Auburndale Elementary School

2016-17 Schoolwide Improvement Plan

Auburndale Elementary School

3255 SW 6TH ST, Miami, FL 33135

http://auburndale.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Auburndale Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

In our infinite pursuit of excellence, Auburndale Elementary Community School provides its students with a well-rounded educational experience, which will enable them to reach their highest potential and become the effective leaders of our future global community.

b. Provide the school's vision statement.

At Auburndale Elementary Community School we envision our students receiving a state- of- the- art educational experience, which will nurture and encourage them to become effective information managers, creative and complex thinkers and ultimately life-long learners.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school regularly reviews the school demographics and provides bilingual translation services in English and Spanish to parents and the community, as needed. The school regularly communicates in English and Spanish in Blackboard NTI Connect-ED messages and through bilingual English/ Spanish written communications. The school celebrates students' cultures through Hispanic Heritage Month and Black History Month activities.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The school creates a "Safe Zone" environment through appropriate placement of supervisory staff throughout the campus and through the enforcement of District security recommendations. The faculty and staff are made aware of the District School Board policies regarding ethical behavior. The school counselor provides proactive counseling for mutually respectful behavior among student peers. The counselor is available before- during- and after-school to provide counseling to students and parents with specific concerns. The school participates in Values Matter Miami lessons provided by the counselor and facilitated by teachers in order to bring the Superintendents' vision to fruition.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

The Principal with the Leadership Team establish clear school-wide expectations for behavior and define the protocols for maintaining students engaged during instructional time. The Principal and the Administrative Team supervise the established protocols to ensure that the system is fairly and consistently enforced.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The Principal, the Administrative Team and the Leadership Team meet regularly to determine which students may need to be brought into the Response to Intervention (RtI) process during which students' progress is monitored carefully according to State and District protocols. The counselor

provides group and individual counseling to meet the social and emotional needs of learners. Mentoring is provided both formally by faculty and staff through sponsorship of service programs like: Future Educators of America and Safety Patrols.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	4	12	6	11	7	0	0	0	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	18	23	13	9	5	0	0	0	0	0	0	0	68
Level 1 on statewide assessment	1	25	57	16	68	77	0	0	0	0	0	0	0	244
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	16	38	16	44	52	0	0	0	0	0	0	0	166

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The school is providing pro-active counseling to students and parents with attendance below 90 percent. The school also monitors truancy through the iattend program. The school provides alternatives to suspension for infractions to the Student Code of Conduct. The school provides District-mandated alternatives to third grade retention and supports student academically through the IA class. The school regularly schedules data-driven interventions through teacher-led small groups during daily instruction in reading and math to those students who scored at Level 1 in Reading and/ or Math. Interventions are offered to all students that scored a Level 1 or 2 on the FSA ELA assessment and to students that scored below the 40th percentile on the SESAT or SAT-10 Reading assessment.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

N/A (see Title I PIP)

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school nurtures partnership with the Kiwanis of Little Havana, Baptist Hospital Urgent Care of Coral Gables, the Shenandoah Branch Library of the Miami-Dade County Public Library System, Winn Dixie, the Parent Academy, The Miami-Dade County Neighborhood Enhancement Team (NET), City of Miami Police Department, Miami Marlins, as well as others.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Marti, Ania	Principal
de Posada, Dorothy	Assistant Principal
Fernandez, Michelle	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The MTSS/RtI Leadership Team will monitor and adjust the school's academic and behavioral goals through
data gathering and data analysis. They will also monitor the fidelity of the delivery of instruction and intervention as well as provide varying levels of support and interventions to students based on data.

The Principal, Ania Marti and/or Assistant Principals, Michelle Fernandez or Dorothy Deposada, facilitate all MTSS/RtI meetings.

The Counselor, Yolanda Perez, provides appropriate services to students and their families and provides referral services.

The SPED Chairperson, Maria Gonzalez, monitors and provides support to students and parents and facilitates the development of the IEP.

The School Social Worker, Jody Schenk, meets with parents to gather social histories and provide support to student and family.

