, and Science by 5% as measured by the statewide assessments.

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome.  
 Student performance data will be monitored to ensure an increase in proficiency in ELA, Math, and Science. Quarterly data chats with teachers will be held as well as classroom walkthroughs that will be conducted to observe the fidelity of small group instruction and standards implementation to better meet the needs of the students within this subgroup.

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

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.  
 The teacher will continue differentiated instruction in ELA, Math, and Science to meet the individual student needs. Small group instruction in ELA, Math, and Science will allow for exposure to grade level material and standards using Benchmark Advance along with the new math series enVision, respectively. Guided reading at the students instructional reading level will be conducted daily. Reflex Math 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:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.  
 Many students that makeup the English Language Learners (ELL) subgroup need additional support in ELA, Math, and Science. This will be provided by small group instruction in ELA, Math, and Science 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**

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.

ELL Support staff will identify students for additional assistance in grades 3-5 and monitor progress in ELA, Math, and Science to determine continuing level of support by reviewing the student performance data and discussing progress of the individual student with the teacher.

**Person Responsible** Clarice Johnston (clarice.johnston@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. Classroom teachers will also meet with our 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)

Classroom teachers will meet with Math Coach as needed to improve Math practices in whole group and small group instruction to meet the needs of the individual students.

**Person Responsible** Kara Sarcione Kerr (kara.sarcione@browardschools.com)

**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.**

One of the newest initiatives that we highlight at North Andrews Gardens is our Social-Emotional Learning (SEL) 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 school culture and environment.**

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 School Advisory Council (SAC) and School Advisory Forum (SAF) or our Parent Teacher Association (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.