Avocado Elementary School

2021-22 Schoolwide Improvement Plan

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Avocado Elementary School

16969 SW 294TH ST, Homestead, FL 33030

http://avocado.dadeschools.net/

Demographics

Principal: Rachelle Suranncy A   Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-3
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)	100%
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 Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: A (62%) 2016-17: A (74%)
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.

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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-3	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

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

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Surrancy, Dr. Rachelle A.	Principal	Facilities and conducts meetings by providing current data and supporting documents. The principal provides the leadership team, through a process of problem-solving issues and concerns that arise, an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
Carballo-Mcbath, Victoria	Assistant Principal	Assists with working with the leadership team to ensure commitment to the goals set forth at the meetings. Along with the principal and teachers, she works on building staff support, internal capacity, and sustainability over time. The assistant principal also assists with monitoring the curriculum on a continuous basis.
Lewars, Maureen	Reading Coach	Provides support in reading. Shares current data gathered at meetings and professional development activities geared towards student progress, interventions and data driven results. Facilitates collaborative planning sessions and supports teachers through the coaching cycle.
Ellison, Brandy	School Counselor	Provides quality services and expertise on intervention with at-risk students. In addition, the school counselor 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.
Cavalieri, Maria	Science Coach	Provides support in science for the integration of STEAM. Shares current data gathered at meetings and professional development activities geared towards student progress, interventions and data driven results.
Nelson, Sonya	Math Coach	Provides support in mathematics. Shares current data gathered at meetings and professional development activities geared towards student progress,

Name	Position Title	Job Duties and Responsibilities
		interventions and data driven results.
Balmaseda, Robert	ELL Compliance Specialist	Participate in student data collection, integrates instructional activities for all ELL students, and works together with the general education teachers to collaborate activities.
Chatterton, Claudia	Teacher, K-12	Provide instructional information, collects student data, delivers Tier I instruction, and collaborates with the Leadership Team to implement Tier 2/3 interventions.
Pfrimmer, Kirstie	Teacher, K-12	Provide instructional information, collects student data, delivers Tier I instruction, and collaborates with the Leadership Team to implement Tier 2/3 interventions.
Maeso, Melissa	Teacher, K-12	Provide instructional information, collects student data, delivers Tier I instruction, and collaborates with the Leadership Team to implement Tier 2/3 interventions.

Demographic Information

Principal start date
Wednesday 7/1/2015, Rachelle Suranncy A

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.*
24

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.*
27

Total number of teacher positions allocated to the school
62

Total number of students enrolled at the school
501

Identify the number of instructional staff who left the school during the 2020-21 school year.
1

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	92	113	135	118	0	0	0	0	0	0	0	0	0	458
Attendance below 90 percent	15	24	45	29	0	0	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	7	15	18	0	0	0	0	0	0	0	0	0	40
Course failure in Math	0	6	9	9	0	0	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	26	0	0	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	0	0	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	8	36	63	68	0	0	0	0	0	0	0	0	0	175

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	7	11	21	16	0	0	0	0	0	0	0	0	0	55

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	18	16	17	3	0	0	0	0	0	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/21/2021

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	123	151	146	145	0	0	0	0	0	0	0	0	0	565
Attendance below 90 percent	23	42	39	37	0	0	0	0	0	0	0	0	0	141
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	13	26	16	0	0	0	0	0	0	0	0	0	55
Course failure in Math	0	11	12	13	0	0	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	26	0	0	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	23	0	0	0	0	0	0	0	0	0	23

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	6	18	29	15	0	0	0	0	0	0	0	0	0	68

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	17	16	18	3	0	0	0	0	0	0	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				62%	62%	57%	49%	62%	56%
ELA Learning Gains					62%	58%	80%	62%	55%
ELA Lowest 25th Percentile					58%	53%		59%	48%
Math Achievement				58%	69%	63%	57%	69%	62%
Math Learning Gains					66%	62%	60%	64%	59%
Math Lowest 25th Percentile					55%	51%		55%	47%
Science Achievement					55%	53%		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	47%	60%	-13%	58%	-11%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	67%	-23%	62%	-18%
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Grade Level Data Review - Progress Monitoring Assessments

