Avant Garde Academy Of Broward School

2023-24

Schoolwide Improvement Plan (SIP)

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Avant Garde Academy Of Broward

2025 MCKINLEY ST, Hollywood, FL 33020

www.agabroward.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

The vision of the School is to implement an innovative and creative, student-centered learning environment where students and teachers collaborate utilizing the latest technology and achieve high academic standards and skills that will allow them to succeed in a competitive global society. The School will implement a fully integrated, purposeful STEAM and LEADER IN ME educational program to help students engage with the content and curriculum, synthesize the grade-level material with real-world experiences, and develop moral and democratic values through leadership opportunities.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Azor, Nadine	Assistant Principal	Under the direction of the Principal, the Assistant Principal will deal with issues of school management, student activities and services, community relations, personnel and curriculum instruction. The Assistant Principal is instrumental in defining and enforcing school policies and guidelines for students, staff and faculty. Data is tracked and monitored and drives all instructional decision-making.
Ratner, Jason	Assistant Principal	Under the direction of the Principal, the Assistant Principal will deal with issues of school management, student activities and services, community relations, personnel and curriculum instruction. The Assistant Principal is instrumental in defining and enforcing school policies and guidelines for students, staff and faculty. Data is tracked and monitored and drives all instructional decision-making.
	Other	Maintains and Monitors the ESE program

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Avant Garde Academy secures input from all stakeholders through our stakeholder group, PALs (Parents as Leaders) and our SAC (School Advisory Council). The PALs is comprised of parents and community members. PALs meetings are held monthly. Our SAC is comprised of parents, students and faculty members. SAC meetings are held monthly. Avant Garde Academy, as a charter school, holds quarterly Governing Board meetings. School data is shared at the SAC and the governing board meetings and input from stakeholders is discussed and analyzed for next steps.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Avant Garde Academy will hold regular SAC meetings where the SIP will be reviewed and current school data will be analyzed. As we gather data (PM data, benchmark data, etc.) we update the SAC on progress made towards the goal and adapt our plan accordingly. The leadership team meets weekly to monitor the progress of students with the greatest achievement gap. Students also participate in data chats after each assessment to compare their progress related to their SMART goal that was created at the beginning of the school year. Students are afforded the opportunity to revise their path towards achieving their goal. During Report Card Nights, students take the initiative and present their assessment data to their parents keeping them informed as well as fostering collaboration and partnership in their academic progress.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	78%
2022-23 Economically Disadvantaged (FRL) Rate	52%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C

	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	0	0	0	0	0	0	16	17	12	45
One or more suspensions	0	0	0	0	0	0	0	1	1	2
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	1	7	10
Course failure in Math	0	0	0	0	0	0	23	20	12	55
Level 1 on statewide ELA assessment	0	0	0	0	0	0	55	44	81	180
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	33	50	140
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	55	44	81	180

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	0	0	0	0	0	8	7	10	25

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	0	0	0	0	0	4	8	21	33
Students retained two or more times	0	0	0	0	0	0	0	1	2	3

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	31	34	46	111
One or more suspensions	0	0	0	0	0	0	4	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	36	49	54	139
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	72	59	67	198
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	55	48	58	161

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	48	42	45	135

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	50	50	50	52	51	51		
ELA Learning Gains				56			54		
ELA Lowest 25th Percentile				53			51		
Math Achievement*	57	36	38	50	41	38	37		
Math Learning Gains				67			31		
Math Lowest 25th Percentile				61			35		
Science Achievement*	51	60	64	53	35	40	46		
Social Studies Achievement*	56	66	66	48	51	48	45		
Middle School Acceleration	52			55	50	44	56		
Graduation Rate	85	90	89	91	54	61	98		
College and Career Acceleration	40	61	65	46	66	67	48		
ELP Progress	53	50	45	57			50		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	85

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	687
Total Components for the Federal Index	12
Percent Tested	97
Graduation Rate	91

