Auburndale Elementary School

leadership

analysis

Florida

college and career

students

mission

family and community involvement

school improvement

ambitious

striving

teaching

achievement

relationships

success

needs assessment

resources

areas of focus

supportive environment

instruction

strategic planning

collaboration

vision

learning

growth

2021-22 Schoolwide Improvement Plan

Table of Contents

Auburndale Elementary School

3255 SW 6TH ST, Miami, FL 33135

http://auburndale.dadeschools.net/

Demographics

Principal: Ania Marti   Start Date for this Principal: 11/16/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (54%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

Table of Contents

Auburndale Elementary School

3255 SW 6TH ST, Miami, FL 33135

http://auburndale.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	82%

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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Marti, Ania	Principal	The school principal develops, implements, and monitors instructional framework that aligns curriculum with state standards She oversees effective instructional practices, and reflects on student learning needs and assessments. She provides effective decision-making based on critical thinking and problem solving techniques, leadership development, effective school management, and communication.
Fernandez, Michelle	Assistant Principal	The school Assistant Principal assists principal in developing, implementing, and monitoring instructional framework that aligns curriculum with state standards She also oversees effective instructional practices, and reflects on student learning needs and assessments. She provides effective decision-making based on critical thinking and problem solving techniques, leadership development, effective school management, and communication.
Betancourt, Madelyn	Reading Coach	The Reading Coach works with teachers/students on standard-based aligned curriculum. She works with teachers to maximize differentiated instruction, and provides training when necessary to ensure quality instruction. She also plans, develops, and manages intervention schedules and implementation. She pulls data reports, to conduct data chats, from multiple sources such as iReady and Performance Matters to analyze data and plan for instruction to meet students needs.
Perodin, Raquel	Teacher, K-12	The Teacher attends professional development in critical areas to train teachers. She forms part of the Leadership Team to give feedback and suggestions at the teacher-level.
Nguyen, Diem	Other	The PD Liaison proposes and manages professional development opportunities for faculty
Perez, Yolanda	School Counselor	The Guidance Counselor works with the administrative team to meet all Kindergarten and 1st grade student needs both academically and socially. She counsels students in critical needs regularly. She is responsible for conducting threat assessments when necessary, refer critical students to Mental Health Therapist, refer critical students, as needed, to outside agencies, and communicate with parents regularly.
Infante, Karen	School Counselor	The guidance counselor work with the administrative team to meet all 2nd through 5th grade student needs both academically and socially. She counsels students in critical needs regularly. She is responsible for conducting threat assessments when necessary, refer critical students to Mental Health Therapist, refer critical students, as needed, to outside agencies, and communicate with parents regularly.

Demographic Information

Principal start date

Monday 11/16/2015, Ania Marti

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

33

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

666

Identify the number of instructional staff who left the school during the 2020-21 school year.

17

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	55	79	94	107	98	108	0	0	0	0	0	0	0	541
Attendance below 90 percent	7	21	23	12	15	27	0	0	0	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	8	14	14	13	0	0	0	0	0	0	0	52
Course failure in Math	0	3	7	12	11	11	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	1	16	48	62	38	42	0	0	0	0	0	0	0	207

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	3	6	14	10	16	0	0	0	0	0	0	0	49

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	1	4	2	7	4	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/3/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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	
Number of students enrolled	82	99	114	112	116	143	0	0	0	0	0	0	0	666
Attendance below 90 percent	20	23	12	16	25	25	0	0	0	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	8	20	14	26	0	0	0	0	0	0	0	79
Course failure in Math	0	9	8	16	10	18	0	0	0	0	0	0	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	12	25	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	24	0	0	0	0	0	0	0	27

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	8	8	16	16	32	0	0	0	0	0	0	0	80

