

Miami-Dade County Public Schools

Avocado Elementary School



2017-18 Schoolwide Improvement Plan

Avocado Elementary School

16969 SW 294TH ST, Homestead, FL 33030

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-3	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	D	D*	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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Avocado Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

Avocado Elementary School unites the community and the school by instilling the value of education and lifelong learning and by engaging the community resources to develop responsible, productive members of society.

2. School Environment

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

The demographics of Avocado's teachers and students lend itself to diverse ethnicities. Various activities are held through the year that allows teachers and students to learn that all people are the same but have different traditions. The school participates in Hispanic Heritage Month Celebrations which allows students to learn about other cultures and their own. The school also celebrates Black History Month, Women's Month, and other important days that share the cultures of others. This practice has shown students and teachers how important it is to have different kinds of flowers in a garden, or to have different kinds of vegetables in a salad.

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

Avocado Elementary School creates an environment where all students feel safe and respected. The school employs two security personnel (one full-time and one part-time). Avocado Elementary is a closed campus and there is limited access to the school while school is in session and afterschool while students are present. All access points around the perimeter of the school remain locked with the exception of the main entrance. The school's parking lot and students' common areas are constantly monitored by security personnel. School guests have to report to the main office and wear visitor's passes and all vendors cleared by MDCPS must wear an ID badge. Only parents or names found on contact cards are allowed to sign out students. Teacher use buddy system to send students to the office throughout the school day. Students routinely participate in safety drills, such as Code Red/Yellow, fire and tornado drills.

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.

Most times, behavioral problems are connected to other issues that students are encountering, like poor academic performance. To alleviate these problems, Avocado ES strives to ensure that all students thrive academically and behaviorally in a positive learning environment. The following steps are taken:

Avocado Elementary participates in three different programs that encourage model student behavior. Our "Avocado of the Month" program highlights students based on character traits and coincides with the Districts "Values Matter" program. Teachers nominate one student from their home room class each month that best represents the character value of that month. Students are recognized on the televised morning announcements, receive a certificate, a pencil, and get their picture on a bulletin board outside the main office for an entire month. One nominated student will be picked by a member of the leadership team to represent Avocado Elementary for the Districts "Values Matter" program. "Caught Being Good" is a school wide behavior management program where students can earn tickets from faculty and staff for demonstrating model student behavior. At the end of each month those students who have earned 25 tickets are recognized on the televised morning announcements and get to pick a prize from the Counselor's treasure box. The school also participates in the City of Miami Police Department's "Do The Right Thing" program. Teachers nominate students who exhibit exemplary behavior on a daily basis. Once a month, Officer Do Right will bring Happy Meals to all nominees and present them with awards such as bumper sticker, a T-shirt, a coupon for a free pizza and a certificate of recognition. In addition a photo of these students will be taken and placed on the bulletin board outside of the main office for everyone to see. Special area teachers are also able to nominate students who follow the rules.

Students who continue to break the rules and are continuously sent to the office are counseled by one of the members of the leadership team or the school social worker. Strategies are shared with the child's teacher to promote positive student behavior. At Avocado Elementary School, we follow the Progressive Discipline Plan, using incremental interventions, whenever possible, to address inappropriate behavior with the ultimate goal of helping students learn from their mistakes and reduce recurrences of the infraction. Every reasonable effort is made to correct student behavior through guidance interventions and school-based resources.

Students who do not exhibit appropriate behavior are not invited to attend field trips with the rest of their classmates. They are also not included in special activities, such as programs or school wide events. Activities outside of the daily instruction are privileges. Students need to earn these special activities by demonstrating acceptable behavior. Students are given the chance to turn their behavior around and earn back privileges and special events.

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.