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

The percentage of students proficiency was compiled using iReady AP1, AP2 and AP3.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31%	34%	54%
	Economically Disadvantaged	31%	34%	54%
	Students With Disabilities	30%	30%	38%
	English Language Learners	15%	23%	49%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	30%	50%
	Economically Disadvantaged	25%	30%	50%
	Students With Disabilities	29%	26%	38%
	English Language Learners	8%	18%	46%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	29%	39%
	Economically Disadvantaged	24%	29%	39%
	Students With Disabilities	18%	16%	29%
	English Language Learners	14%	18%	20%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14%	23%	37%
	Economically Disadvantaged	14%	23%	37%
	Students With Disabilities	11%	18%	25%
	English Language Learners	9%	14%	30%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34%	42.7%	58.1%
	Economically Disadvantaged	32.5%	41.2%	57.9%
	Students With Disabilities	22.6%	27.4%	41.9%
	English Language Learners		15%	30%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13.7%	22.6%	37.9%
	Economically Disadvantaged	10.5%	21.9%	37.7%
	Students With Disabilities	9.7%	14.5%	30.7%
	English Language Learners			20.0%

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	32			31							
ELL	35			36							
BLK	61			48							
HSP	40			38							
FRL	42			37							
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	53			53							
ELL	59			61							
BLK	47			47							
HSP	64			62							
FRL	63			59							
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	39			45							
ELL	42			56							
BLK	45			36							
HSP	47			58							
FRL	49	80		56	60						

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	131
Total Components for the Federal Index	3
Percent Tested	92%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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 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	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	42
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	42
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?

2019 data findings: All ELA subgroups increased by at least 2 percentage points.
2019 data findings: All Math subgroups increased by at least 3 percentage points.
2021 data findings: The 3rd grade FSA/ELA decreased by 17 percentage points.
2021 data findings: The 3rd grade FSA/Math decreased by 20 percentage points.

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

2019 data findings: The majority of our Math subgroups' achievement increased by 4 percentage points. Students with Free and Reduced Lunch made minimal growth increasing by 3 percentage

points. This is a 1% decrease from the other subgroups. 2021 data findings: The overall FSA/Math proficiency decreased by 20 percentage points.

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

Throughout the last three years, we have focused on the implementation of differentiated instruction and intervention for all students. We will enhance these practices while targeting our subgroups in need. We will implement collaborative planning, vertical and horizontal, to improve teacher capacity and ensure the needs of students are met.

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

2019 data findings: All of our ELA subgroups' achievements increased by at least 14 percentage points.

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

We conducted weekly horizontal planning and monthly vertical planning. Administrators attended the collaborative planning session to ensure the alignment of standards-based instructions transferred to the classroom. Quarterly classroom data chats were conducted by the administrative team with a focus on reviewing student work and its alignment to student data and their needs.

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

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions-RTI, and Enrichment.

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.

The PLST will develop a monthly calendar of professional development to include mathematical teaching practices to enhance student learning in the standards-based instruction (August/ 21), aligning resources to the classroom instruction (September/21), using iReady data to create intervention groups in Mathematics (October/21), using OPM data to drive differentiated instruction (November/December/21), making adjustments to groups as data becomes available (2/21) and quarterly data chats with individual feedback (ongoing). Coaching cycles will be implemented individually with teachers to support specific needs (ongoing)

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

Collaborative planning will be scheduled weekly and the Leadership Team will attend to ensure fidelity to the strategies being implemented school-wide that are aligned to the goals.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Based on the data review our school will implement the Targeted Element of Math. As our students with Free and Reduced lunch made minimal growth increasing by 3 percentage points.
Measurable Outcome:	If we successfully target Math then our students with Free and Reduce Lunch will increase by a minimum of 5 percentage points as evidenced by the 2022 State Assessment.
Monitoring:	The Leadership team will conduct quarterly data chats with a focus on reviewing student work and its alignment to student data and their needs. Teacher leaders will conduct weekly horizontal planning and monthly vertical planning to ensure the alignment of instruction to the standards. The teacher leaders will provide a quarterly topic assessment calendar to include dates per assessment for student intervention. The student intervention will be monitored on a monthly basis.
Person responsible for monitoring outcome:	Sonya Nelson (snelson@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Math, our school will focus on the evidence-based strategy of: Standard-Aligned Instruction and Ongoing Progress Monitoring (OPM). Teachers will execute lessons based on the standards targets and ensure that all student products and teaching techniques are aligned to the intended standards. Ongoing Progress Monitoring will be used to evaluate students' academic performance to measure student's rate of improvement or response to instruction and evaluate the effectiveness of instruction.
Rationale for Evidence-based Strategy:	Standard-Aligned Instruction and Ongoing Progress Monitoring will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data become available.