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	22	Yes	3	3
ELL	47			
AMI				
ASN	55			
BLK	44			
HSP	54			
MUL	62			
PAC				
WHT	64			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	2	2
ELL	56			
AMI				
ASN				
BLK	49			
HSP	58			
MUL	62			
PAC				
WHT	62			
FRL	55			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			57			51	56	52	85	40	53
SWD	17			25			21	26			4	
ELL	38			50			40	47	44	38	8	53
AMI												
ASN	55										1	
BLK	44			48			37	43	50		5	
HSP	47			55			49	54	46	50	8	51
MUL	56			67							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	59			68			62	71	61	38	8	58
FRL	46			51			44	45	46	43	8	54

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	50	56	53	50	67	61	53	48	55	91	46	57
SWD	18	39	33	17	44	45	23	17				
ELL	39	59	59	46	70	64	45	35	54	88	53	57
AMI												
ASN												
BLK	43	58	45	39	56	48	51	40	57			
HSP	51	56	52	48	68	63	54	47	55	92	55	52
MUL	53	56		56	82							
PAC												
WHT	55	53	62	65	73	58	56	61	53	80		68
FRL	47	52	50	45	64	60	48	46	53	96	60	40

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	51	54	51	37	31	35	46	45	56	98	48	50
SWD	11	37	36	8	22	23	14	10				
ELL	42	60	57	38	35	34	40	37	52	100	69	50
AMI												
ASN												
BLK	45	47	46	28	30	34	36	45	38			
HSP	52	54	52	37	30	39	45	44	58	97	43	53
MUL	36	50		55	40							
PAC												
WHT	55	59	47	44	30	21	53	48	63	100	67	50
FRL	47	50	45	29	28	31	43	40	42	100	49	41

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	43%	49%	-6%	50%	-7%
07	2023 - Spring	46%	49%	-3%	47%	-1%
08	2023 - Spring	36%	49%	-13%	47%	-11%
09	2023 - Spring	34%	49%	-15%	48%	-14%
06	2023 - Spring	47%	50%	-3%	47%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	55%	54%	1%	54%	1%
07	2023 - Spring	58%	51%	7%	48%	10%
08	2023 - Spring	70%	46%	24%	55%	15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	38%	-6%	44%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	49%	48%	1%	50%	-1%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	46%	4%	48%	2%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	63%	-3%	63%	-3%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	64%	-12%	66%	-14%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	62%	-14%	63%	-15%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component with the lowest performance is Social Studies (Schoolwide proficiency is 48% compared to the State's 68%). We have also noticed a slight decline in ELA over the past few years with current data showing 50% proficiency compared to the State's 52% proficiency. The Students with Disabilities subgroup also has these two areas as their lowest data components (SWD were 16.7% proficient in comparison to the State's 40.8% proficiency in Social Studies. SWD were 17.7% proficient in comparison to the State's 23.7% proficiency in ELA) . Contributing factors to these trends include a lack of effective instruction and high teacher turnover rates. Specific to the SWD population, a contributing factor is the high rate of Chronic Absenteeism.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

From 2019 to 2022, the Social Studies data component showed the greatest decline As stated above, ELA achievement has demonstrated a slow decline in percent proficiency in the last four years. Again, lack of effective instruction and high teacher turnover rates are contributing factors. The change in assessment tool (FSA to FAST) may have also played a role in the decrease in ELA proficiency, however, the factor we feel had the greatest impact on the SWD population is Chronic Absenteeism.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap when compared to the state average is in Social Studies, specifically US History with 15% lower proficiency than the State, followed closely by Civics with 14% lower proficiency than the

State. In analyzing this data, lack of effective instruction and teacher inefficiency contributed to this large gap . The teacher shortage has also required that the school employ many new teachers to the profession or teachers that are career changers. Specific to SWD, the contributing factor to this data gap is Chronic Absenteeism.

Which data component showed the most improvement? What new actions did your school take in this area?