Many students encounter social-emotional disturbances as they grow up. Therefore, it behooves all stakeholders to ensure that students are brought up in a community filled with care and trust. Avocado Elementary School ensures that the social-emotional needs of all students are met. The Student Services Program assist students in their educational, personal and social development. Individual and groups counseling services are available to students who are referred by teachers or parents.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Based on the Early Warning System Indicators Report, the data indicates students whose attendance was below 90%:

0 in Kindergarten
0 in First Grade
0 in Second Grade
0 in Third Grade

Based on the Early Warning System Indicators Report, the data indicates zero (0) students were suspended in or out of school.

Based on the Early Warning System Indicators Report, the data indicates students who failed ELA or Math as follows:

5 in Kindergarten
12 in First Grade
5 in Second Grade
10 in Third Grade

Based on the Early Warning System Indicators Report, the data indicates students who scored a Level 1 in ELA or Math as follows:

5 in Kindergarten
25 in First Grade
14 in Second Grade
26 in Third Grade

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	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	12	5	10	0	0	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	5	25	14	26	0	0	0	0	0	0	0	0	0	70

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	6	15	13	13	0	0	0	0	0	0	0	0	0	47

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

Our school currently monitors school attendance by reviewing the daily attendance bulletin. The Community Involvement Specialist contacts the parents whose children are absent frequently. Parents are informed of the importance of daily attendance regardless of the grade level.

Avocado Elementary participates in three different programs that encourage model student behavior. Our "Avocado of the Month" program highlights students based on character traits and coincides with the Districts "Values Matter" program. Teachers nominate one student from their home room class

each month that best represents the character value of that month. Students are recognized on the televised morning announcements, receive a certificate, a pencil, and get their picture on a bulletin board outside the main office for an entire month. One nominated student will be picked by a member of the leadership team to represent Avocado Elementary for the Districts "Values Matter" program. "Caught Being Good" is a school wide behavior management program where students can earn tickets from faculty and staff for demonstrating model student behavior. At the end of each month those students who have earned 25 tickets are recognized on the televised morning announcements and get to pick a prize from the Counselor's treasure box. The school also participates in the City of Miami Police Department's "Do The Right Thing" program. Teachers nominate students who exhibit exemplary behavior on a daily basis. Once a month, Officer Do Right will bring Happy Meals to all nominees and present them with awards such as bumper sticker, a T-shirt, a coupon for a free pizza and a certificate of recognition. In addition a photo of these students will be taken and placed on the bulletin board outside of the main office for everyone to see. Special area teachers are also able to nominate students who follow the rules. .

To effectively reduce outdoor suspensions at Avocado Elementary School, we follow the Progressive Discipline Plan, using incremental interventions, whenever possible, to address inappropriate behavior with the ultimate goal of helping students learn from their mistakes and reduce recurrences of the infraction. Every reasonable effort is made to correct student behavior through guidance interventions and school-based resources.

Avocado Elementary is a Tier 1 Watch school. Hence, our master schedule was built with an additional 30 minute of daily intervention in Reading across all grade levels. The intervention is in addition to the 90 minute Reading block. All students are grouped according to the i-Ready Diagnostic Assessment and placed in either Saxon, Foundational Skills or Accessing Complex Text. Funds are provided by Title I to supplement the cost of a Reading Interventionist who is able to serve 4 groups. Students in Tier 2 are placed in Instructional Groups and monitored through Growth Monitoring every 21 days. Data is disaggregated and students are regrouped as needed.

Avocado Elementary applied for the Title III ELL Tutoring Academy. The after school tutoring program is offered to all eligible ELL students twice a week for one hour of Reading instruction to build vocabulary and comprehension skills.

Avocado Elementary also offers the Intensive Acceleration course to students in grade 3 who scored in the lowest 25% on the FSA ELA and were retained in 3rd grade and to students who scored below the 50th percentile on the 2nd grade SAT-10 Reading.

Avocado Elementary provides access to computer labs before, during, and after school. Students are afforded the opportunity to access and complete i-Ready Reading and/or Math sessions.

Avocado Elementary teachers implement 30 minutes of daily Differentiated Instruction within the 90 minute Reading block implementing Tier 2 Wonders or I-Ready Teacher Toolbox intervention resources.