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	3	2	7	4	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				53%	62%	57%	58%	62%	56%
ELA Learning Gains				50%	62%	58%	55%	62%	55%
ELA Lowest 25th Percentile				49%	58%	53%	52%	59%	48%
Math Achievement				62%	69%	63%	58%	69%	62%
Math Learning Gains				61%	66%	62%	55%	64%	59%
Math Lowest 25th Percentile				63%	55%	51%	55%	55%	47%
Science Achievement				53%	55%	53%	43%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	60%	-10%	58%	-8%
Cohort Comparison						
04	2021					
	2019	49%	64%	-15%	58%	-9%
Cohort Comparison		-50%				
05	2021					
	2019	51%	60%	-9%	56%	-5%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	67%	5%	62%	10%
Cohort Comparison						
04	2021					
	2019	51%	69%	-18%	64%	-13%
Cohort Comparison		-72%				
05	2021					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	49%	53%	-4%	53%	-4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used for all grade levels to compile data included District provided platforms and classroom created assessments. iReady was used to measure student Reading and Math performance through Diagnostic Assessments administered three times a year (Fall, Winter, Spring). In addition, iReady also provided opportunities for Growth Monitoring for students receiving interventions between each Diagnostic assessment.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34.5%	39.3%	52.9%
	Economically Disadvantaged	33.3%	37.3%	53.8%
	Students With Disabilities	34.6%	41.7%	46.2%
	English Language Learners	21.9%	24.1%	34.4%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.0%	33.3%	50.6%
	Economically Disadvantaged	25.3%	34.2%	51.3%
	Students With Disabilities	29.6%	37.5%	42.3%
	English Language Learners	24.2%	26.7%	31.3%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.3%	34.0%	47.6%
	Economically Disadvantaged	20.2%	34.5%	42.7%
	Students With Disabilities	12.9%	25.8%	25.8%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.5%	30.1%	50.5%
	Economically Disadvantaged	14.6%	27.0%	46.1%
	Students With Disabilities	6.5%	16.1%	29.0%
	English Language Learners	25.0%	12.5%	N/A

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.4%	53.5%	61.6%
	Economically Disadvantaged	42.7%	53.1%	61.5%
	Students With Disabilities	8.3%	8.3%	36.1%
	English Language Learners	24.4%	28.9%	44.4%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16.5%	42.4%	56.8%
	Economically Disadvantaged	16.8%	42.7%	56.5%
	Students With Disabilities	5.9%	16.7%	39.4%
	English Language Learners	N/A	24.4%	44.4%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.3%	39.4%	51.4%
	Economically Disadvantaged	28.9%	37.1%	48.5%
	Students With Disabilities	5.0%	15.0%	25.0%
	English Language Learners	N/A	N/A	25.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19.4%	35.2%	59.6%
	Economically Disadvantaged	18.8%	35.4%	57.7%
	Students With Disabilities	7.5%	15.4%	35.0%
	English Language Learners	N/A	N/A	44.2%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.5%	36.5%	41.4%
	Economically Disadvantaged	31.3%	34.8%	39.5%
	Students With Disabilities	9.3%	4.8%	9.1%
	English Language Learners	N/A	N/A	20.0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21.9%	31.7%	44.9%
	Economically Disadvantaged	21.1%	28.6%	43.4%
	Students With Disabilities	4.5%	N/A	22.7%
	English Language Learners	N/A	N/A	20.0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	20.0%	N/A
	Economically Disadvantaged	N/A	18.0%	N/A
	Students With Disabilities	N/A	0%	N/A
	English Language Learners	N/A	3.0%	N/A