The School Psychologist, Karen Zambrano, participates in collecting, interpreting and analyzing data and facilitates in the development of intervention plans and the monitoring of intervention.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS/RtI Team meets monthly to identify barriers which impede student achievement and to develop strategies and resources to ensure student academic and social improvement. The effectiveness and fidelity of enrichment and intervention programs are analyzed and modifications are made accordingly. Data from state, district and school assessments is also analyzed to determine effectivness of the core instruction, identify areas which need improvement and students who are at risk of not meeting grade level expectations and/or target benchmarks. Based on the needs identified from the data gathered, the team develops plans for providing professional development and determines what supplemental resources are needed to aide students in achieving mastery. The team addresses the effectiveness of core instruction as well as the response of individual students at each Tier as follows:

Tier 1- The MTSS Leadership Team utilizes the Tier 1 Problem Solving process to set Tier 2 goals, and monitors academic and behavioral data to evaluate progress towards those set goals at least 3 times a year by:
• Utilizing the four step problem solving model as a basis for setting goals, planning and program evaluating during all team member meetings with the focus on student achievement and /or behavioral success
• Deciding on what measures will be used to determine expected levels of progress towards proficiency
• Responding when students are not showing a positive response towards expected levels of growth
• Responding when students are demonstrating a positive response or have met proficiency levels by providing enrichment
• Gathering and analyzing data at all Tiers to determine professional development needs for teachers
• Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 interventions
Tier 2- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly to:
• Review OPM data for intervention groups to evaluate group and individual student progress
• Response Support interventions where there is not an overall positive group
• Response Select students (see SST guidelines) for SST Tier 3 intervention

Periodically the team evaluates the SIP efforts and dictates strategies for the next year's SIP. Trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts. While the SIP plan does not focus on the primary grades, the MTSS/RtI Leadership Team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement. Input from the primary teachers is solicited and considered when developing strategies and identifying resources.

The principal will cultivate the vision for the coordination of the MTSS/RtI implementation by being an active participant in all MTSS/RtI Leadership Team meetings and activities. The principal will also build a school culture that supports and promotes data-based decision-making.

The Assistant Principal ensures that the MTSS/RtI Leadership team is fulfilling its functions and monitors the academic progress of students that are receiving interventions.

The Reading, Math and Science Liaisons model effective instructional practices through lesson studies or Professional Learning Communities, provide professional development, and locate supplemental resources that are aligned to the Florida State Standards.

The Counselor, Psychologist, Social Worker, and Community Involvement Specialists provide support services to parents, teachers, and students throughout the intervention process.

The SPED Chairperson identifies effective strategies for SPED students, monitors student progress, and collaborates with general education teachers to meet the needs of all students.

Title 1: Part A:

Auburndale Elementary will provide additional remediation to students requiring assistance through extended
learning opportunities, i.e. after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. The Administrative Team develops, leads, and evaluates school core content standards/ programs; identifies and
analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs
that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and
delivery of professional development; and provide support for assessment and implementation monitoring.
Other components that are integrated into the school-wide program include an extensive Parental Program;
Supplemental Educational Services; and special supportservices to special needs populations such as
homeless, migrant, and neglected and delinquent students.

Title II:
Auburndale Elementary will use supplemental funds from the district for improving basic education as follows:
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release
time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III:

Auburndale Elementary will use Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students byproviding funds to implement and/or provide:
• Tutorial programs (K-5)
• Reading and supplementary instructional materials (K-5)

Title X-Homeless:

Auburndale Elementary will collaborate with the district's Homeless Assistance Program that seeks to ensure
a successful educational experience for homeless children by collaborating with parents, schools, and the
community.

Supplemental Academic Instruction (SAI):

Auburndale Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its
Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs:

• Anti-Violence Message – Through WLRN-ITV Programming, presented year-round
• In-house Anti-Bullying classroom presentations presented by school counselor and school social worker
• Safety Patrol – School-wide program to promote a safe non-violent environment
• Counselor will implement conflict resolution sessions and document them on a Student Services SCM and promote Values Matter Miami

Nutrition Programs:

• Auburndale Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
• Nutrition education, as per state statute,is taught through physical education.
• The School Food Service Program, school breakfast, school lunch,and after care snacks, follows the
Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Head Start:

Auburndale Elementary encourages parents of students that completed a Head Start program to visit the
school campus so they become familiar with the school atmosphere and learning environment.