Avocado Elementary also implements Differentiated Instruction within the 60 minute Math block. Remediation is provided based on data from the Topic Assessments and resources from the i-Ready Teacher Toolbox are utilized to remediate the deficiencies. Mini Assessments (Secondary Standard) are administered after each secondary standard is addressed.

An ETO CSS provides support in Reading and Math to build the capacity of the teachers.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Avocado Elementary continuously works at building positive relationships with parents and families. We provide opportunities throughout the year in the form of Title I meetings where information about services are discussed as well as the Parent Compact is reviewed. In addition parents are informed that the school's CIS is available every day to assist them with any concerns. Finally, parents are informed of meeting and activities held throughout the year to encourage involvement.

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.

Our school maintains and communicates a purpose and direction at all levels to ensure continuous improvement process that is based on data, goals, actions, and measures of growth in teaching and learning.

Avocado cultivates involvement and input from stakeholders, including our community partners via school site hosted events/activities. An open invitation of our school sponsored events is always extended to our community partners.

We strive to maintain open communication with all stakeholders to ensure that we continue to implement innovative methods for optimal success.

Our Community Involvement Specialist organizes various Parent Workshops with En Familia and PACE throughout the year. The workshops inform parents about the importance of their roles, uniting families and schools, and giving parents a fuller sense of their rights, responsibilities, and the educational opportunities available.

Our school developed a partnership with local businesses such as Texas Roadhouse and BJ's Wholesale Club to promote adult participation in children's education and to maximize the resources available to support learning.

The school's Guidance Counselor also organizes various projects throughout the year for a cause. These events include Toy Drive, Canned Food Drive, etc... Students and parents donate toys, clothing, and/or food to the less fortunate and learn invaluable lessons.

All of these school and community partnership activities/programs provide positive student benefits such as increased student attendance, higher achievement and academic grades, a sense of greater security, fewer behavioral problems, and an increase in positive attitudes about school and home learning.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Surrancy, Dr. Rachelle A.	Principal
Lewars, Maureen	Instructional Coach
Ellison, Brandy	School Counselor
Nelson, Sonya	Teacher, K-12
Lima, Yesenia	Teacher, ESE
Balmaseda, Robert	Teacher, K-12
Washington, Leslie	Teacher, K-12
Brown, Alphonso	Instructional Technology
Carballo-McBath, Victoria	Assistant Principal
Ismail, JoAnna	Attendance/Social Work

b. Duties

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

Tier 1(Leadership Team)

Jacqua Little, Principal

Facilitates and conducts meetings by providing current data and support 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.

Victoria Carballo-McBath, Assistant Principal

Assists with working with the leadership team to ensure commitment to the goals set forth at the meetings. Along with the principal and teachers, she works on building staff support, internal capacity, and sustainability over time. The assistant principal also assists with monitoring the curriculum on a continuous basis.

General Education Teachers

Provide instructional information, collects student data, delivers Tier I instruction, and collaborates with the Leadership Team to implement Tier 2/3 interventions.

Yesenia Lima, SPED Chair:

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

Robert Balmaseda, ELL Chair:

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

Maureen Lewars, ETO Transformation Coach:

Provides support in reading. Shares current data gathered at meetings and professional development

activities geared towards student progress, interventions and data driven results. Facilitates collaborative planning sessions and supports teachers through the coaching cycle.

Sonya Nelson, Mathematics Liaison:

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

Leslie Rolle-Washington, Science Liaison:

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

Alphonso Brown, Instructional Technology Support:

Manages that all the technology is working properly.

Brandy Ellison, JoAnna Ismail, Yesenia Joyas, Student Services:

Provides quality services and expertise on intervention with at-risk students. In addition, the school social worker continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans and provides support for intervention with fidelity and documentation. Provides counseling for students that are in jeopardy of not doing well.