From 2021-2022, Math showed the most improvement overall as well as within the Students with Disabilities subgroup. Specifically, from PM3 SY21-22 to PM3 SY 22-23, 8th grade increased percent proficiency from 13% to 70%. Additionally, Avant Garde Academy outperformed the District on the SY 22-23 Math PM3 by 24% and outperformed the State by 15%. Actions that contributed to improvement included increased frequency of data chat sessions to twice per quarter or more; increased the use of differentiated instruction as guided by the use of exit tickets and school wide professional development focused on lesson planning using data. Teacher turnover rate was low in the Math department.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Overall, in 2022-23, we had 45 students in grades 6-8 absent 10% or more days. This is a much improved number as compared to 2021-2022, which showed 111 students in grades 6-8 absent 10% or more days. Looking specifically at our SWD subgroup as per the 2021-2022 School Report Card, an alarming percentage had chronic attendance issues (59 of our 101 SWD were categorized as Chronically absent, which is 58% of the SWD population). Needless to say, a lack of attendance was a major contributing factor to low student performance on standardized testing. Based on this information, our primary area of concern is:
Chronic Absenteeism within our SWD subgroup

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

As related to Students with Disabilities, our priorities for school improvement are:
1. Decrease chronic absenteeism for SWD. The data shows an alarming percentage of chronic absenteeism for Students with Disabilities This, therefore, becomes our first priority.
2. To address concerns related to inefficiency of teachers, increase the pedagogical capacity of teachers by providing focused professional development related to effective instructional practices, especially concerning SWD.
3. The teacher shortage has been a contributing factor in all areas of concern. Decrease voluntary teacher attrition percentage and increase/improve teacher recruitment activities, particularly for highly qualified staff becomes the second priority.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

While reviewing our data for SWD, we discovered that in 2021-2022, 58% of our SWD population was labeled as exhibiting chronic absenteeim. This is almost double the percentage of non-SWD chronic absenteeism (31%). A large body of research demonstrates that school absenteeism is detrimental to learning, academic achievement and educational outcomes. The content covered in Civics and US History are not specifically covered in prior school years, therefore attendance would severely affect a student's performance on the End of Course Exams.

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

SWD chronic attendance percentage will decrease by 20% (approximately 20 students that are categorized as chronically absent) by the end of the 2023-2024 school year.

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

This area of focus will be monitored by weekly data chats in the ESE Learning Strategies Class. Data chats will include academics and attendance. Administration will work with ESE Learning Strategies teachers to develop a reward system using Lead Tickets. Lead Tickets are a component of our school-wide positive behavior intervention plan. Students will use Lead Tickets to purchase various items of interest. In addition to the Lead Ticket system, the school will recognize students with perfect attendance and attendance improvements in conjunction with our academic Honor Roll celebrations. Secondly, the Guidance Department will conduct weekly Pinnacle checks (grades and attendance) on students identified as having a chronic attendance problem. Whole group Parent-Teacher Conferences will be set up as needed.

Person responsible for monitoring outcome:

Nadine Azor (nazor@agabroward.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this area of focus is the addition of Monitors. The role of Monitor will be filled by the ESE Department and the Guidance team (Counselors and Social Worker) as well as the Assistant Principals. The Monitor will serve as a case manager, mentor, tutor, problem solver, and coach in some situations, and a listener, friend, and advocate in other situations.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Monitors will be responsible for the following tasks: relationship-building, monitoring, problem solving, affiliation and being the constant in the student's school life. These actions assist with the following: build trust between the student and the school, let the student know that someone is supporting them by keeping track of performance, help the student resolve conflicts more easily, strengthen the student's connection with the school and provide a sense of consistency in the student's life.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Create a Standard Procedure for the Monitors
2. Identify students that demonstrate chronic absenteeism
3. Teacher for ESE Learning Strategies Course will track attendance on a weekly basis
4. Assign a monitor/mentor to the students
5. Create a schedule for check-ins (weekly Pinnacle Grade Checks at a minimum)

Person Responsible: Nadine Azor (nazor@agabroward.org)

By When: Interim Grade Submission Date (11/17/23)

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

An area of focus that Avant Garde Academy has identified is building a more positive school culture and environment, specifically relating to teacher retention/recruitment and teacher inefficiency. We identified the above as areas of concern due to our low Social Studies and ELA scores for Students with Disabilities. High teacher turnover and the ongoing teacher shortage requires the school to employ new or out of field teachers.

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

By the end of the 2023-2024 school year and beginning the 2024-2025 school year, Avant Garde Academy will achieve a teacher retention rate of 75%.