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	51	74	31	48	52	30				
ELL	51	46	67	48	27	35	24				
HSP	54	50	69	50	28	37	33				
FRL	52	47	69	48	30	39	32				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	44	48	33	47	58	26				
ELL	53	50	49	61	64	63	53				
BLK	15			31							
HSP	54	50	48	63	62	65	53				
FRL	52	49	47	62	60	65	53				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	50	50	35	65	63	14				
ELL	51	52	55	54	53	53	20				
HSP	58	55	55	58	55	55	43				
FRL	56	54	53	58	56	58	41				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Through analyzing the 2019 Data we discovered that across all grade-levels and subgroups, students were deficient in the content area of ELA. Trends indicate that students in the SWD subgroup made greater learning gains than achievement across the content areas. The 2021 Data indicated larger regression in the content area of Math. There was a 13 percentage point regression in Math proficiency as compared to the 2019 FSA Math data (from 62 percent in 2019 to 49 percent in 2021). There were also regressions noted on the content area of Reading in 5th Grade. There was a 9 percentage point regression in ELA proficiency in 5th Grade as compared to the 2019 FSA ELA data (from 55 percent in 2019 to 46 percent in 2021).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The 2019 Data indicated that the greatest need for improvement is in the content area of Reading for all students, particularly within the SWD subgroup.
The 2021 Data indicated the greatest need for improvement in the content area of Math as there was a regression of 13 percentage points in Math proficiency as compared to the 2019 FSA Math data (from 62 percent in 2019 to 49 percent in 2021). There were also regressions noted on the content area of Reading in 5th Grade. There was a 9 percentage point regression in ELA proficiency in 5th Grade as compared to the 2019 FSA ELA data (from 55 percent in 2019 to 46 percent in 2021).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A contributing factor to this need for improvement was the utilization of the Resource (pull-out). It was observed that this method of instruction was geared towards Tier 2 instruction as opposed to explicit Tier 1 grade-level standards-based instruction.
The new action that is being taken to address this need for improvement focuses on the delivery of instruction for students in the SWD subgroup from Resource to Inclusion to provide standards-based instruction to increase student achievement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The 2019 state assessment data indicated that the content area of Science indicated the most improvement with a gain of 10 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors that led to this improvement included after-school tutoring, progress monitoring, essential labs, and a focus on Scientific Inquiry. In addition, new actions were taken in collaboration with District personnel to facilitate professional development and on-going support for the teachers.

What strategies will need to be implemented in order to accelerate learning?

The implementation of various strategies will be needed to accelerate learning. Standards-based delivery will be implemented and monitored to ensure effective Tier 1 instruction. The inclusion model will allow for in depth grade level instruction. In addition, differentiated instruction strategies will be used to meet the needs of all learners. Furthermore, the school will focus on Social Emotional Learning and Managing Accountability Systems to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Collaboration with District personnel, in the area of Reading and Interventions, will be provided to meet the needs of all teachers to ensure content delivery.
In addition, professional development will be delivered by mentor teachers, during planning time to ensure delivery of standards-based teaching, and differentiated instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Weekly grade-level collaboration will take place to plan for differentiated instruction to meet the needs of all learners. Monthly in-house professional learning will be provided based on the needs assessment completed by all stakeholders.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	As a result of 2019 data analysis, it was determined that the area of critical need was in Reading across the grade-levels. Data indicated that ELA Learning Gains decreased five percentage points from 2018.
Measurable Outcome:	The results of the 2019 FSA ELA assessment indicates that 50% of students made Learning Gains. Our 2022 goal is to increase our Learning Gains by eight percentage points to 58%.
Monitoring:	The administrative team and the Reading Coach will attend weekly Common Planning to monitor teachers collaborating to plan for differentiated instruction in the classroom. The administrative team will conduct classroom walkthroughs to determine if differentiated instruction strategies are being utilized in the classroom.
Person responsible for monitoring outcome:	Ania Marti (amarti5@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy being implemented for this Area of Focus will be differentiated instruction during the ninety-minute reading block. Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.
Rationale for Evidence-based Strategy:	Differentiated Instruction will allow for effective teaching that involves providing all students with different avenues to learning in terms through acquiring content, processing, constructing, or making sense of ideas. Developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability will increase student achievement.

Action Steps to Implement

8/31/21-10/11/21 Assessments will be administered to determine student learning gaps for targeted instruction.

Person Responsible	Ania Marti (amarti5@dadeschools.net)

8/31/21-10/11/21 Data will be analyzed on a weekly basis during Common Planning to determine strategies that will be implemented to meet all student needs.