Tier 2

The Assistant Principal, Reading Coach, School Social Worker, Counselor, and School Psychologist will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The Assistant Principal, Classroom Teacher, School Psychologist, Counselor, and Parent/Guardian make up the Tier 3 SST Problem Solving Team.

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.

Data-based problem-solving processes

The MTSS Leadership Team will use the Tier 1 Problem Solving process to set Tier 1 goals. They will also monitor academic and behavioral data to evaluate progress towards those goals at least three times a year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring for all interventions and analyze that data using the Tier 2 problem solving process after each assessment.

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:

1. Review WonderWorks data for intervention groups to evaluate group and individual student response
2. Support interventions where there is not an overall positive group response.
3. Select students for SST Tier 3 intervention

The School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately every 4-6 weeks) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years 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 (untested) grades, the MTSS 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.

Title I, Part A

Avocado Elementary School is a Tier 1 Watch school; therefore, students receive an additional 30 minute daily remediation in Reading. Additionally, we offer extended learning opportunities by offering before or after-school tutoring programs and computer labs. Support services are provided to students. Curriculum Coaches and/or leaders develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with region 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 at Avocado Elementary School include an extensive Parental Program and Special Support Services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Education of Migratory Children

Avocado Elementary School provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school) by the Title I, Part C, Migrant Education Program.

Title I, Part D- Neglected and Delinquent: NA

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-3)
- parent outreach activities (K-3)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-3)
- reading and supplementary instructional materials (K-3)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2017-2018 school year and should the FLDOE approve the application.

Title VI, Part B- 21st Century Community Learning Centers: NA

Title X- Homeless Education Program

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. The Homeless Education Program at Avocado Elementary seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The District Homeless Education Program assists Avocado Elementary with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

Project Upstart provides tutoring and counseling to selected homeless shelters in the community. The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

The Safe and Drug-Free Schools Program at Avocado Elementary addresses violence and drug

prevention and intervention services for students through curriculum implemented by classroom teachers.

Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Avocado Elementary School that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level.

Nutrition Programs

1) Avocado Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through Physical Education.

3) The School Food Service Program, school breakfast, school lunch, and snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education- N/A

Career and Technical Education- N/A

Job Training- N/A

Other

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.

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.

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.

Complete Title I Administration Parental Involvement Monthly School Report (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mayda Lugo	Teacher
Maureen Lewars	Teacher
Pamela Montgomery	Teacher
Iris Rios	Education Support Employee
Gerri Emkey	Teacher
Victoria Carballo-McBath	Principal
Brandy Ellison	Teacher
Edward Drinks	Teacher
Sondra Nottage	Teacher
Jonathan Linares	Student
Sandra Jaïtt	Parent
Karla Bermudez	Parent
Silvia Garcia	Parent
Elizabeth Hernandez	Parent
Juana Rodriguez	Parent
Jacquelin Peraza	Teacher
Jacqua Little	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Implementation of the SIP strategies/data was reviewed and/or approved during each meeting.
Reviewed End of Year feedback and planned for adjustments to goal area strategies as needed.

b. Development of this school improvement plan

The School Advisory Council met to evaluate school performance data, develop and approve the School Improvement Plan as well as the annual budget.

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

The School Advisory Council met, reviewed the budget and aligned it to the SIP. Our plan is to allocate \$1200.00 to purchase supplemental resources for intervention.

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

Caught Being Good- \$313.82
FSA- \$600.00
End of Year- \$600.00

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
Lewars, Maureen	Instructional Coach
Surrancy, Dr. Rachelle A.	Principal
Ellison, Brandy	School Counselor
Nelson, Sonya	Teacher, K-12
Carballo-McBath, Victoria	Assistant Principal
Nimmer, Rebecca	Teacher, K-12

b. Duties

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

The Literacy Leadership Team will create a reading goal, specific objectives and strategies in the School Improvement Plan that will increase reading achievement. The LLT will participate in the analysis of student data and interpret various reports that drive instructional implications across the curriculum.