Action Steps to Implement

Teacher leaders will conduct weekly horizontal planning to keep us on target and ensure the alignment of instruction to the standards.

Person Responsible	Sonya Nelson (snelson@dadeschools.net)

Teacher leaders will conduct monthly vertical planning to ensure the alignment of instruction to the standards.

Person Responsible	Sonya Nelson (snelson@dadeschools.net)

The Math coach will provide teachers with a quarterly topic assessment calendar to include dates per assessment in order for them to conduct student differentiated instruction.

Person Responsible	Sonya Nelson (snelson@dadeschools.net)

The Leadership team will conduct quarterly data chats with a focus on reviewing student work and its alignment to student data and their needs.

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

The math coach will review and analyze the reports of the math topic assessments from the Performance Matters testing platform to identify student groupings for differentiated instruction.

Person Responsible   Sonya Nelson (snelson@dadeschools.net)

Students will be provided with student trackers to monitor their math topic assessment progress.

Person Responsible   Sonya Nelson (snelson@dadeschools.net)

Develop a monthly standards-based focus calendar based on data collected from Topic Assessments.

Person Responsible   Sonya Nelson (snelson@dadeschools.net)

Provide weekly math intervention for 3rd grade students to remediate standards based on topic assessment data and pre-test to identify individual student's areas of need.

Person Responsible   Sonya Nelson (snelson@dadeschools.net)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Science. Based on the EWI data Thirty-eight percent of our students demonstrate substantial reading deficiency.
Measurable Outcome:	If we successfully implement the Targeted Element of Science, then our percentage of students presenting substantial reading deficiencies will decrease by 8 percentage points.
Monitoring:	The STEAM liaison will conduct professional development to familiarize the teachers with STEAM best practices. Teachers will meet by grade level to plan quarterly STEAM lessons. Students will participate in STEAM, hands-on, problem-based, and standards-based lessons.
Person responsible for monitoring outcome:	Maria Cavalieri (mcavalieri@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Science, our school will focus on the evidence-based strategy of: Inquiry-Based Learning. The student will be engaged in active learning which involves posing questions, problems, or scenarios rather than presenting facts.
Rationale for Evidence-based Strategy:	Inquiry-based learning will promote critical thinking which will enhance student reading performance.

Action Steps to Implement

The STEAM liaison will conduct professional development to familiarize the teachers with STEAM best practices.

Person Responsible	Maria Cavalieri (mcavalieri@dadeschools.net)

Teachers will meet by grade level weekly to plan quarterly STEAM lessons.

Person Responsible	Maria Cavalieri (mcavalieri@dadeschools.net)

The administration will create a STEAM Day Calendar to implement each grade level's planned STEAM activity.

Person Responsible	Victoria Carballo-Mcbath (vcarballo@dadeschools.net)

The school will conduct a parent STEAM Showcase for students to demonstrate the STEAM skills gained from the lesson.

Person Responsible	Victoria Carballo-Mcbath (vcarballo@dadeschools.net)

The math coach will create a Science Fair Planning Packet to guide 3rd grade students with the timeline to complete each portions of the Science Fair Project.

Person Responsible	Sonya Nelson (snelson@dadeschools.net)

Afterschool STEAM, hands-on instructional activities will be provided to students twice a weeks to enhance inquiry based learning.

Person Responsible   Maria Cavalieri (mcavalieri@dadeschools.net)

Mathematics and/or science related words will be featured in the morning announcement segment of "Word of The Day".

Person Responsible   Sonya Nelson (snelson@dadeschools.net)

STEAM Day activities will continue to be held every semester by grade level. The specific day will be placed on the monthly calendar and photos of the activities will be shared with the school and community stakeholders.