Parental Involvement:

Auburndale Elementary will involve parents in the planning and implementation of the Title I Program and
extend an open invitation to our school's parent resource center or parent area in order to inform parents
regarding available programs, their rights under No Child Left Behind and other referral services.
Auburndale Elementary will increase parental engagement/involvement through developing (with on-going
parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan;
scheduling the Title I Annual Meeting;and other documents/activities necessary in order to comply with
dissemination and reporting requirements. We will conduct informal parent surveys to determine specific

needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for
involvement. We will complete Title I Administration Parental Involvement Monthly School Reports and the
Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each
month as documentation of compliance with NCLB Section.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Ania Marti	Principal
Jennifer Worley	Teacher
Ramos, Kerensita	Education Support Employee
Beech, Emily	Teacher
Gonzalez, Jacqueline	Business/Community
Gonzalez, Javier	Teacher
Guergo, Diana	Teacher
Rodriguez, Michael	Teacher
Alvarez, Martha	Teacher
Rodriguez, Yelany	Business/Community
Hernandez, Jimena	Parent
Rebecca Wakefield	Parent
Delgado, Mayli	Parent
Cabrera, Belen	Parent
Tejeda, Juan	Parent
Orama, Luis	Student
Perez, Damaso	Business/Community
Suarez, John	Student
Armas, Alina	Teacher
Rodriguez, Damarys	Education Support Employee
Jimenez, Yamilet	Parent
Gonzalez, Madelaine	Parent
Lopez, Maria	Parent
Carralero, Elba	Parent
Ledesma, Brenda	Parent
Rondon, Nayla	Parent
Aguilar, Jiusmila	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The evaluation of the 2015-2016 School Improvement Plan took place during the May 2016 meeting. Recommendations by EESAC were taken into account in the development of the 2016-2017 School Improvement Plan.

b. Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. The function of EESAC is to bring together stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of school programs. Meetings are scheduled on a monthly basis and recommendation and data findings are shared and discussed. Each grade level made recommendations for the development of the 2016-2017 School Improvement Plan. All suggestions were reviewed and considered.

c. Preparation of the school's annual budget and plan

EESAC will assist in the preparation of the school's annual budget and plan during the November meeting of EESAC.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Currently the school's EESAC budget was approximately $4,242.00. Those funds were allocated for resources to incorporate supplemental text and for technology resources to support learning.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Marti, Ania	Principal
de Posada, Dorothy	Assistant Principal
Fernandez, Michelle	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives this year are to strengthen reading comprehension in literary and informational text through the use of interactive notebooks and technology-embedded activities. We will also continue to focus on text- based evidence and the writing in response to text.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school encourages positive working relationships between teachers including collaborative planning and instruction by setting aside opportunities for common planning in the teacher schedules. The school also provides support for collaborative planning through regular professional learning opportunities offered by District Support Specialists, in-house Reading, Math and Science liaisons and grade level Department Chairs.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Assigning a mentor to new teachers. Providing on-going professional development and support particularly in the areas of classroom management. Offering and encouraging leadership opportunities in an effort to motivate teachers and build their capacity.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

As part of our commitment to retain highly qualified teachers, all newly hired teachers are assigned a mentor by the principal or designee. Mentor teachers are selected for their leadership qualities, professional achievements, and years of experience. Mentors assist novice teachers with instructional practices and strategies, classroom management techniques and data analysis. Mentor teachers and novice teachers schedules are cordinated in a way that will allow for collaborative planning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The school provides professional learning experiences and professional development for its faculty in the implementation of effective data-driven teacher planning that the Florida Standards and their Assessments in Reading, Math, Science and Social Studies.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The data from the Year-at-a-Glance is used to identify historical levels of overall proficiency, as well as strengths and areas for growth in the specific Reporting Categories for reading (grades 3, 4, and 5), writing (grades 4 and 5), math (grades 3, 4 and 5), and science (grade 5).

iReady diagnostic assessment data, iReady progress monitoring data, and Mid-Year data are also analyzed to determine areas of improvement.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,800

Auburndale Elementary offers after school activities that contribute to a well rounded education. The community school program offers courses in drama, art, music, dance, sports and tutoring.