The LLT will encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Racing to Read, Accelerated Reader, i-Ready, Imagine Learning, and reading contests.

The Reading Coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the Florida Standards.

The LLT will work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

During faculty meetings teachers are encouraged to participate/engage in professional dialogue with their colleagues; share ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom issues. Teachers work together to develop shared technical knowledge and discover common solutions to challenging problems.

The Administrative Team also participates weekly departmental collaborative planning and monthly grade level sessions to facilitate the planning process. The complexities introduced by the new standards are challenging; therefore, working collaboratively increases ownership, accountability, and encourages equitable contributions.

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

New teachers are assigned to the Professional Growth Team (PGT).

Assistant Principal meets with new teachers on a regular basis.

New teachers are assigned Mentor Teachers.

Professional Development is offered and teachers are encouraged to participate.

The Administrative Team holds a yearly orientation meeting to welcome new teachers/current teachers and have the opportunity to introduce and review school procedures and policies.

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

Mentors are National Board Certified, MINT Certified, and/or various leadership roles at the school. The mentees are assisted with planning and instruction.

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 District has created an Instructional Pacing Guide that enables teachers to easily access classroom activities that are aligned to the Florida Standards. By following the Pacing Guide, all stakeholders are assured that all standards being tested have been covered.

The District also includes links to resources within the Pacing Guide such as Digital Correlations, FSA Test Design Summary, Item Specifications, Standards-Based Planning Cards, Instructional Frameworks, SPADE Instructional Procedures, Task Cards, Collaborative Planning Protocol, and access to FSA Assessments.

All teachers have access to Math, Reading and Science Infographic, the one-stop shop for all resources and to the Science Folder that includes lesson plans for Kinder to Second grade, Planning Cards for Third grade, and essential labs for all grade levels.

The school is implementing Saxon, a phonics-based intervention program targeted for students who are identified as working below grade level.

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.

Our school has developed a schoolwide data system. Data is accessed, analyzed, and used for decision making about student learning and resource allocation, if applicable.

After the administration of HM End of Unit Assessments or Topic Assessments, teachers review the data and use it to create and plan for their Differentiated Instruction groups. Teachers are asked to

complete and submit an Ongoing Progress Monitoring (OPM) spreadsheet that includes the data for his/her students.

After each iReady Assessment is administered, data chats are scheduled with each teacher. The data is analyzed and used to identify students' strengths and weaknesses in Reading and Math. Reading Intervention groups are reviewed and changes to the rosters are made, if applicable.

Students are also involved in this ongoing process that provides them with specific and timely feedback about their learning.

Our school will also review and monitor i-Ready, Imagine Learning, and AR usage reports on a monthly basis.

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: 2,400

Avocado Elementary School provides an after school tutoring program that serves our ELL student population in order to reinforce reading comprehension development.

Strategy Rationale

Our data indicates 16%(32) of ELL students scored at the Proficiency Level in 2017. Therefore, our data reflects a need to increase reading comprehension development.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carballo-McBath, Victoria, vcarballo@dadeschools.net

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

The afterschool tutoring teachers will take attendance daily and submit it to administration. Administration will identify students who are part of the after school tutoring program and cross-reference the students with various data sources in order to track and monitor their academic progress and ensure students are making adequate progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

At Avocado Elementary School, "Transition to Kindergarten" packets are provided to all neighborhood day cares and pre-kindergarten centers for distribution to all parents of incoming Kindergarten students. A transition to Kindergarten meetings was held on May 18, 2017 in order to inform parents of what to expect when their child(ren) are in Kindergarten.

In addition, all incoming Kindergarteners are assessed using Star Early Literacy and i-Ready Reading and Mathematics. Data collected from these assessments will be used to plan instructional and intervention programs. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by screening data. On-going progress monitoring assessments (classroom/unit assessments) will be used to determine student progress and learning gains and modify instruction as needed.