Person Responsible   Victoria Carballo-Mcbath (vcarballo@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our https://www.floridacims.org/plans/46376/edit/35247#activity-body-2data review, we noticed that 10% of our students were absent 31 or more days. In addition, 25% of our students had below 90% attendance.
Measurable Outcome:	If we successfully implement the Targeted Element of Student Attendance, then our students will receive quality instruction that will contribute to improved student academic achievement. With consistent student incentives, our attendance for students missing 31 days or more will decrease by 4 percentage points.
Monitoring:	The leadership team will meet with parents from the previous school year whose students were identified as having chronic absences to develop a plan of action to decrease the student's absences for the current school year. Individual teachers will monitor daily attendance and communicate with the parents. The leadership team will plan monthly student incentives to promote consistent student attendance.
Person responsible for monitoring outcome:	Victoria Carballo-Mcbath (vcarballo@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategies of: Close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, and counseling.
Rationale for Evidence-based Strategy:	Student Attendance Initiative will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

Review previous school year attendance data and identify the students with 31 or more days absent.

Person Responsible	Victoria Carballo-Mcbath (vcarballo@dadeschools.net)

Meet with the parents of the students identified as having 31 or more days absent the previous school year.

Person Responsible	Victoria Carballo-Mcbath (vcarballo@dadeschools.net)

Perfect attendance will be tracked daily. Using the Turning the Tide magnet, teachers will place magnet outside their classroom door if they have perfect attendance.

Person Responsible	Victoria Carballo-Mcbath (vcarballo@dadeschools.net)

Perfect attendance tracked daily will be reviewed monthly and an attendance incentive will be provided to the winner of each grade level.

Person Responsible	Victoria Carballo-Mcbath (vcarballo@dadeschools.net)

Review the attendance report of students with 6-14 absences monthly and identify students with 9 or more unexcused absences and contact the parents to address the attendance.

Person Responsible Victoria Carballo-Mcbath (vcarballo@dadeschools.net)

Identify students with 15 or more unexcused absences during the first nine weeks and conduct parent conferences to address the attendance.

Person Responsible Victoria Carballo-Mcbath (vcarballo@dadeschools.net)

Continue tracking monthly perfect attendance, the highest homeroom in Gen Ed and ASD with perfect attendance will be awarded the Avocado Perfect Attendance Trophy and students will be given a special treat.

Person Responsible Victoria Carballo-Mcbath (vcarballo@dadeschools.net)

Identify individual students that perfect attendance for the entire month and reward them with an incentive such as pizza/ice cream party, free play outside, or movie at the end of the month.

Person Responsible Victoria Carballo-Mcbath (vcarballo@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	Based on the data from the SIP Survey under the Developing Others category, we want to use the Targeted Element of Instructional Leadership Team. According to the survey, 9% of the teachers felt like they were never supported.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will feel supported through our collaborative planning and our protocols established to elicit staff feedback.
Monitoring:	The Leadership Team will conduct a needs survey before the opening of school to determine professional development needs, what worked well, and what needs improvement from the previous school year. By conducting this survey we hope to pinpoint areas that may need to be deselected to help teachers feel more supported. On a bi-monthly base we will implement a staff check-in that will be led by teacher leaders and followed up by the administration. We will also be implementing horizontal and vertical planning to further target instructional needs
Person responsible for monitoring outcome:	Dr. Rachelle A. Surrancy (pr0161@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions by regularly surveying staff to get their feedback, meeting with teams, and form committees to generate ideas and set goals to implement change.
Rationale for Evidence-based Strategy:	Involving staff will demonstrate the leadership team ability to support and listen to our teachers needs. Ultimately, this will create an open and supportive environment conducive to impacting student achievement.

Action Steps to Implement

The Leadership Team will conduct a needs survey to determine the staff's professional development needs to help them improve instruction.

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

Administration will meet bi-monthly with grade level chair to gauge the needs of the teachers.

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

Develop a weekly collaborative planning schedule for teachers to meet by grade level and subject to discuss and plan for instructional needs and practices.

Person Responsible	Maureen Lewars (mlewars@dadeschools.net)

Based on the needs survey results, administration discuss concerns at the monthly faculty meetings.

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

Throughout the month teachers will be able to give "shout outs" to other teachers for doing something noteworthy for our O"fish"ally Awesome Teacher Campaign.

Person Responsible Brandy Ellison (bellison@dadeschools.net)

Attend monthly school-based professional development "Turning the Tides on Innovative Instructional Strategies" to provide teachers with best practices in the areas of instructional delivery and engagements to address the results of the needs assessment survey.

Person Responsible Brandy Ellison (bellison@dadeschools.net)

Upcoming professional development opportunities will be emailed to the staff as they become available and they will be encouraged to register and attend any training that will assist them improving their instruction.

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

Encourage participation in the Teacher CHOICE a high-quality, teacher directed professional learning program aimed at empowering and retaining a diverse teacher workforce while enhancing instructional practice and increasing student outcomes.

Person Responsible Brandy Ellison (bellison@dadeschools.net)

#5. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the data review our school will implement the Targeted Element of ELA. Less than 50% of our 3rd grade students scored at a level 3 or above on the 2021 FSA ELA, specifically 39%.
Measurable Outcome:	If we successfully target ELA then we should increase the percentage of students scoring at a level 3 or above on the 2022 FSA ELA by 12 percentage points.
Monitoring:	The Leadership team will conduct quarterly data chats with a focus on reviewing student work and its alignment to student data and their needs. Teacher leaders will conduct weekly horizontal planning and monthly vertical planning to ensure the alignment of instruction to the standards. The teacher leaders will provide an intervention schedule, intervention list of students, and will monitor intervention to ensure fidelity of implementation.
Person responsible for monitoring outcome:	Maureen Lewars (mlewars@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Standard-Aligned Instruction and Ongoing Progress Monitoring (OPM). Teachers will execute lessons based on the standards targets and ensure that all student products and teaching techniques are aligned to the intended standards. Ongoing Progress Monitoring will be used to evaluate students' academic performance to measure student's rate of improvement or response to instruction and evaluate the effectiveness of instruction.
Rationale for Evidence-based Strategy:	Standard-Aligned Instruction and Ongoing Progress Monitoring will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data become available.

Action Steps to Implement

Teacher leaders will conduct weekly horizontal planning to keep us on target and ensure the alignment of instruction to the standards.

Person Responsible	Maureen Lewars (mlewars@dadeschools.net)

Teacher leaders will conduct monthly vertical planning to ensure the alignment of instruction to the standards.

Person Responsible	Maureen Lewars (mlewars@dadeschools.net)

The Reading Coach will group students for intervention according to i-Ready data and provide the teachers with an intervention roster of students.

Person Responsible	Maureen Lewars (mlewars@dadeschools.net)

The Leadership team will conduct quarterly data chats with a focus on reviewing student work and its alignment to student data and their needs.

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

The reading coach will review and analyze the end of unit assessments report to implement data-driven instruction during differentiated instruction.

Person Responsible Maureen Lewars (mlewars@dadeschools.net)

Students will be provided with student trackers to monitor their end of unit assessments.

Person Responsible Maureen Lewars (mlewars@dadeschools.net)

Implement a school-wide i-Ready challenge "To Infinity and Beyond" which will reward students for completing and passing the most i-Ready lessons at an 80% passing rate in both Reading and Math each week.

Person Responsible Maureen Lewars (mlewars@dadeschools.net)

Saturday Academy for 3rd grade students will take place from January thru March. The tutoring will serve to target individual student deficiencies and practice skills needed for the FSA assessment.

Person Responsible Maureen Lewars (mlewars@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.

Most times, behavioral problems are connected to other issues that students are encountering, like poor academic performance. To alleviate these problems, Avocado Elementary School 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 District's "Values Matter" program. Teachers nominate one student from their homeroom 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 District's "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 a 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.

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.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensure they have the necessary information to support their children. We provide opportunities for staff to provide ongoing feedback and suggestions to school leaders on improving school culture. We ensure that information is provided to all stakeholders through our daily morning announcements and weekly Principal newsletter. We continue to target instruction to ensure our classrooms are highly engaging and foster the highest level of learning.

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

The stakeholders involved in building positive school culture and environment are the Principal, Assistant Principal, Counselor, Behavior Management Teacher, Instructional Coaches, Teacher Leaders. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team Building and morale-boosting activities. The Assistant Principal ensures that all the school's initiatives are implemented by staff. The Counselor and Behavior Management Teacher ensures that students' social-emotional needs are individually addressed. Teacher leaders and instructional coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.