Strategy Rationale

The after-school program provides assistance with home-learning, a regularly scheduled program using iReady, and reading-related arts and crafts.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
de Posada, Dorothy, ddeposada@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Parent surveys are collected and analyzed to determine effectiveness of program. Additionally, the APCE conducts walk-throughs and examines lesson plans to ensure the fidelity and quality of the program.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Overall strategies that Auburndale Elementary School uses to provide support to both incoming and outgoing cohorts of students as they transition from one school level to another are as follows:

--The school participates in feeder pattern articulation meetings to develop a specific plan for articulation.
--Processes are established for communicating the needs of incoming and exiting students for the purpose of instructional planning and the delivery of support services, including post-secondary planning.
--School bulletins are developed describing curriculum, school website information, operating procedures, student activities, expectations for student conduct and parent involvement.
--Course scope and sequences and placement procedures are reviewed to provide continuity in all programs.
--Meetings and school visits are scheduled for students, parents, and teachers with the receiving schools.
--Vertical teaming is practiced to open the lines of communication for teachers to align curriculum.
--Meetings between schools are conducted to include administrators and school counselors to promote programs, such as Magnets, Career and Technical Education (CTE) Programs and support curriculum.
--The school counselor regularly communicates with students and parents to address academic,

personal and social aspects of the students.
--Meetings with parents of students in Special Education Programs (SPED) are scheduled to develop Individual Educational Plan (IEP).
--Individual student progress is monitored to promote placement of students into academically challenging courses.
--Articulation for case management is conducted to ensure teachers and school counselors awareness of students' needs, including academic, personal/social, 504 accommodations, etc.
--Transition meetings are conducted for students involved in non-traditional grade configuration patterns.
--Transition and orientation curricula are implemented in the designated grades.
--Parent support workshops and parent meetings are conducted.
--Required procedures for English language proficiency screening and placement are implemented for students who are new to Miami Dade County Public Schools.
--Home language and/or alternative assessment procedures are used which are appropriate for English Language Learners (ELL) students, in content area courses, to ensure appropriate placement.

Specifically, with regard to the transition from Pre-K to K, Auburndale Elementary offers informational meetings and articulation events to nearby pre-schools and day care sites. Parent Orientation Day is also offered to parents of Pre-Kindergarten and Kindergarten students. Auburndale Elementary School also assesses all students prior to entering Kindergarten. The areas that were assessed were knowledge of English skills. The assessment instruments are the ACCESS 2.0 and The Florida Kindergarten Readiness Screener (FLKRS). These are administered to assess the readiness of each child for Kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) to gather information on a child's development in emergent literacy. Data was used to plan instruction and determine need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. Screening tools will be re-administered mid-year and at the end of the year. Early childhood programs are encouraged to visit our Elementary School. Invitations are sent to neighboring pre-school programs.

To assist students in the Kindergarten to first grade academic transition and continuing the academic transitions through the elementary grades and including the transition from grade 5 to 6, the i-Ready assessment is administered three times per year and student progress is monitored throughout the year. I-Ready remediation and enrichment is provided for reading and mathematics. With regard to ELL students, the ACCESS 2.0 is administered to all current and eligible English Language Learners (ELL) and students are provided with appropriate academic placement. ESOL students receive two or more hours of instruction in English. Levels 1 and 2 are provided with instruction in reading and writing, composition, handwriting, and spelling within the English program in both the ESOL classroom or in the regular classroom. In math, science and social studies, students are scheduled for bi-lingual instruction. ESOL students at Levels 2 through 4 receive instruction in English language development, i.e., vocabulary, listening, and speaking. Instruction in reading is based on the grade level Florida State Assessment Standards for English Language Arts and includes phonemic awareness, phonics, and reading comprehension. Language arts skills in grammar, spelling, and effective writing are monitored and assessed regularly.

To provide assistance to the students' general welfare as they transition from first grade through fifth, transition sessions are conducted with the following strategies:
--Basic school information, e.g., graduation requirements, programs of study;
--Implementing conflict resolution activities;
--Understanding transition issues from the student's and parent's perspective;
--Understanding student's learning styles;
--Acknowledging students early warning signs to avoid future conflicts;
--Identifying student discipline, e.g., positive reinforcement;

--Providing parents with the Student Exhibition dates and expectations;
--Providing a formal forum for open dialogue based on RtI to ensure parental support.