Transition to 4th Grade (middle school) Articulation Meetings are scheduled in April. Student Services personnel from feeder pattern schools are invited to share the logistical, social, and academic aspects of change in middle school. A parent night is also hosted at the receiving school in order to inform parents of what to expect when their child(ren) attend middle school. Parents are encouraged to accompany their child on school tours and orientations that is offered by the receiving schools. Additionally, parents and students are encouraged to explore the school's web site and search for announcements, schedules, and/or upcoming events.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

N/A

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" 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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If effective core instruction and student engagement improves in all content areas then there will be an increase in student achievement.

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 effective core instruction and student engagement improves in all content areas then there will be an increase in student achievement. 1a

G096858

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ED	
AMO Reading - ELL	
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - ED	

Targeted Barriers to Achieving the Goal 3

- The teachers utilize technology at the substitution versus augmentation level of the SAMR Model to enhance instruction and learning.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers, Reading Coach, HMH Wonders/WonderWorks, Saxon, Accelerated Reader, Imagine Learning, Classroom Based Assessments, Progress Monitoring Assessments, Performance Data Reports, Data Debriefing/Chats, Daily Classroom Walkthroughs, Scheduled Intervention Time ,3 Computer Labs, Technology infusion in classrooms, 75 laptops, ELL support, grade level chairs, PD Liaison, Counselor, and PTA .

Plan to Monitor Progress Toward G1. 8

Administration will monitor the implementation of the Action Plan Steps by conducting classroom walk-throughs, conducting Leadership Team meetings, attending grade level meetings and reviewing lesson plans.

Person Responsible

Dr. Rachelle A. Surrancy

Schedule

Monthly, from 10/3/2017 to 6/6/2018

Evidence of Completion

Leadership Meeting Minutes, Grade Level Meeting Minutes, Walk-through Notes, Lesson Plans

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

 = Problem Solving Step  S123456 = Quick Key

G1. If effective core instruction and student engagement improves in all content areas then there will be an increase in student achievement. 1

G096858

G1.B1 The teachers utilize technology at the substitution versus augmentation level of the SAMR Model to enhance instruction and learning. 2

B260561

G1.B1.S1 Collaborative vertical planning in Reading and Math will be conducted to improve instructional delivery and engagement through the integration of technology at the augmentation or modification level of the SAMR Model. 4

S275956

Strategy Rationale

This strategy will provide multiple avenues to meet the needs of the students and teachers.

Action Step 1 5

Provide professional development in SAMR during the Opening of School meeting to provide staff with an introduction to the SAMR Model.

Person Responsible

Victoria Carballo-McBath

Schedule

On 8/18/2017

Evidence of Completion

Meeting Agenda, Sign-in Sheet, Handout

Action Step 2 5

Provide additional professional development to assess individual teacher levels within the SAMR Model and to provide strategies to help teachers move up the SAMR Model ladder to enhance instructional delivery and engagement.

Person Responsible

Maureen Lewars

Schedule

On 10/2/2017

Evidence of Completion

Sign-in Sheet, Meeting Agenda, Sway Presentation, Handouts

Action Step 3 5

Provide differentiated sessions, based on the SAMR Model self-assessment, to allow teachers to create lesson plans which integrate technology at a higher level of the SAMR Model within the instructional planning.

Person Responsible

Maureen Lewars

Schedule

On 10/27/2017

Evidence of Completion

Sign-in sheets, Meeting Agenda, PowerPoint Presentation, Lesson Plans

Action Step 4 5

Monthly meetings in Reading and Math will allow teachers to plan additional lessons at a higher level of the SAMR Model.

Person Responsible

Victoria Carballo-Mcbath

Schedule

Monthly, from 10/3/2017 to 6/6/2018

Evidence of Completion

Walkthrough notes, Coaching logs, Sign in Sheets, Lesson Plans

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

Person Responsible**Schedule*****Evidence of Completion***

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

Administration will monitor the implementation of the Action Plan Steps by conducting classroom walk-throughs, conducting Leadership Team meetings, attending grade level meetings.