Person Responsible	Ania Marti (amarti5@dadeschools.net)

8/31/21-10/11/21 Teachers will collaborate during meetings to create plans and gather resources and materials to utilize during differentiated instruction.

Person Responsible	Ania Marti (amarti5@dadeschools.net)

8/31/21-10/11/21 Based on data, teachers will use flexible grouping to close the learning gap.

Person Responsible	Ania Marti (amarti5@dadeschools.net)

11/1/21-12/121/21 Teachers will collect data from multiple sources such as Performance Matters and Reading Horizons to determine plan of action to differentiate instruction.

Person Responsible Madelyn Betancourt (mbtorres@dadeschools.net)

11/1/21-12/21/21 Teachers will attend professional development geared towards differentiated instruction to implement efficiently.

Person Responsible Diem Nguyen (dnguyen@dadeschools.net)

01/31/22-04/29/22 Teachers will use Mid-year and iReady data to formulate learning groups to meet all learners' needs.

Person Responsible Michelle Fernandez (mfernandez5@dadeschools.net)

01/31/22-04/29/22 Reading Coach will assist teachers identifying resources and planning for instruction to meet the instructional needs of students during differentiated instruction.

Person Responsible Madelyn Betancourt (mbtorres@dadeschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	As a result of 2019 data analysis, it was determined that the area of critical need was in Reading across the grade-levels. Data indicated that ELA achievement decreased five percentage points from 2018. As a result of 2021 data analysis, 54% of fifth graders scored below Level 3 in the statewide standardized English Language Arts assessment. In addition, as indicated by 2021 Spring iReady AP3 data, 66% of 1st grade students in the ELL subgroup did not score proficient, and 54% of 1st grade students in the ESE subgroup did not score proficient. In 2nd grade 52% of all students did not score proficient. In 3rd grade 64% of students in the ESE subgroup did not score proficient.
Measurable Outcome:	The results of the 2019 and 2021 FSA ELA assessment indicates that 53% of students across all grade levels scored a Level 3 or above. Our 2022 goal is to increase our Achievement by eight percentage points to 61%. In addition, we will increase our fifth grade achievement by seven percentage points to 53%.
Monitoring:	The administrative team will conduct grade-level data chats on a monthly basis to monitor student progress. Walkthroughs will be conducted to capture teacher implementation of standard-aligned instruction. Feedback will be provided to ensure that teachers are understanding the process and support is given as needed.
Person responsible for monitoring outcome:	Ania Marti (amarti5@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy being implemented for the Area of Focus will be standards-aligned instruction. Standards-Aligned Instruction refers to teachers executing lessons based on the standards/learning targets and ensure that all student products and teaching techniques are aligned to the intended standards. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks.
Rationale for Evidence-based Strategy:	Standards-Aligned Instruction will ensure that teachers are executing lessons based on the standards/learning targets. Teachers will deliver planned lessons to guide students through the demands of the standards/learning target. Students will show evidence of mastering the lesson objective through their work samples/tasks.

Action Steps to Implement

8/31/21-10/11/21 Teachers will be participating in District provided Professional Development to implement standards-aligned instruction.

Person Responsible	Ania Marti (amarti5@dadeschools.net)

8/31/21-10/11/21 District provided pacing guides will include implementation to item specifications to ensure rigor in teaching.

Person Responsible	Ania Marti (amarti5@dadeschools.net)

8/31/21-10/11/21 Teachers will plan effective lessons aligning B.E.S.T. standards with the new curriculum.

