

Miami-Dade County Public Schools

Avocado Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	23
V. Reading Achievement Initiative for Scholastic Excellence	23
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	28

Avocado Elementary School

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<http://avocado.dadeschools.net/>

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.

We believe that the mission of Avocado Elementary School is to educate by providing all students, staff, and community members with a variety of facilities, materials, and learning opportunities that will nurture the intellectual, physical, emotional, social, and creative development of each individual.

Provide the school's vision statement.

Through our school policies and our partnerships with parents and community members, we will create an environment where children respect individuals from diverse cultures as they learn to become safe, healthy, productive and responsible members of a democratic society. We accept the responsibility to stimulate critical thinking and intellectual curiosity, encourage academic excellence, and provide a strong foundation for independent, life-long learning.

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
Surrancy, Rachelle	Principal	Facilitates and conducts meetings by providing current data and supporting documents. The principal provides the leadership team, through a process of problem-solving issues and concerns that arise, an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.
	Assistant Principal	Assists with working with the leadership team to ensure commitment to the goals set forth at the meetings. Along with the principal and teachers, she works on building staff support, internal capacity, and sustainability over time. The assistant principal also assists with monitoring the curriculum on a continuous basis.
Lewars, Maureen	Reading Coach	Provides support in reading. Shares current data gathered at meetings and professional development activities geared towards student progress, interventions and data driven results. Facilitates collaborative planning sessions and supports teachers through the coaching cycle.
Ellison, Brandy	School Counselor	Provides quality services and expertise on intervention with at-risk students. In addition, the school counselor links child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Provides counseling for students that are in jeopardy of not doing well.
Balmaseda, Robert	ELL Compliance Specialist	Participates in student data collection, integrates instructional activities for all ELL students, and works together with the general education teachers to collaborate activities.
Chatterton, Claudia	Teacher, K-12	Provides instructional information, collects student data, delivers Tier I instruction, and collaborates with the Leadership Team to implement Tier 2/3 interventions. Works with the leadership team to ensure commitment to the goals set forth by the mission and vision of the school.
Maeso, Melissa	Teacher, K-12	Provides instructional information, collects student data, delivers Tier I instruction, and collaborates with the Leadership Team to implement Tier 2/3 interventions. Works with the leadership team to ensure commitment to the goals set forth by the mission and vision of the school.
Pfrimmer, Kirstie	Teacher, K-12	Provides instructional information, collects student data, delivers Tier I instruction, and collaborates with the Leadership Team to implement Tier 2/3 interventions. Works with the leadership team to ensure commitment to the goals set forth by the mission and vision of the school.

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.

Under the Every Student Succeeds Act (ESSA) 1114(b)(2), the School Improvement Plan (SIP) development process involves the active participation and input of various stakeholders, including the school leadership team, teachers and school staff, parents, students, and business or community leaders. Monthly EESAC meetings are held, and all stakeholders are invited to participate in the SIP development process. These monthly meetings are posted at the beginning of the school year, and it's posted on our school's website, Class Dojo and monthly calendar. The integrated stakeholder input is reviewed by the school leadership team, and adjustments are made to ensure that the final plan reflects the collective aspirations and recommendations of stakeholders. Once the SIP is finalized, it is shared with all stakeholders to ensure transparency and accountability. Stakeholders are informed about the content of the plan, the strategies being implemented, and the expected outcomes. This step promotes a shared understanding and ownership of the SIP.