Specifically with regard to the transition from fifth to sixth grade, transition sessions will be implemented by the school counselor as follows:
--Four (4) lesson plans (2 hours/block period) using the Student Personal Reflection Guide.
--Lessons will include: requirements for middle school, organizational skills, confronting/resolving fears and insecurities, and interpersonal and communication skills for dealing with new people and new experiences.
--All lessons incorporate literacy skills, home learning/parent components and accommodations for diverse learners
--All lessons are aligned with the Student Development Framework.

Additionally, transition sessions will be implemented between elementary and middle schools. The sessions will address the areas of educational, personal/social, career/community awareness, and health and wellness.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas then student achievement will improve. `1a`

🔑 G088161

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	49.0
ELA/Reading Gains	51.0
ELA/Reading Lowest 25% Gains	43.0
FSA Mathematics Achievement	51.0
Math Gains	48.0
Math Lowest 25% Gains	40.0
FCAT 2.0 Science Proficiency	42.0

Targeted Barriers to Achieving the Goal `3`

- The need to increase rigor through data driven instruction to facilitate students' depth of knowledge.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Common planning, curriculum updates provided by liaisons, District-provided professional development on Item Specs, Standards, Reporting Categories, and Guiding Essential Questions, District provided Pacing Guides and resources.

Plan to Monitor Progress Toward G1. `8`

Administrative walk-throughs, review of lesson plans, administration and liaisons attendance at grade level meetings.

Person Responsible

Ania Marti

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson plans that fully address the standards and have clear instructional routines and objectives, District data and Florida Standards Assessments (FSA)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =**
Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If core instruction is increased in all content areas then student achievement will improve. [1]

🔑 G088161

G1.B1 The need to increase rigor through data driven instruction to facilitate students' depth of knowledge. [2]

🔑 B234435

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. [4]

🔑 S247189

Strategy Rationale

By utilizing a "backwards planning" model of beginning with the end in mind, teachers will purposely use the tools of their knowledge of state standards and student academic data to strategically plan and implement effective instruction.

Action Step 1 [5]

During grade level meetings the action plan will be discussed.

Person Responsible

Ania Marti

Schedule

On 6/8/2017

Evidence of Completion

Sign-in sheets, agendas

Action Step 2 [5]

Introduce the concept of effective planning with a focus on instructional routines, and objectives.

Person Responsible

Ania Marti

Schedule

On 6/8/2017

Evidence of Completion

Sign-in sheets, exit slips, PD deliverables

Action Step 3 5

Partake in weekly common planning with content area teachers that focuses on instructional routines and objectives.

Person Responsible

Ania Marti

Schedule

On 6/8/2017

Evidence of Completion

Lesson plans that include clear objectives and instructional routines

Action Step 4 5

Administrative walk-throughs to identify observational classrooms and teachers in need of additional supports.

Person Responsible

Ania Marti

Schedule

On 6/8/2017

Evidence of Completion

Walk-through notes, lesson plans

Action Step 5 5

Provide additional support to identified teachers based on specified targets.

Person Responsible

Ania Marti

Schedule

On 6/8/2017

Evidence of Completion

Lesson plans that include clear objectives and instructional routines.

Action Step 6 `5`

Administrative walk-throughs to monitor effectiveness and fidelity of the implementation of instructional routines and objectives.

Person Responsible

Ania Marti

Schedule

On 6/8/2017

Evidence of Completion

Walk-through notes, lesson plans

Action Step 7 `5`

Data Chats to analyze student achievement in order to address the needs of every student and deliver lessons and interventions that will facilitate growth in student achievement.

Person Responsible

Ania Marti

Schedule

Quarterly, from 12/12/2016 to 6/8/2017

Evidence of Completion

Data Charts, iReady Reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrative walk-throughs to monitor effectiveness and fidelity of the implementation of instructional routines and objectives.