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

Avant Garde Academy will retain effective staff through a variety of measures including: timely professional development, supporting lesson planning, incorporating high yield instructional strategies in the classroom, effective classroom management, positive behavior supports, relationship building, increasing student engagement, implementing restorative practices throughout the school, and increasing academic confidence among vulnerable populations. By providing increased support to teachers and working to improve the behavior and attitudes of our students, we are working to transform our school culture and climate. All of this is monitoring via our Teacher Accountability Spreadsheet, Teacher Individual Professional Growth Plans as well as survey results.

Person responsible for monitoring outcome:

Jason Ratner (jratner@agabroward.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Adequate training and mentoring are the evidence based interventions provided in order to create a positive school culture and environment related to teacher retention and recruitment.

Each teacher is provided a department chair and instructional coach that serve as their mentor. Survey results, curriculum meetings, classroom observations as well as IPGP meetings provide the data and feedback needed to design the school's Professional Development Plan. Administration will also provide opportunities for outside PD on relevant topics.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Conducting Intent to Return surveys provide a preview of our staffing needs and allows us to determine if our efforts toward teacher retention are successful. Climate surveys help identify areas for improvement. The Department Chairs drive the agenda for the curriculum meetings, providing input on how to build teacher morale while promoting academic achievement. Our goal is to augment teacher commitment by responding to communicated needs.

Participation in professional development opportunities/PLC's is required and recorded to ensure teacher accountability towards our efforts for school improvement, directly impacting student achievement while fostering teacher satisfaction. Once teachers are recruited with appropriate qualifications, job description

meetings with Administration will allow teachers to have clear direction of what the job entails. Any needs that arise during the school year are discussed with the Department Chair/Instructional Coach to provide the administrative team the opportunity to respond to needs on a timely basis.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Intentionally plan professional development opportunities for teachers to include strategies for assisting SWD
2. Curriculum meetings with Department Chairs to review instruction and monitor PLC implementation
3. Review Intent to Return survey to ensure needed information is collected.
4. Review Exit Survey in order to utilize feedback to make meaningful changes in the school
5. Conduct Classroom Observations and provide timely feedback
6. Utilize Climate Survey data to drive school-based changes
7. Choose teachers to attend professional development sessions outside of school

Person Responsible: Jason Ratner (jratner@agabroward.org)

By When: 1. weekly/monthly 2. monthly 3. April 2024 4. Ongoing; completed by May 2024 5. End of School Year 2023-2024 6. End of School Year 2023-2024 7. Ongoing

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school, in conjunction with our management team, governing board, and SAC, allocate funding for school improvement received from the following sources:
1. Competitive grant money utilized for Extended Learning Opportunities to benefit SWD
2. Utilizing School Recognition funds for teacher bonuses to improve teacher retention
3. ESSER Funding for technology and other expenses to improve the academic program
4. Title II funds for Staff Professional Development
5. Title I funds used to promote family involvement and other activities
6. Referendum Millage funds to increase teacher pay
7. Internal funds to pay teachers signing bonuses, teacher retention bonuses and staff referral bonuses

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Weekly communication from the School is disseminated in the form of a newsletter called Shark Bites. This is also posted online and available on mobile devices. Parent links and invites are sent to our community at large to inform them of upcoming events including upcoming SAC meetings and Board meetings. Parents and all other stakeholders are invited to attend our SAC meeting in which the SIP will be reviewed and voted upon. In addition, our stakeholders vote to determine how any funds allocated to our school will be utilized based on goals identified in the SIP. Stakeholders can access the school website (https://agabroward.org/) to receive information about our school. The SIP will also be discussed at Governing Board meetings and various components of the SIP will be addressed at our monthly PIT Stops (Parent In Training), which are held either virtual or in person and discuss timely topics for families related to school.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school has a robust family engagement plan which includes monthly Parents In Training Sessions (PIT Stops) on numerous topics to assist families as well as monthly Parent Information Sessions and Coffee with Admin to welcome new families. We also schedule Report Card Nights in which parents are invited to attend. Students take the lead in conducting data chats, highlighting their academic progress, garnering additional support from parents towards our attempts to fulfill our school mission. In addition to the academic events, the school also hosts a number of social events, such as Band and Chorus concerts, the Haunted House and fundraising events for family nights at local restaurants. The school's Family Engagement Plan is located on the school's website: agabroward.org.
Avant Garde Academy is a STEAM school and a Leader In Me school. Our Leader in Me program consists of Leadership academies in which our students are afforded opportunities to develop leadership skills. It is our ongoing attempt to encourage our stakeholders to support and participate in the school's mission. This effort is demonstrated in encouraging and requiring parent volunteer hours, participating in our Leadership Academies and attendance to after school programming such as our annual STEAMFEST, featuring our Leadership Academies, as well as Sports events. The school also hosts academic events such as a SharkTank event, where students collaborate to produce a product for sale, which is evaluated by judges from local industries who determine cost effectiveness, usefulness and value, similarly to the Shark Tank show that airs on television. Shark Tank allows for parents to witness the practical application of the skills learned in school, skills such as inquiry-based learning, researching skills, experimentation, marketing skills and business etiquette.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Our Areas of Focus include reducing chronic attendance within our SWD subgroup, increasing teacher retention rate, and increasing increasing teacher efficiency. Working on these Areas of Focus will allow the school to improve the quality of the academic program, thus improving the academic achievement of our students.
The school is also in the process of increasing our AP, Dual Enrollment and CTE courses, which will provide opportunities for SWD to earn industry certifications. This will enrich and accelerate our