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))

Throughout the implementation of the SIP, regular communication is maintained through monthly ESSAC meetings throughout the school year where all stakeholders can provide feedback. Data is collected, analyzed, and evaluated after each assessment window to track progress, identify emerging needs, and make further adjustments to the plan. This cyclical monitoring and revision process ensures that the SIP remains responsive to the evolving needs of students and continues to drive improvements in student achievement. By regularly conducting classroom walkthroughs, monitor student progress through data chats to insure SIP's implementation, evaluating its impact, and making necessary revisions, the administration can ensure that the school is effectively address the achievement gap and work towards meeting the State's academic standards. The iterative nature of this process allows for continuous improvement and ensures that the SIP remains a dynamic and responsive tool for driving positive change in student outcomes.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School PK-3
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	N/A
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)	
School Grades History	2021-22: B 2019-20: B 2018-19: B 2017-18: A
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	5	27	23	25	0	0	0	0	0	80
One or more suspensions	0	2	0	2	0	0	0	0	0	4
Course failure in English Language Arts (ELA)	0	12	9	25	0	0	0	0	0	46
Course failure in Math	0	11	11	12	0	0	0	0	0	34
Level 1 on statewide ELA assessment	0	0	0	4	0	0	0	0	0	4
Level 1 on statewide Math assessment	0	0	0	1	0	0	0	0	0	1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	39	35	63	0	0	0	0	0	150

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	5	13	11	16	0	0	0	0	0	45

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	17	17	6	4	0	0	0	0	0	44
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	37	29	34	0	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	9	19	12	0	0	0	0	0	40
Course failure in Math	0	1	13	10	0	0	0	0	0	24
Level 1 on statewide ELA assessment	0	0	0	12	0	0	0	0	0	12
Level 1 on statewide Math assessment	0	0	0	6	0	0	0	0	0	6
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	11	36	41	0	0	0	0	0	88
	0	0	0	0	0	0	0	0	0	

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	10	20	20	0	0	0	0	0	50

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	16	18	13	0	0	0	0	0	47
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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 days	28	30	26	25	0	0	0	0	0	109
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	13	25	6	0	0	0	0	0	44
Course failure in Math	0	15	12	5	0	0	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	27	0	0	0	0	0	27
Level 1 on statewide Math assessment	0	0	0	22	0	0	0	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	42	38	64	53	0	0	0	0	0	197
	0	0	0	0	0	0	0	0	0	

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	3	14	17	22	0	0	0	0	0	56

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	15	13	5	5	0	0	0	0	0	38
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	58			45			62		
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	56			38			58		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*									
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	58			48			48		

* 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)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	172
Total Components for the Federal Index	3
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	44			
ELL	60			
AMI				
ASN				
BLK	59			
HSP	56			
MUL				
PAC				
WHT				
FRL	57			

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)

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	58			56								58

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
SWD	47			39								45
ELL	58			65								58
AMI												
ASN												
BLK	63			55								
HSP	54			57								58
MUL												
PAC												
WHT												
FRL	58			56								57

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	45			38								48
SWD	32			31								35
ELL	35			36								48
AMI												
ASN												
BLK	61			48								
HSP	40			38								48
MUL												
PAC												
WHT												
FRL	42			37								48

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	62			58								48
SWD	53			53								52
ELL	59			61								48
AMI												

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
ASN												
BLK	47			47								
HSP	64			62								49
MUL												
PAC												
WHT												
FRL	63			59								47

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.

School, District and State data will be uploaded when available.

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.

According to the 2022-2023 FAST CAI ELA assessment data for 3rd grade students, there was a 7 percent increase in the percentage of growth among students who scored below grade level on FAST ELA PM1 with the score of 79 percentage points and PM2 with the score of 72 percentage points. Possible factors contributing to this outcome include insufficient instructional time between tests and the presence of a substantial population of students with ASD/ESE/ELL needs within our school community.

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

In the 2022-2023 iReady AP2 data, 25% of 3rd grade students scored in Tier 3, while the previous year's data for 2021-2022 showed that only 21% of 3rd grade students scored in Tier 3. One potential contributing factor to this change could be the substantial presence of students with ASD/ESE/ELL needs within our school community.

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.

This information is not available at this time.

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

The most notable improvement in the data was the substantial 29 percentage point growth of Level 1 students from 2023 FAST ELA PM1 to FAST ELA PM3. Moreover, there was a significant 54 percentage point decrease in Level 1 students from FAST Math PM1 to FAST Math PM2. These improvements can be attributed to the school's diligent implementation of daily interventions with fidelity.