Person Responsible	Ania Marti (amarti5@dadeschools.net)

8/31/21-10/11/21 Walkthroughs will be conducted to capture teachers implementing student-centered strategies.

| **Person Responsible** | Ania Marti (amarti5@dadeschools.net) |

11/1/21-12/21/21 Teachers will utilize multiple resources available through the Mc-Graw Hill Wonders program to effectively implement standards-based alignment.

| **Person Responsible** | Madelyn Betancourt (mbtorres@dadeschools.net) |

11/1/21-12/21/21 Teachers will analyze data and formulate small groups of students to address areas of weakness based on standards.

| **Person Responsible** | Madelyn Betancourt (mbtorres@dadeschools.net) |

01/31/22-04/29/22 Tutoring will be implemented for students that scored below grade level in iReady AP2.

| **Person Responsible** | Michelle Fernandez (mfernandez5@dadeschools.net) |

01/31/22-04/29/22 ELA Intervention schedules and student groups will be updated based on Mid-Year data.

| **Person Responsible** | Michelle Fernandez (mfernandez5@dadeschools.net) |

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	As a result of data analysis, it was determined that the area of critical need was in Social Emotional Learning. Data indicated that students are in need of strategies to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decision.
Measurable Outcome:	As a result of the Social Emotional Learning implementation, less behavior referrals will be reported. Our 2022 goal is to decrease student referrals, and augment student social emotional support as a proactive approach to student behavior.
Monitoring:	The administrative team will conduct monthly meetings with counselors to plan and implement strategies to manage emotions, establish and maintain positive relationships, and make responsible decisions.
Person responsible for monitoring outcome:	Karen Infante (kareninfante@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy being implemented for the Area of Focus will be Social and Emotional Learning (SEL). Social and Emotional Learning involves the process through which children acquire effective knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Rationale for Evidence-based Strategy:	Students are in need of Social and Emotional Learning (SEL) to process and acquire effective knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Action Steps to Implement

8/31/21-10/11/21 Start With Hello Week will be implemented to create a culture of inclusion and connectedness, and encourage student to reach out to and include those who may be dealing with chronic social isolation.

Person Responsible	Karen Infante (kareninfante@dadeschools.net)

8/31/21-10/11/21 Values Matter curriculum will be implemented to motivate students to engage in the nine core values that will result in character growth for each child.

Person Responsible	Karen Infante (kareninfante@dadeschools.net)

8/31/21-10/11/21 Do the Right Thing Program implementation will help recognize and reward our students for their exemplary behavior, accomplishments, and good deeds through a unique partnership with the City of Miami Police Department and other participating law enforcement agencies in Miami-Dade.

Person Responsible	Yolanda Perez (yabalo@dadeschools.net)

8/31/21-10/11/21 A new system will be implemented school-wide that monitors student needs. The system is titled "Check In Check Out" (CICO) and allows students to formulate connections with adults in the building when exhibiting behaviors that require special attention.

Person Responsible	Karen Infante (kareninfante@dadeschools.net)

11/1/21-12/21/21 Teachers will implement with fidelity the MTSS for Behavior which includes Instruction/ Intervention, Monitoring, and Documentation.

Person Responsible Michelle Fernandez (mfernandez5@dadeschools.net)

11/1/21-12/21/21 Administration will facilitate and secure teachers' commitment to conduct ongoing systemic review of behavior data. Actively lead the MTSS team through data analysis meetings/ instructional implications, and ensure ongoing MTSS team meetings.

Person Responsible Michelle Fernandez (mfernandez5@dadeschools.net)

01/31/22-04/29/22 Teachers will attend Professional Development on managing student behaviors. The training will provide necessary strategies for identifying triggers and deescalating behaviors.

Person Responsible Michelle Fernandez (mfernandez5@dadeschools.net)

01/31/22-04/29/22 Counselor will deliver classroom lessons to educate students on social emotional behavior strategies.

Person Responsible Yolanda Perez (yabalo@dadeschools.net)