curriculum to improve our academic program. By offering a wide variety of courses at different levels, this will allow students, especially SWD, more access to courses that may be of interest. Inclusion of the Learning Strategies Course provides SWD with more opportunity to work hands-on with the curriculum as well.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our Guidance department tracks student attendance which impacts student achievement in all subject areas. In addition, grade level counselors conduct classroom visits, meet with at -risk students to review academic progress and make referrals as needed. Parent truancy meetings are scheduled quarterly to inform parents of their mandated responsibilities. The school has contracted with experts such as social workers to assist with tracking and monitoring attendance for at risk students. Specifically for the SWD population, ESE students are assigned to a Learning Strategies course. An ESE Goal Setting Form has been developed to allow either the ESE teacher and/or the ESE Director's Assistant to conduct data chats and set academic/behavioral goals for the year. The ESE Goal Setting form will also cause students to create attendance goals. According to the School Report Card, 50% of our ESE populations demonstrate chronic absenteeism, severely impacting their ability to achieve academically. We will track the effectiveness of our efforts by monitoring whether the number of absences have been reduced, whether the number of zeroes earned in the gradebook has reduced, and whether progress has been made towards improving benchmark scores etc. We will utilize the Guidance team to assist with contacting and re-engaging students with chronic absenteeism.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

At Avant Garde Academy, our focus on College and Career development begins in 6th grade. Each student is required to participate in a Leader in Me course yearly. In our LIM course, students are afforded the opportunity to conduct interest inventories, research careers, prepare for the college application process etc. Through the monthly Leadership Academies, SWD have the opportunity to participate in service learning and involve themselves with community organizations that provide resources for SWD.
In addition, in our quarterly assemblies, students are encouraged to improve their academic performance in order to allow for participation in AP/DE/CTE opportunities. The Guidance Team also conducts classroom visits to assist with college preparation work. The BRACE Advisor also meets with students and their families to assist with college and career readiness initiatives.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

All students receive Tier 1 interventions schoolwide. Students who do not earn a Level 1 or 2 on the F.A.S.T. Reading or F.A.S.T. Math exams are placed in Intensive courses. It is in these Intensive courses that students received Tier 2 interventions. Once a student does not demonstrate adequate progress, the student is then referred to the CPS team. Once a student is determined to be in Tier 3 , the student will then receive additional interventions from the RTI Coordinator. The student will be monitored for progress. Lack of progress may merit the student to be submitted for psychological testing by the CPS team.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All staff have been assigned a department chairperson and an instructional coach as a mentor. All staff participate in monthly professional development meetings based on topics identified as in need of improvement. An example includes a presentation from administration on utilizing High Yield Strategies. All teachers/departments participate in a PLC to review a required text that supports best practices. Teachers must present their assigned chapter to the entire faculty. Teachers who participate in PD outside of AGA are provided opportunities to present to the faculty lessons gleaned.
Furthermore, Intensive Reading teachers participate in monthly Intensive Reading meetings with the Instructional Coach to discuss best practices and improve their approach to instruction to yield desired results. The RTI coordinator will attend these monthly meetings to provide additional support.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A