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

Based on the 2022-2023 Early Warning System (EWS) data, one particular area of concern is the presence of students with Substantial Reading Deficiencies. The data reveals that a total of 280 students, ranging from Kindergarten to Third grade, fall under this indicator. Additionally, there are 52 students who exhibit Two or More indicators. These findings suggest that a significant number of our students may be at risk of encountering difficulties. These indicators serve as valuable early warning signs that enable educators and administrators to promptly intervene and provide essential support to prevent further challenges or setbacks.

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

1. Increase proficiency in 3rd grade ELA and Math.
2. Identifying supportive tools for ELL students.
3. Enhancing the percentage of ASD students' proficiency in the standard curriculum.
4. Decrease number of students being absent 16 or more time per school year.
5. Increase reading proficiency in grades K-2nd grade.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**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.

Based on the 2023 Grade 3 ELA data, it's clear that our school's substantial population of ASD/ESE students and newcomers need additional assistance in building the foundational skills required for 3rd grade. This becomes evident from the fact that proficiency was attained by only 44 percent of our ELL students and 28 percent of our SWD students fell short of reaching proficiency. Based on this data, we will implement differentiated instruction to cater to the specific needs of our 3rd grade students within these subgroups. Through these targeted interventions, we anticipate a notable improvement in the students' ability to perform at or above grade level.

Measurable Outcome:

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

By introducing differentiated instruction in the 3rd grade, we anticipate observing a minimum rise of 5 percentage points in each subgroup, as supported by the 2024 State Assessment results.

Monitoring:

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

The reading coach will create the intervention groups and the material used to meet the needs of the students. Additionally, classroom visits will be conducted by the reading coach to ensure faithful implementation of interventions. The administration will evaluate lesson plans for evidence of differentiation strategies.

Person responsible for monitoring outcome:

Maureen Lewars (mlewards@dadeschools.net)

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.)

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing interventions using differentiated instruction, we are ensuring that students receive targeted and intensive instruction focusing on deficient skills and prerequisite knowledge. This approach allows us to provide standards-aligned instruction that addresses individual student needs. Furthermore, ongoing progress monitoring will be implemented to track student performance and make necessary adjustments to instruction. This comprehensive approach aims to support students in their academic growth and ensure they are equipped with the necessary skills to succeed.

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.

Conduct an in school staff professional development focused on using data to develop lesson plans for effective delivery of differentiated instructions.

Person Responsible: Maureen Lewars (mlewards@dadeschools.net)

By When: August 15, 2023 on the mandatory professional development day.

During collaborative planning sessions, under the guidance of the reading coach, teachers will utilize student data reports to create lesson plans and identify relevant resources that address specific needs and support the implementation of differentiated instruction.

Person Responsible: Maureen Lewars (mlewards@dadeschools.net)

By When: August 15 thru September 29, 2023

The administrative team will conduct walkthroughs to observe and monitor the implementation of differentiated instruction based on the lesson plans developed during collaborative planning sessions.

Person Responsible: Rachelle Surrancy (rsurrancy@dadeschools.net)

By When: August 15 thru September 29, 2023

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

According to our data, 24% of our students were absent for 16-30 days. Based on the data our school will implement the Targeted Element of Student Attendance. Some contributing factors to the excessive absences could be associated with our school's large population of students with Autism Spectrum Disorder (ASD), as well as the fact that entire school is comprised of student in grades Pre-K through 3rd.

Measurable Outcome:

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

Effectively implementing the Targeted Element of Student Attendance will guarantee students receive outstanding instruction, ultimately leading to a significant enhancement in their academic accomplishments. Through the provision of ongoing incentives, we anticipate a reduction of 4 percentage points in the attendance rate among students who have recorded 16-30 days of absence by June 2024.

