

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 7
 - D. Demographic Data 8
 - E. Early Warning Systems 9
- II. Needs Assessment/Data Review 12
 - A. ESSA School, District, State Comparison 13
 - B. ESSA School-Level Data Review 14
 - C. ESSA Subgroup Data Review 15
 - D. Accountability Components by Subgroup 18
 - E. Grade Level Data Review 21
- III. Planning for Improvement 22
- IV. Positive Culture and Environment 30
- V. Title I Requirements (optional) 33
- VI. ATSI, TSI and CSI Resource Review 37
- VII. Budget to Support Areas of Focus 38

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

We believe that the mission of Avocado Elementary is to educate by providing all students, staff and the community members with a variety of academics, resources and choices 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Surrancy, Rachelle

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Marques, Sonia

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Lewars, Maureen

Position Title

Reading Coach

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Ellison, Brandy

Position Title

School Counselor

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name

Reyes, Zeivier

Position Title

Math Coach

Job Duties and Responsibilities

Provides support in mathematics. Shares current data gathered at meetings and professional development activities geared towards student progress, interventions, and data-driven results.

Leadership Team Member #6

Employee's Name

Balmaseda, Robert

Position Title

ELL Compliance Specialist

Job Duties and Responsibilities

Participates in student data collection, integrates instructional activities for all ELL students, and works together with the general education teachers to collaborate activities.

Leadership Team Member #7

Employee's Name

Chatterton, Claudia

Position Title

Teacher, K-12

Job Duties and Responsibilities

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.

Leadership Team Member #8

Employee's Name

Maeso, Melissa

Position Title

Teacher, K-12

Job Duties and Responsibilities

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.

Leadership Team Member #9

Employee's Name

Baker, Kajuanza

Position Title

Literacy Support

Job Duties and Responsibilities

Direct instructional services related to reading for students and provide assistance for teachers. Assist administration and teachers in the interpretation of student assessment data. Provide professional development to staff; assist in coordination and monitoring of intervention services.

Leadership Team Member #10

Employee's Name

Watkins, Rebecca

Position Title

Program Specialist

Job Duties and Responsibilities

The Special Education Program Specialist will provide assistance, training, and support to special education staff. The Program Specialist supports the operations of the special education department with a primary focus on adherence to IDEA and delivery of services in the least restrictive environment.

Leadership Team Member #11

Employee's Name

Perry-Birts, Katina

Position Title

Teacher, K-12

Job Duties and Responsibilities

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.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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. EESAC meetings are held, and all stakeholders are invited to participate in the SIP development process. These meetings are posted at the beginning of the school year, and 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

Throughout the implementation of the SIP, regular communication is maintained through 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.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-3
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	96.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	3	17	19	14						53
One or more suspensions	0	1	0	1						2
Course failure in English Language Arts (ELA)	0	6	11	12						29
Course failure in Math	0	9	12	6						27
Level 1 on statewide ELA assessment				8						8
Level 1 on statewide Math assessment				3						3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	11	55	41	61						168
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	7	20	13	25						65

Current Year 2024-25

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	14	32	26	34						106

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	16	13	8	8						45
Students retained two or more times	0	0	0	1						1

Prior Year (2023-24) As Last 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 school days	5	27	23	25						80
One or more suspensions		2		2						4
Course failure in ELA		12	9	25						46
Course failure in Math		11	11	12						34
Level 1 on statewide ELA assessment				4						4
Level 1 on statewide Math assessment				1						1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	13	39	35	63						150

Prior Year (2023-24) As Last Reported (pre-populated)

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	5	13	11	16						45

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	17	17	6	4						44
Students retained two or more times				2						2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	65	63	57	56	60	53	58	62	56
ELA Grade 3 Achievement **	65	63	58	56	60	53			
ELA Learning Gains		64	60						
ELA Learning Gains Lowest 25%		62	57						
Math Achievement *	66	69	62	60	66	59	56	58	50
Math Learning Gains		65	62						
Math Learning Gains Lowest 25%		58	52						
Science Achievement *		61	57		58	54		64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	56	64	61	59	63	59	58		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	252
Total Components for the FPPI	4
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
63%	58%	57%	44%		56%	60%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	49%	No		
English Language Learners	61%	No		
Black/African American Students	53%	No		
Hispanic Students	64%	No		
Economically Disadvantaged Students	61%	No		

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%
Students With Disabilities	47%	No		
English Language Learners	59%	No		

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%
Black/African American Students	42%	No		
Hispanic Students	61%	No		
Economically Disadvantaged Students	56%	No		

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%
Students With Disabilities	44%	No		
English Language Learners	60%	No		
Native American Students				
Asian Students				
Black/African American Students	59%	No		