#4. Leadership specifically relating to Managing Accountability Systems	
Area of Focus Description and Rationale:	As a result of data analysis, teachers would benefit from accountability systems for the implementation of multiple instructional programs to maximize student potential such as differentiated instruction, interventions, and social emotional learning strategies.
Measurable Outcome:	As a result of managing accountability systems, teachers will effectively understand the expectations of multiple tasks and have the opportunity to receive guidance when needed. Our 2022 goal is to increase teacher motivation through accountability systems.
Monitoring:	The administrative team will conduct monthly meetings with teacher during grade level planning to ensure accountability of multiple instructional programs implemented to effectively impact student outcomes.
Person responsible for monitoring outcome:	Ania Marti (amarti5@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy being implemented for the Area of Focus will be Managing Data Systems and Processes. This area of focus involves setting expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve outcomes for students.
Rationale for Evidence-based Strategy:	Teachers are in need of accountability systems for the implementation of multiple instructional programs to maximize student potential such as differentiated instruction, interventions, and social emotional learning strategies. Managing Data Systems and Processes will allow the Leadership Team to set expectations and practices around the ongoing examination of data to evaluate the effectiveness of instruction to improve outcomes for students.

Action Steps to Implement

8/31/21-10/11/21 The Leadership Team will meet with stakeholders monthly to review data.

Person Responsible	Ania Marti (amarti5@dadeschools.net)

8/31/21-10/11/21 The Leadership Team will recognize teachers on a monthly basis that have implemented effective strategies derived from student data.

Person Responsible	Ania Marti (amarti5@dadeschools.net)

8/31/21-10/11/21 A teacher spotlight bulletin board will be implemented where best practices will be showcased.

Person Responsible	Ania Marti (amarti5@dadeschools.net)

8/31/21-10/11/21 All candidates that are recognized will also be featured on our school's website.

Person Responsible	Ania Marti (amarti5@dadeschools.net)

11/1/21-12/21/21 Observation schedule will be formulated for teachers to gain best practices from recognized colleagues.

Person Responsible	Michelle Fernandez (mfernandez5@dadeschools.net)

11/1/21-12/21/21 Mentor teachers will compile resources to share with colleagues to enhance teaching.

Person Responsible Madelyn Betancourt (mbtorres@dadeschools.net)

01/31/22-04/29/22 Data chats will be conducted reflecting Mid-Year data using PowerBi and iReady AP2 reports. A strategic plan will be formulated to target bubble students to receive additional instruction to further close the learning gap.

Person Responsible Michelle Fernandez (mfernandez5@dadeschools.net)

01/31/22-04/29/22 Data comparison sheets will be updated and shared with teachers to keep track of progress monitoring.

Person Responsible Michelle Fernandez (mfernandez5@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When comparing our school's discipline data to the discipline data across the District we rank low. This is a good indicator of discipline strategies currently in place. The District reported a total of 4% rate of students referrals, and we reported less than 1%. During the upcoming school year we will monitor student overall behavior very closely using strategic planning and specific strategies to address all concerns. These strategies include sending students to the counselor when needed based on teacher observations. If students need further assistance, the counselor will refer the students to the Mental Health Therapist. Once evaluated and treated by the Therapist, outsourced therapies may be necessary and important to address the student need. The District has partnered with several agency we can refer to if necessary. The MTSS team will also create a Behavior Plan when necessary. These are all strategies used to be proactive to mediate students behavior.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The school addresses building a positive school culture and environment by celebrating success of students and staff by emphasizing accomplishments and collaboration. Achievements will be highlighted by nominating students across multiple recognitions such as Do the Right Thing, Values Matter, Student of the Month, On the Roll, and attendance incentives. Staff will be recognized on a monthly basis through a teacher of the month program. In addition, we will be implementing a teacher spotlight bulletin board where best practices will be showcased. All candidates will also be featured on our school's website.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Many stakeholders will contribute to the promotion of a positive culture and environment at the school. Teachers will identify students to nominate for Do the Right Thing, Values Matter, and Student of the Month, and On the Roll. Once the students have been nominated, the counselors will be responsible for providing incentives to recognize their positive choices. Attendance reports will be analyzed monthly by the attendance clerk to highlight the grade-level with the highest average daily attendance rate. This will create a culture of positive competition to incentivize students. Administrators will recognize teachers for ongoing display of best practices within the classroom utilizing a teacher spotlight board. In addition, colleagues will nominate a teacher to be highlighted once a month and receive a Pink Panther Prestigious award.