Monitoring:

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

Meetings will be conducted by the leadership team with parents whose students had 16-30 absences in the prior school year. The purpose of these meetings will be to jointly create an action plan targeting the reduction of absences in the current school year. On a daily basis, individual teachers will diligently track attendance, stay in contact with parents, and initiate referrals for students with excessive absences. Additionally, students with 10 or more absences will have Attendance Review Committee meetings scheduled. To encourage and acknowledge regular attendance, the administrative team will arrange monthly student incentives.

Person responsible for monitoring outcome:

Rachelle Surrancy (rsurrancy@dadeschools.net)

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.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

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.

Teachers will participate in training sessions designed to equip them with the proper techniques for accurately monitoring student attendance and familiarize them with the procedures for reporting student absences.

Person Responsible: Rachelle Surrancy (rsurrancy@dadeschools.net)

By When: August 15 thru September 29, 2023

Conferences will be conducted with parents of students identified as having 16 or more days absent during the 2022-2023 school year to make them aware of the attendance policies and procedures.

Person Responsible: Rachelle Surrancy (rsurrancy@dadeschools.net)

By When: August 15 thru September 29, 2023

The attendance clerk will oversee the daily attendance bulletin and proactively contact parents of students who demonstrate a consistent pattern of unexcused absences to make them aware of the importance of bringing their children to school.

Person Responsible: Dr. Rachelle A. Surrancy (pr0161@dadeschools.net)

By When: August 15 thru September 29, 2023

#3. Instructional Practice specifically relating to ELA**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.

The 2023 FAST STAR ELA data revealed that 2nd grade students need additional support as demonstrated by only 24 percent of the students meeting proficiency. Some contributing factors to the low level of proficiency could be associated with the influx of newcomers registered into the 2nd grade during the middle of the year, and one-third of our 2nd-grade students are in self-contained ASD classes. In response, a strategic decision has been made to introduce targeted reading interventions through differentiated instruction at the 2nd-grade level, aimed at addressing the unique needs of these students. It is anticipated that through the implementation of these interventions, a marked enhancement in students' capacity to meet or exceed grade-level expectations will be achieved.

Measurable Outcome:

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

With the implementation of reading intervention through differentiated instruction in 2nd grade there will be an increase of a minimum of 10 percentage points as evidenced by the 2024 State Assessment.

Monitoring:

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

The reading coach will oversee the formation of intervention groups and the corresponding instructional materials to cater to student needs. She will also ensure the faithful execution of interventions through classroom observations. Additionally, the administration will review lesson plans for differentiation cues.

Person responsible for monitoring outcome:

Maureen Lewars (mlewards@dadeschools.net)

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.)

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing interventions using differentiated instruction, we are ensuring that students receive targeted and intensive instruction focusing on deficient skills and prerequisite knowledge. This method enables us to deliver instruction aligned with standards, addressing each student's distinct requirements. Furthermore, we will consistently monitor progress, making essential instructional adaptations. This comprehensive strategy strives to foster students' academic advancement and equip them with essential skills for success.

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.

The reading coach will conduct school staff professional development focused on using data to develop lesson plans for effective delivery of differentiated instructions.

Person Responsible: Maureen Lewars (mlewars@dadeschools.net)

By When: August 15, 2023, on the mandatory professional development day.

During collaborative planning sessions, under the guidance of the reading coach, teachers will utilize student data reports to create lesson plans and identify relevant resources that address specific needs and support the implementation of differentiated instruction.

Person Responsible: Maureen Lewars (mlewars@dadeschools.net)

By When: August 15 thru September 29, 2023

The administrative team will conduct walkthroughs to observe and monitor the implementation of differentiated instruction based on the lesson plans developed during collaborative planning sessions.

Person Responsible: Rachelle Surrancy (rsurrancy@dadeschools.net)

By When: August 15 thru September 29, 2023

#4. Positive Culture and Environment specifically relating to Teacher Attendance

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.