Person Responsible

Dr. Rachelle A. Surrancy








Schedule

Monthly, from 10/3/2017 to 6/6/2018

Evidence of Completion

Student Performance Data Reports and Utilization Reports.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1  M399432	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A1  A371134	Provide professional development in SAMR during the Opening of School meeting to provide staff with...	Carballo-McBath, Victoria	8/18/2017	Meeting Agenda, Sign-in Sheet, Handout	8/18/2017 one-time
G1.B1.S1.A2  A371135	Provide additional professional development to assess individual teacher levels within the SAMR...	Lewars, Maureen	10/2/2017	Sign-in Sheet, Meeting Agenda, Sway Presentation, Handouts	10/2/2017 one-time
G1.B1.S1.A3  A371136	Provide differentiated sessions, based on the SAMR Model self-assessment, to allow teachers to...	Lewars, Maureen	10/27/2017	Sign-in sheets, Meeting Agenda, PowerPoint Presentation, Lesson Plans	10/27/2017 one-time
G1.MA1  M399439	Administration will monitor the implementation of the Action Plan Steps by conducting classroom...	Surrancy, Dr. Rachelle A.	10/3/2017	Leadership Meeting Minutes, Grade Level Meeting Minutes, Walk-through Notes, Lesson Plans	6/6/2018 monthly
G1.B1.S1.MA1  M399431	Administration will monitor the implementation of the Action Plan Steps by conducting classroom...	Surrancy, Dr. Rachelle A.	10/3/2017	Student Performance Data Reports and Utilization Reports.	6/6/2018 monthly
G1.B1.S1.A4  A371137	Monthly meetings in Reading and Math will allow teachers to plan additional lessons at a higher...	Carballo-McBath, Victoria	10/3/2017	Walkthrough notes, Coaching logs, Sign in Sheets, Lesson Plans	6/6/2018 monthly

V. Professional Development Opportunities

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

G1. If effective core instruction and student engagement improves in all content areas then there will be an increase in student achievement.

G1.B1 The teachers utilize technology at the substitution versus augmentation level of the SAMR Model to enhance instruction and learning.

G1.B1.S1 Collaborative vertical planning in Reading and Math will be conducted to improve instructional delivery and engagement through the integration of technology at the augmentation or modification level of the SAMR Model.

PD Opportunity 1

Provide professional development in SAMR during the Opening of School meeting to provide staff with an introduction to the SAMR Model.

Facilitator

Victoria Carballo-McBath

Participants

Instructional Staff

Schedule

On 8/18/2017

PD Opportunity 2

Provide additional professional development to assess individual teacher levels within the SAMR Model and to provide strategies to help teachers move up the SAMR Model ladder to enhance instructional delivery and engagement.

Facilitator

Victoria Carballo-McBath, Maureen Lewars, Pamela Montgomery

Participants

Faculty

Schedule

On 10/2/2017

PD Opportunity 3

Provide differentiated sessions, based on the SAMR Model self-assessment, to allow teachers to create lesson plans which integrate technology at a higher level of the SAMR Model within the instructional planning.

Facilitator

Victoria Carballo-McBath, Maureen Lewars, Pamela Montgomery

Participants

Faculty

Schedule

On 10/27/2017

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	Provide professional development in SAMR during the Opening of School meeting to provide staff with an introduction to the SAMR Model.	\$0.00
2	G1.B1.S1.A2	Provide additional professional development to assess individual teacher levels within the SAMR Model and to provide strategies to help teachers move up the SAMR Model ladder to enhance instructional delivery and engagement.	\$0.00
3	G1.B1.S1.A3	Provide differentiated sessions, based on the SAMR Model self-assessment, to allow teachers to create lesson plans which integrate technology at a higher level of the SAMR Model within the instructional planning.	\$0.00
4	G1.B1.S1.A4	Monthly meetings in Reading and Math will allow teachers to plan additional lessons at a higher level of the SAMR Model.	\$0.00
Total:			\$0.00