Person Responsible

Ania Marti

Schedule

On 6/8/2017

Evidence of Completion

Observations, lesson plans, sign-in sheets, exit slips, training deliverables

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administrative Data Chats held quarterly with teachers to monitor the effectiveness and fidelity of the implementation.

Person Responsible

Ania Marti

Schedule

Quarterly, from 12/12/2016 to 6/8/2017

Evidence of Completion

Data gathered from multiple assessment (iReady)

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administrative walk-throughs to monitor effectiveness and fidelity of the implementation of instructional routines and objectives.

Person Responsible

Ania Marti

Schedule

On 6/8/2017

Evidence of Completion

Walk-through notes, lesson plans, student work

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M334826	Administrative walk-throughs, review of lesson plans, administration and liaisons attendance at...	Marti, Ania	8/22/2016	Lesson plans that fully address the standards and have clear instructional routines and objectives, District data and Florida Standards Assessments (FSA)	6/8/2017 weekly
G1.B1.S1.MA1 M334823	Administrative walk-throughs to monitor effectiveness and fidelity of the implementation of...	Marti, Ania	8/22/2016	Walk-through notes, lesson plans, student work	6/8/2017 one-time
G1.B1.S1.MA1 M334824	Administrative walk-throughs to monitor effectiveness and fidelity of the implementation of...	Marti, Ania	8/22/2016	Observations, lesson plans, sign-in sheets, exit slips, training deliverables	6/8/2017 one-time
G1.B1.S1.MA3 M334825	Administrative Data Chats held quarterly with teachers to monitor the effectiveness and fidelity of...	Marti, Ania	12/12/2016	Data gathered from multiple assessment (iReady)	6/8/2017 quarterly
G1.B1.S1.A1 A321690	During grade level meetings the action plan will be discussed.	Marti, Ania	8/22/2016	Sign-in sheets, agendas	6/8/2017 one-time
G1.B1.S1.A2 A321691	Introduce the concept of effective planning with a focus on instructional routines, and objectives.	Marti, Ania	8/22/2016	Sign-in sheets, exit slips, PD deliverables	6/8/2017 one-time
G1.B1.S1.A3 A321692	Partake in weekly common planning with content area teachers that focuses on instructional routines...	Marti, Ania	8/22/2016	Lesson plans that include clear objectives and instructional routines	6/8/2017 one-time
G1.B1.S1.A4 A321693	Administrative walk-throughs to identify observational classrooms and teachers in need of...	Marti, Ania	8/22/2016	Walk-through notes, lesson plans	6/8/2017 one-time
G1.B1.S1.A5 A321694	Provide additional support to identified teachers based on specified targets.	Marti, Ania	8/22/2016	Lesson plans that include clear objectives and instructional routines.	6/8/2017 one-time
G1.B1.S1.A6 A321695	Administrative walk-throughs to monitor effectiveness and fidelity of the implementation of...	Marti, Ania	8/22/2016	Walk-through notes, lesson plans	6/8/2017 one-time
G1.B1.S1.A7 A321696	Data Chats to analyze student achievement in order to address the needs of every student and...	Marti, Ania	12/12/2016	Data Charts, iReady Reports	6/8/2017 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 The need to increase rigor through data driven instruction to facilitate students' depth of knowledge.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Introduce the concept of effective planning with a focus on instructional routines, and objectives.

Facilitator

District Support Specialists

Participants

Faculty

Schedule

On 6/8/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	During grade level meetings the action plan will be discussed.	$0.00
2	G1.B1.S1.A2	Introduce the concept of effective planning with a focus on instructional routines, and objectives.	$0.00
3	G1.B1.S1.A3	Partake in weekly common planning with content area teachers that focuses on instructional routines and objectives.	$0.00
4	G1.B1.S1.A4	Administrative walk-throughs to identify observational classrooms and teachers in need of additional supports.	$0.00
5	G1.B1.S1.A5	Provide additional support to identified teachers based on specified targets.	$0.00
6	G1.B1.S1.A6	Administrative walk-throughs to monitor effectiveness and fidelity of the implementation of instructional routines and objectives.	$0.00
7	G1.B1.S1.A7	Data Chats to analyze student achievement in order to address the needs of every student and deliver lessons and interventions that will facilitate growth in student achievement.	$0.00
		Total:	**$0.00**