According to the Power BI Dashboard for 2023, it was determined that 33% of the staff had accumulated 10.5 or greater absences throughout the entire academic school year. Some of the contributing factors to the significant number of absences may stem from teachers getting sick or experiencing feelings of being overwhelm or burnout.

Measurable Outcome:

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

By implementing attendance initiatives, an anticipated 5% reduction is projected in the count of staff members identified with 10.5 or more absences during the 2023-2024 school year.

Monitoring:

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

The administration will monitor staff attendance bi-weekly by reviewing leaving card and payroll. Teachers demonstrating a pattern or persistent absenteeism will be scheduled for a meeting with the administration team to discuss subsequent actions.

Person responsible for monitoring outcome:

Rachelle Surrancy (rsurrancy@dadeschools.net)

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.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Maintaining regular teacher attendance significantly influences student learning and achievement. Adhering to well-defined attendance guidelines and procedures will reduce disruptions in learning. Additionally, introducing attendance initiatives will act as a motivating factor for teachers to be present at work.

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.

Administration will communicate to teachers the policies and procedures for requesting leave and the importance of adhering to the policies during the opening of school meeting to ensure the proper protocols are followed.

Person Responsible: Rachelle Surrancy (rsurrancy@dadeschools.net)

By When: August 16, 2023

The Administrative Team will monitor teacher attendance patterns and use data to identify trends and potential areas of concern.

Person Responsible: Rachelle Surrancy (rsurrancy@dadeschools.net)

By When: August 15 thru September 29, 2023

Teachers with perfect attendance for the month will be recognized at the monthly faculty meetings to recognize teachers that are coming to work everyday.

Person Responsible: Rachelle Surrancy (rsurrancy@dadeschools.net)

By When: August 15 thru September 29, 2023

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).

N/A

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

Based on the 2023 assessment data: 51% of students in Kindergarten scored below the 40th percentile in the STAR Early Literacy, 44% of students in 1st grade scored below the 40th percentile in STAR Reading and 59% of students in 2nd grade scored below the 40th percentile in Star Reading. Our school will implement vocabulary instruction as a school-wide ELA instructional practice focus area.

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

Based on the 2023 assessment data, 45% of students in 3rd grade scored below level 3 on the FAST CAI ELA. Our school will implement vocabulary instruction as a school-wide ELA instructional practice focus area.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

If we successfully implement ELA vocabulary strategies with fidelity, our students' proficiency will increase by a minimum of 5 percentage points as evidenced by the K-2nd grade FAST STAR PM3 Reading assessment.

Grades 3-5 Measurable Outcomes

If we successfully implement ELA vocabulary strategies with fidelity, our students' proficiency will increase by a minimum of 5 percentage points as evidenced by the 2024 3rd grade FAST CAI PM3 ELA assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Leadership Team shall carry out bi-weekly walkthroughs with the objective of ensuring the seamless integration of vocabulary strategies into both intervention and differentiated instruction. Administrators will undertake reviews of bi-weekly lesson plans to identify indications of vocabulary instruction incorporation.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Carballo-McBath, Victoria, vcarballo@dadeschools.net

Evidence-based Practices/Programs

Description:

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

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

Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

Rationale:

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

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

Introducing academic vocabulary helps young learners build a robust cognitive framework for understanding complex concepts and ideas as they progress through their academic journey. Early exposure to academic vocabulary contributes to the expansion of a child’s overall vocabulary. This expansion supports literacy development, as a broader vocabulary network improves their ability to read, write, and comprehend a variety of texts.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
8/15-9/29- Teachers will participate in scheduled grade-level common planning sessions with the Reading Coach to explore effective vocabulary strategies for implementation during interventions and differentiated instruction, with the goal of enhancing their students' vocabulary skills.	Lewars, Maureen, mlewars@dadeschools.net
8/15-9/29-The Reading Coach will collect a variety of resources, including books, texts, multimedia materials, and online tools, aimed at bolstering academic vocabulary acquisition. These resources will be integrated into lessons to facilitate students in improving their vocabulary skills	Lewars, Maureen, mlewars@dadeschools.net
8/15-9/29-Administration will perform school leadership walkthroughs with the purpose of observing the designated vocabulary strategy chosen for the week. Following the walkthrough, engage in a debriefing session to analyze the findings and pinpoint educators who may require supplementary assistance.	Lewars, Maureen, mlewars@dadeschools.net

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.