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%
Hispanic Students	56%	No		
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	57%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	65%	65%			66%								56%
Students With Disabilities	57%	57%			43%								40%
English Language Learners	56%	56%			74%								56%
Black/African American Students	53%	53%			53%								
Hispanic Students	65%	65%			68%								56%
Economically Disadvantaged Students	62%	62%			64%								55%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	56%	56%			60%								59%
Students With Disabilities	48%	48%			46%								44%
English Language Learners	55%	55%			65%								61%
Black/African American Students	45%	45%			35%								
Hispanic Students	58%	58%			65%								61%
Economically Disadvantaged Students	56%	56%			56%								55%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%
Students With Disabilities	47%				39%								45%
English Language Learners	58%				65%								58%
Native American Students													
Asian Students													
Black/African American Students	63%				55%								
Hispanic Students	54%				57%								58%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	58%				56%								57%

E. 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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	59%	56%	3%	55%	4%
Math	3	63%	65%	-2%	60%	3%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The most improvement was in 3rd Grade ELA Reading proficiency, which had a 9 percentage point increase, from 56 percent to 65 percent. In this area, our school implemented new actions regarding DI, targeted pull-out interventions, and alignment of resources.

Lowest Performance

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

Our lowest performance was 2nd Grade ELA Reading, as only 43 percent of students scored at or above proficiency on STAR PM3. Although this group's performance is 2 percentage points higher over last year (from 41 to 43 percent), this group is still below 50 percent proficiency. This low performance may be attributed to the absence of the Intervention Program in 2nd Grade ELA/Reading ASD classes, as this group ended with only 31 percent proficiency.

Greatest Decline

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

No areas experienced a decline from the previous school year.

Greatest Gap

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 data revealed that our school outperformed the state in the average proficiency of both ELA and Math for 3rd Grade 2024 FAST PM3. Our school's proficiency in 3rd Grade ELA was 59 percent (65 percent clean) compared to the state average of 55 percent. Our school's proficiency for 3rd Grade Math was 63 percent (66 percent clean) compared to the state average of 60 percent. The factors that contributed to this achievement were daily intervention, afterschool and Saturday extended learning opportunities, and DI.

EWS Areas of Concern

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

Two Early Warning Systems Areas of Concern for our school would be Student Attendance and Reading Deficiency.

Highest Priorities

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

1. Effective Delivery of Differentiated Instruction
2. Standard-aligned Instruction and Grading
3. Effective use of Collaborative Planning
4. Alignment of Supplemental Instructional Resources to address Learning Gaps and Deficiencies
5. Increase Student Attendance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The 2024 FAST STAR ELA data revealed that 2nd grade students need additional support as demonstrated by only 43 percent of the students meeting proficiency. A contributing factor to the low level of proficiency could be associated with the absence of the Intervention Program in our self-contained ASD classes, and one-third of our 2nd-grade students are in self-contained ASD classes. In response, a strategic plan has been made to introduce targeted reading interventions through the implementation of the Reading Horizons program at all grade levels, 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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Through the consistent implementation of DI and intervention we expect that there will be a 3 percentage point increase, from 42 percent to 45 percent, in the number of 2nd grade students (both Gen. Ed and ESE) reading at or above grade level by 2025 Spring administration of the STAR PM3.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The reading coach will oversee the formation of intervention groups and the corresponding instructional materials to cater to student needs. The administration will also ensure the faithful execution of interventions through classroom observations.

Person responsible for monitoring outcome

Lewars, Maureen; Surrancy, Rachele; Marques, Sonia (Leadership Team)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

Rationale:

By implementing intervention, 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:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Surrancy, Rachele (Principal)

By When/Frequency:

August 13, 2024- Professional Development Day

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct a Professional Learning session for ELA/Reading teachers during the opening of schools focused on the effective implementation of the district adopted intervention program, Reading Horizons, to ensure that students' evidencing learning gaps will demonstrate growth by the Spring 2025 STAR PM3.

Action Step #2

Walkthroughs

Person Monitoring:

Surrancy, Rachele; Marques, Sonia
(Administration)

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administrative team will conduct walkthroughs to observe and monitor the implementation of the Reading Horizons intervention program to ensure fidelity with outlined program delivery expectations.

Action Step #3

Ongoing Professional Learning during Collaborative Planning

Person Monitoring:

Lewars, Maureen; Baker, Kajuanza (Leadership Team)

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Provide ongoing professional learning for teachers through collaborative planning sessions focused on components of the intervention program.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024 Grade K-2 ELA data, it's clear that our school's substantial population of ASD/ESE students and newcomers need additional assistance in building the skills required to be on grade level. This becomes evident from the fact that proficiency was attained by only 31 percent of our ESE students, and 43 percent of all students in Kindergarten through 2nd grade. Based on this data, we will implement differentiated instruction to cater to the specific needs of all of our Kindergarten through 2nd grade students. Through differentiated instruction, we anticipate a notable improvement in the students' ability to perform at or above grade level.

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

Differentiated Instruction

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

Differentiated Instruction

Grades K-2: Measurable Outcome(s)

Through the consistent implementation of DI we expect that there will be a 3 percentage point increase in the number of Kindergarten through 2nd grade students reading at or above grade level by the Spring 2025 FAST Reading STAR Assessment.

Grades 3-5: Measurable Outcome(s)

Through the consistent implementation of DI we expect that there will be a 1 percentage point increase in the number of 3rd grade students scoring at or above proficiency by the Spring 2025 FAST ELA Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored by the leadership team during professional learning and collaborative planning, as well as walkthroughs by the administrative team.

Person responsible for monitoring outcome

Surrancy, Rachele; Marques, Sonia (Administration)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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:

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:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Surrancy, Rachele; Marques, Sonia
(Administration)

By When/Frequency:

August 13, 2024- Professional Development Day

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Conduct a Professional Learning Session for faculty during the opening of schools focused on the effective delivery of differentiated instruction to include an instructional framework of DI, the identification and alignment of supplemental resources, as well as required elements and other best practices in the implementation of DI.

Action Step #2

Ongoing Professional Learning during Collaborative Planning

Person Monitoring:

Lewars, Maureen; Baker, Kajuanza (Leadership Team)

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning sessions, teachers will use available student data reports to create DI lesson plans and identify aligned resources that are tailored to student-specific needs during the Differentiated Instruction Block.

Action Step #3

Walkthroughs

Person Monitoring:

Surrancy, Rachelle; Marques, Sonia (Administration)

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on 2023-2024 data, 168 of our students have a substantial reading deficiency and there is a need of effectively monitoring student progress. Standard-aligned grading involves evaluating student performance based on how well they meet specific learning standards. Standard-aligned grading ensures that assessments accurately reflect students' mastery of the content. Aligning instruction with standards and assessments ensures that the teaching strategies and content are directly supporting students' achievement of their goals. We will implement the targeted element of Collaborative Planning and Professional Learning with a focus on standard-aligned grading.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Through the consistent implementation of standard-aligned grading we expect that there will be a 1 percentage point increase, from 49 percent to 50 percent, in the number of Kindergarten and 1st grade students reading at or above grade level by the Spring 2025 FAST Reading STAR Assessment.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The leadership team will oversee identifying instructional materials and assignments that are standard-aligned. The administration will also ensure the faithful execution of standard-aligned grading through monitoring of student work.

Person responsible for monitoring outcome

Surrancy, Rachelle; Marques, Sonia; Lewars, Maureen; Baker, Kajuanza; Reyes, Zeivier (Leadership Team)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale:

The standards-based approach to grading ensures that students can demonstrate mastery of skills at the end of the course. Because this approach relies on the attainment of standards and learning targets, educators must align learning materials, such as projects, performance tasks, and assignments to the standards and learning objectives that they want their students to master. It allows for the monitoring of student progress on specific standards.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Professional Learning

Person Monitoring:

Surrancy, Rachelle; Marques, Sonia
(Administration)

By When/Frequency:

August 13, 2024- Professional Development Day

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct a Professional Learning for faculty during the opening of schools focused on defining standard-aligned grading and identifying examples of grade level resources.

Action Step #2

Walkthroughs

Person Monitoring:

Surrancy, Rachelle; Marques, Sonia
(Administration)

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administrative team will conduct walkthroughs to review graded student work products to ensure alignment with grade level standards.

Action Step #3

Collaborative Planning

Person Monitoring:

Lewars, Maureen; Baker, Kajuanza; Reyes, Zeivier (Leadership Team)

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning sessions, curriculum coaches will support teachers in identifying student activities and assignments that are grade appropriate and standard-aligned.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to our data, 20% 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

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Through the implementation of targeted attendance intervention and ongoing provision incentives, we anticipate a 1 percentage point decrease in the number of students with 16-30 absences by June 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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 quarterly student incentives.

Person responsible for monitoring outcome

Surrancy, Rachele; Marques, Sonia (Administration)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Strategic Attendance Initiatives

Rationale:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Attendance Interventions

Person Monitoring:

Marques, Sonia (Assistant Principal)

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Identify students with chronic absences to begin early within the first few weeks of school, and begin targeted interventions.

Action Step #2

Parent Contact

Person Monitoring:

Surrancy, Rachelle (Principal)

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #3

Attendance Review Committee Meetings

Person Monitoring:

Marques, Sonia (Assistant Principal)

By When/Frequency:

by September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Convene bi-weekly ARC meetings to meet with the parent/guardian of students who accumulate 10 or more unexcused absences to review attendance and ensure proper interventions occur in preparation for identification for truancy.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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 <https://avocadoelementary.com/title-i/>.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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 <https://avocadoelementary.com/title-i/> once it is approved.

Plans to Strengthen the Academic Program

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. (ESEA Section 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 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 Patrol club and AES News Crew, both contingent on academic and behavioral achievements.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Avocado Elementary's MTSS/Rtl 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

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.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 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, and a transition meeting designed for parents.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00