

Miami-Dade County Public Schools

# Avocado Elementary School



## 2022-23 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-3
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: B (57%) 2018-19: B (60%) 2017-18: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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## Avocado Elementary School

16969 SW 294TH ST, Homestead, FL 33030

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

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-3	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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### SIP Authority

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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>.

### 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.**

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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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 the 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.
Nelson, Sonya	Math Coach	Provides support in mathematics. Shares current data gathered at meetings and professional development activities geared towards student progress, interventions, and data-driven results.
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.
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, deliver Tier I instruction, and collaborate with the Leadership Team to implement Tier 2/3

Name	Position Title	Job Duties and Responsibilities
		interventions. works with the leadership team to ensure commitment to the goals set forth by the mission and vision of the school.
Pfrimmer, Kirstie	Teacher, K-12	Provide instructional information, collects student data, deliver Tier I instruction, and collaborate with the Leadership Team to implement Tier 2/3 interventions. works with the leadership team to ensure commitment to the goals set forth by the mission and vision of the school.
Maeso, Melissa	Teacher, K-12	Provide instructional information, collects student data, deliver Tier I instruction, and collaborate with the Leadership Team to implement Tier 2/3 interventions. works with the leadership team to ensure commitment to the goals set forth by the mission and vision of the school.

### Demographic Information

#### Principal start date

Wednesday 7/1/2015, Rachelle Suranncy A

**Number of teachers with a 2022 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.*

21

**Number of teachers with a 2022 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.*

44

**Total number of teacher positions allocated to the school**

61

**Total number of students enrolled at the school**

597

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

8

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

6

#### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:



Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	137	150	127	134	0	0	0	0	0	0	0	0	0	548	
Attendance below 90 percent	0	37	29	34	0	0	0	0	0	0	0	0	0	100	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	9	19	12	0	0	0	0	0	0	0	0	0	40	
Course failure in Math	0	1	13	10	0	0	0	0	0	0	0	0	0	24	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	12	0	0	0	0	0	0	0	0	0	12	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	0	0	0	0	0	0	0	0	0	6	
Number of students with a substantial reading deficiency	0	11	36	41	0	0	0	0	0	0	0	0	0	88	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have 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	10	20	20	0	0	0	0	0	0	0	0	0	50

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	16	18	13	0	0	0	0	0	0	0	0	0	47
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

Thursday 9/8/2022

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	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	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	

**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	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	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	

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	58%	62%	56%				62%	62%	57%
ELA Learning Gains								62%	58%
ELA Lowest 25th Percentile								58%	53%
Math Achievement	56%	58%	50%				58%	69%	63%
Math Learning Gains								66%	62%
Math Lowest 25th Percentile								55%	51%
Science Achievement		64%	59%					55%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	47%	60%	-13%	58%	-11%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	44%	67%	-23%	62%	-18%
Cohort Comparison		0%				

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

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	47			39							
ELL	58			65							
BLK	63			55							
HSP	54			57							
FRL	58			56							
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							

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
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	58
Total Points Earned for the Federal Index	172
Total Components for the Federal Index	3
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

2022 data findings: The 3rd grade FSA/ELA proficiency increased by 14 percentage points.

2022 data findings: The 3rd grade FSA/Math proficiency increased by 18 percentage points.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

2022 data findings: The data revealed that students need additional assistance with prerequisite skills in 3rd grade demonstrated by 47% of the students not meeting proficiency.

**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 four years, we have focused on implementing differentiated instruction and intervention for all students. We will enhance these practices and target our 2nd-grade students. We will implement collaborative planning, vertical and horizontal, and conduct interventions in Math to ensure the needs of students are met.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

2022 data findings: The 3rd grade FSA/Math proficiency increased by 18 percentage points.

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

The implementation of Math intervention for 3rd grade was implemented with fidelity. 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 (ongoing), aligning resources to the classroom instruction (September/22), and using iReady data to create intervention groups in Mathematics (October/22), using OPM data to drive differentiated instruction (November/December/22), making adjustments to groups as data becomes available (2/23) 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.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Math**

**Area of Focus**  
**Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

As a school we have determined that we need to implement math interventions in 2nd grade. The FSA 2022 Math data revealed that students need additional assistance with the prerequisite skills for 3rd grade demonstrated by 44 percent of the students not meeting proficiency. As a result, implementing math interventions in 2nd and 3rd grade has been selected as a strategy to support the specific students' needs. By implementing interventions in 2nd and 3rd grade math, there should be an improvement in the students' ability to perform at or above grade level.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of math intervention in 2nd and 3rd grade there will be an increase of a minimum of 5 percentage points as evidenced by the 2023 State Assessment.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

The math coach will monitor the creation of intervention groups and the material used to meet the needs of the students. The math coach will also monitor the implementation of interventions with fidelity by conducting classroom visits.

**Person responsible for monitoring outcome:**

Sonya Nelson (snelson@dadeschools.net)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

Within the targeted element of Math, our school will focus on the evidence-based strategy of: Intervention. Teachers will implement lessons based on the standards 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:**  
 Explain the rationale for selecting this specific strategy.  
 Describe the resources/

Implementing interventions will ensure that students are receiving intensive instruction on deficient skills and prerequisite skills. Students will receive standards-aligned instruction with ongoing progress monitoring of performance.



**criteria used for  
selecting this  
strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14- Analyze i-Ready AP1 diagnostic data to create intervention groups.

**Person Responsible** Sonya Nelson (snelson@dadeschools.net)

8/22-10/14- Implement weekly Math interventions for 2nd and 3rd-grade students based on placement data.

**Person Responsible** Sonya Nelson (snelson@dadeschools.net)

8/22-10/14- Teacher leaders will conduct weekly horizontal planning to ensure the alignment of instruction to standards.

**Person Responsible** Sonya Nelson (snelson@dadeschools.net)

8/22-10/14- Math Coach will conduct monthly vertical planning to keep students on track to ensure the alignment of instruction to standards.

**Person Responsible** Sonya Nelson (snelson@dadeschools.net)

10/31-12/16- 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)

10/31-12/16- Teachers will conduct grade level peer observations with a focus on instructional delivery and engagement.

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

**#2. Positive Culture and Environment specifically relating to Mindfulness**

**Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the 2021-2022 School Climate Survey 46 % of employees strongly agreed, while 38% agreed they frequently felt overwhelmed or overloaded. This data has increased from the 2020-2021 School Climate Survey where only 31% of employees strongly agreed or agreed that they frequently felt overwhelmed or overloaded. To alleviate the overwhelming feelings of employees we will implement the practice of mindfulness.

As a result of implementing this practice, we expect to reduce the percentage of employees feeling overwhelmed.

**Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on the 2021-2022 School Climate Survey 46 % of employees strongly agreed, while 38% agreed they frequently felt overwhelmed or overloaded. This data has increased from the 2020-2021 School Climate Survey where only 31% of employees strongly agreed or agreed that they frequently felt overwhelmed or overloaded. If the practice of mindfulness is implemented with fidelity the percentage of employees feeling overwhelmed and overloaded will decrease by 40%.

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome.

The principal will ensure the practice of mindfulness is implemented with fidelity by ensuring various events and activities occur in a timely fashion.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy selected to improve this area of focus is mindfulness. Mindfulness is a practice that allows for individuals to be in a place of being open and active in the present. Research suggests that in an educational setting, practicing Mindfulness can benefit individuals' well-being.

**Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The practice of mindfulness has been selected because it is a proven evidence-based strategy that reduces stress and burnout for teachers. It will be critical to implement the mindfulness practices in a consistent and timely manner to decrease the number of teachers feeling overwhelmed and overloaded.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14- Bravoacdo 100 % Club campaign will recognize teachers who get 100 percent student participation on monthly challenges set by the administration.

**Person Responsible** Brandy Ellison (bellison@dadeschools.net)

8/22-10/14- A staff member will be named Employee of the Month and will be recognized for their accomplishment in front of the entire staff.

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

8/22-10/14- Show five minute Mindfulness training videos during monthly faculty meetings.

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

8/22-10/14- Weekly motivational quotes (Mindful Mondays) will be added to the morning announcements to provide teachers with positive affirmations that will help them throughout the day.

**Person Responsible** Brandy Ellison (bellison@dadeschools.net)

10/31-12/16- Provide teachers access to the "Headspace (Mindful Meditation) App to use as a tool for themselves and/or their classrooms to practice mindfulness techniques.

**Person Responsible** Brandy Ellison (bellison@dadeschools.net)

10-31-12/16- Recognize teachers and staff birthdays with an in person delivery of birthday necklace, birthday shout outs on the morning announcements and birthday cake at the monthly faculty meetings.

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

**#3. Instructional Practice specifically relating to ELA****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The FSA 2022 ELA data revealed that students need additional assistance with the prerequisite skills for 3rd grade demonstrated by 47 percent of the students not meeting proficiency. As a result, implementing reading interventions in 3rd grade has been selected as a strategy to support the specific students' needs. By implementing interventions there should be an improvement in the students' ability to perform at or above grade level.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

With the implementation of reading intervention in 3rd grade there will be an increase of a minimum of 5 percentage points as evidenced by the 2023 State Assessment.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

The reading coach will monitor the creation of intervention groups and the material used to meet the needs of the students. The reading coach will also monitor the implementation of interventions with fidelity by conducting classroom visits.

**Person responsible for monitoring outcome:**

Maureen Lewars (mlewards@dadeschools.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Within the targeted element of Reading, our school will focus on the evidence-based strategy of: Intervention. Teachers will implement lessons based on the standards 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:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Implementing interventions will ensure that students are receiving intensive instruction on deficient skills and prerequisite skills. Students will receive standards-aligned instruction with ongoing progress monitoring of performance.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14- Analyze i-Ready AP1 diagnostic data to create intervention groups.

**Person Responsible** Maureen Lewars (mlewars@dadeschools.net)

8/22-10/14- Implement weekly Reading interventions for 3rd-grade students based on placement data.

**Person Responsible** Maureen Lewars (mlewars@dadeschools.net)

8/22-10/14- Teacher leaders will conduct weekly horizontal planning to ensure the alignment of instruction to standards.

**Person Responsible** Maureen Lewars (mlewars@dadeschools.net)

8/22-10/14- Reading Coach will conduct monthly vertical planning to keep students on track to ensure the alignment of instruction to standards.

**Person Responsible** Maureen Lewars (mlewars@dadeschools.net)

10/31-12/16- 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)

10/31-12/16-Teachers will conduct grade level peer observations with a focus on instructional delivery and engagement.

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

**#4. Transformational Leadership specifically relating to Leadership Development****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 21-22 SIP survey, under the Engage the Team category, 15% of the staff responded that they felt they did not have the opportunity to be considered for leadership roles at the school. To address this concern we will implement transformation leadership practices that will be inclusive of current members of the leadership team as well as all staff members seeking leadership roles.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided the opportunity to contribute in school-wide decisions throughout the school year. This will be accomplished through monthly meetings, planning sessions and committees. If the practice of leadership development is implemented with fidelity the percentage of employees feeling they are given leadership role opportunities will decrease by 5%.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

With the implementation of Leadership Development, staff members will feel part of the decision making processes in the variety of activities that take place throughout the school year. Administration will hold monthly meetings with the leadership team and will provide opportunities for all staff members to spearhead and/or take part in the school-wide initiatives.

**Person responsible for monitoring outcome:**

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

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Within the Targeted Element of Leadership Team, we will focus on the evidence-based strategy of Involving Staff in Important Decisions. By designating individuals to take the lead, we hope to increase the feeling of shared leadership.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.**

**Describe the resources/criteria used for selecting this strategy.**

Our decision to focus on Leadership Development will address the desire of some staff members to take on leadership roles with the school. This will create a culture of team leaders who feel like active participants of the school community and carrying the school's vision and mission.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-9/2- Conduct summer planning sessions with the leadership team to review strengths and things that need improvement and develop the framework aligned with the school's vision for the upcoming school year.

**Person Responsible**

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

8/22-10/14- Conduct monthly leaderships team meetings with grade level chairs to discuss upcoming events, and address any concerns.

**Person Responsible**

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

8/22-10/14- Create a What's App group chat with the leadership team as a forum where ideas can be shared and important information that needs to be communicated to the staff can be disseminated.

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

8/22-10/14-Provide grade level chairs with a leadership role in the implementation of our attendance initiatives and review committee.

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

10/31-12/16- The grade levels chairs will develop an attendance incentive plan to promote student attendance within their grade levels.

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

10/31-12/16-Provide opportunities for leadership roles in district sponsored programs to enhance learning at the school.

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

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

N/A

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

N/A



**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A



**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

N/A

**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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

**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 monthly calendars. 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 school culture and environment.**

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.