The School Improvement Plan (SIP) is distributed in physical copies to stakeholders upon request. These copies are available in the parent resource center located at the school. Additionally, an electronic version of the SIP is uploaded to the school's website after it receives approval from the Miami-Dade County Public School Board. You can find the approved SIP at www.avocadoelementary.com.

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 offers several chances for parents to actively participate in their child's education during the academic year. Meetings are scheduled at different times of the day to accommodate a wide range of parents. Progress reports, along with report cards, are given out quarterly. Parents are advised to establish a parent portal account, allowing them to track their child's academic advancement at their convenience. Parent-teacher conferences are an option and can be scheduled at times suitable for both the teacher and the parent. The official PFEP (Parent-Family Engagement Plan) will be made available on the website www.avocadoelementary.com once it is approved.

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 II of the SIP. (ESSA 1114(b)(7)ii))

Enhancing the academic program, extending learning time, and offering an enriched and accelerated curriculum are part of a holistic approach. This approach includes enriching the curriculum, implementing advanced tracks, providing extended learning opportunities, integrating technology, fostering teacher development, employing student-centered strategies, forming partnerships, conducting assessments, and continuously striving for improvement.

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))

The school counselor utilizes the district-approved resource Cloud9 to aid students in employing fundamental problem-solving strategies, complemented by integrated character education. A developmentally appropriate curriculum is provided to primary and intermediate students. Furthermore, Avocado Elementary offers mental health support through both the School Counselor and the Mental Health Coordinator. Working alongside teachers and parents, the School Counselor and Mental Health Coordinator identify students requiring assistance and deliver targeted classroom lessons throughout the academic year, enhancing students' abilities beyond academics.

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))

Avocado Elementary initiates early exposure to postsecondary programs, beginning as early as kindergarten. The school hosts an annual school-wide career day, orchestrated with support from community members and parents who dedicate their time to present. During this event, students in grades K-3 receive guided insights through classroom sessions about diverse career paths. Additionally, students can engage by participating in the School Safety Patrols club and AES News Crew, both contingent on academic and behavioral achievements.

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).

Avocado Elementary's MTSS/RtI team employs a school-based Multi-Tiered Support System/Response to Intervention. The MTSS Team includes the Assistant Principal, Primary and Intermediate Teachers, SWD Teachers, the School Psychologist, the Speech Language Pathologist, and the School Counselor. The team occasionally involves the School Social Worker and other stakeholders as needed. Avocado

Elementary employs MTSS/Rtl as a general education approach, allocating resources proportionately to student needs across Core, Supplemental, and Intensive support levels, aiming to boost individual student progress. An ongoing evaluation method is established for each tier's services, continually assessing effectiveness in achieving school goals and student growth through ongoing assessments. The four-step problem-solving model (problem identification, problem analysis, intervention implementation, and response evaluation) guides instructional planning, monitoring, and adjustments.

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))

Throughout the academic year, educators, teaching assistants, and support staff engage in ongoing professional development to enhance instructional methods and analyze data from academic assessments. Additionally, teachers are encouraged to take part in subject-specific professional development to bolster their expertise, contributing to the retention and recruitment of talented educators.

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))

In the months of February and March, our school initiates the Kindergarten Rock 'N' Enroll Campaign. This district-wide effort offers tactics to assist with the registration of new Kindergarten students and facilitates transition activities. The school arranges tours for incoming students, opportunities for classroom visits, a social media campaign, direct visits to nearby daycares, and a transition meeting designed for parents.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes