

Miami-Dade County Public Schools

Auburndale Elementary School



2022-23 Schoolwide Improvement Plan

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Auburndale Elementary School

3255 SW 6TH ST, Miami, FL 33135

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

Demographics

Principal: Ania Marti

Start Date for this Principal: 8/22/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 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	2021-22: C (53%) 2018-19: B (56%) 2017-18: B (54%)
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	N/A
* 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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3255 SW 6TH ST, Miami, FL 33135

<http://auburndale.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-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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SIP Authority

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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.

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

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
Betancourt, Madelyn	Instructional 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
Nguyen, Diem	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.
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.
Zaldua, Nicole	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.
Friera, Olegna	Staffing Specialist	The school Program Specialist assists principal in developing, implementing, and monitoring instructional framework that aligns curriculum with state standards in the area of Special Education. She also oversees effective instructional practices, and reflects on student learning needs and assessments. She coordinates IEP meetings. She provides effective decision-making based on critical thinking and problem solving techniques, leadership development, effective school management, and communication.
Milanes, Glorianne	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.

Name	Position Title	Job Duties and Responsibilities
Morera, Aimee	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.

Demographic Information

Principal start date

Monday 8/22/2022, Ania Marti

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.*

3

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.*

14

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

577

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

17

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

5

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	83	99	97	110	89	99	0	0	0	0	0	0	0	577
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	12	16	14	5	0	0	0	0	0	0	0	47
Course failure in Math	0	1	11	11	16	10	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	11	18	0	0	0	0	0	0	0	44
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	17	19	0	0	0	0	0	0	0	49
Number of students with a substantial reading deficiency	0	0	23	55	30	33	0	0	0	0	0	0	0	141

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	1	5	18	16	18	0	0	0	0	0	0	0	58

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	1	1	14	0	1	0	0	0	0	0	0	0	17
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 8/11/2022

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	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

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	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

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	59%	62%	56%				53%	62%	57%
ELA Learning Gains	68%						50%	62%	58%
ELA Lowest 25th Percentile	48%						49%	58%	53%
Math Achievement	53%	58%	50%				62%	69%	63%
Math Learning Gains	54%						61%	66%	62%
Math Lowest 25th Percentile	49%						63%	55%	51%
Science Achievement	40%	64%	59%				53%	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	50%	60%	-10%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	49%	64%	-15%	58%	-9%
Cohort Comparison		-50%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	60%	-9%	56%	-5%
Cohort Comparison		-49%				

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	72%	67%	5%	62%	10%
Cohort Comparison		0%				
04	2022					
	2019	51%	69%	-18%	64%	-13%
Cohort Comparison		-72%				
05	2022					
	2019	55%	65%	-10%	60%	-5%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	53%	-4%	53%	-4%
Cohort 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	42	62	54	35	51	48	16				
ELL	54	66	48	49	52	52	33				
HSP	59	67	46	52	53	46	38				
FRL	57	69	50	51	54	49	37				
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				

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
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				

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	55
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	72
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	53
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
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	55
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?

Through analyzing the 2019 data, when analyzing the ELA data, schoolwide there was an 8 percentage point increase from 50 percent in 2019 to 58 percent in 2022. Across all grade levels in ELA there were increases when compared to the 2019 data. Third grade demonstrated 3 percentage point increase in ELA from 2019 at 50 percent to 53 percent in 2022. Fourth grade had a 17 percentage point increase in ELA from 49 percent in 2019 to 66 percent in 2022. Fifth grade demonstrated 11 percentage point increase in ELA from 51 percent in 2019 to 62 percent in 2022. We discovered across all grade-levels and subgroups, students were deficient in the content area of Math. The 2022 Data indicates larger regression in Math. There was a 7 percentage point regression in Math proficiency as compared to 2019 FSA Math data (from 60 percent in 2019 to 53 percent in 2022). Third grade regressed 17 percentage points in Math from 72 percent in 2019 to 55 percent in 2022. Fourth grade increased 22 percentage points in Math from 51 percent in 2019 to 73 percent in 2022. Fifth grade decreased 17 percentage points in Math from 55 percent in 2019 to 38 percent in 2022. There were also regressions noted in Science in 5th Grade. There was a 9 percentage point regression in Science proficiency in 5th Grade as compared to the 2019 FSA ELA data (from 49 percent in 2019 to 40 percent in 2022).

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

When comparing the 2022 data to the 2019 date, it is indicated that the greatest need for improvement is in the content area of Math for all students, particularly within the SWD subgroup. The 2022 Data indicated the greatest need for improvement in the content area of Math as there was a regression of 7 percentage points in Math proficiency as compared to the 2019 FSA Math data (from 60 percent in 2019 to 53 percent in 2022). Third grade and fifth grade showed regressions of 17 percentage points each when comparing data from 2019 to 2022. There were also regressions noted on the content area of Science in 5th Grade. There was a 9 percentage point regression in Science proficiency in 5th Grade as compared to the 2019 FSA ELA data (from 49 percent in 2019 to 40 percent in 2022).

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) and attendance. 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 Co-Teach to provide standards-based instruction to increase student achievement.

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

The 2019 state assessment data indicated that the content area of ELA indicated the most improvement with a gain of 8 percentage points from 50 percent in 2019 to 58 percent in 2022.

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 a transition from resource to co-teach inclusion settings, after-school tutoring, interventions, and progress monitoring. 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?

In order to accelerate learning, teachers will need to be trained in the new B.E.S.T. standards.

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.

Teachers will be provided with support in lesson planning modeling of lessons of Webb's Depth of Knowledge higher order thinking lessons.

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

Grade-level data chats following progress monitoring assessments will be conducted in order to drive differentiated instruction. Bi-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.

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 result of the 2022 data analysis, it was determined that the area of critical need was in Mathematics proficiency across the grade-levels. According to pre-pandemic data from 2019 Mathematics FSA, 62 percent of all students achieved proficiency. This represents a 9 percentage point loss from 2019 to 2022. We will focus on standard based instruction to address this critical need.

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

With the implementation of standard based instruction, there will be a 5 percentage point increase of the score proficiency on grade-level or above in the area of math by 2022-2023 State Assessment.

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

The administrative team 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:
Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented for this Area of Focus will be differentiated instruction during the sixty-minute 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:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for

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.

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.

Topic Assessments will be administered at the end of each chapter from August 31, 2022 through October 14, 2022 to determine student learning gaps for targeted instruction. As a result, teachers will be able to identify and address misunderstandings.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From August 31, 2022 through October 14, 2022 data will be analyzed on a weekly basis during Common Planning. As a result, we will determine strategies that will be implemented to meet all student needs.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From August 31, 2022 through October 14, 2022 teachers will collaborate during meetings to create plans and gather resources and materials in order to utilize during differentiated instruction.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From August 31, 2022 through October 14, 2022, based on data, teachers will use flexible grouping for small group instruction, resulting in closing the learning gap.

Person Responsible Ania Marti (amarti5@dadeschools.net)

In order to close the achievement gap, from October 31, 2022 through December 16, 2022, teachers in every grade level will dig deeper into differentiated instruction by assigning specific iReady lessons to students based on data from each topic assessment.

Person Responsible Ania Marti (amarti5@dadeschools.net)

In order to close the achievement gap, from October 31, 2022 through December 16, 2022, teachers will establish a more print rich and information rich environment by creating interactive word walls, using and posting anchor charts, as well as incorporating meaningful lessons using vocabulary maps.

Person Responsible Ania Marti (amarti5@dadeschools.net)

#2. Instructional Practice specifically relating to Science**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 result of 2022 data analysis, it was determined that the area of critical need was in Science proficiency. According to pre-pandemic data from 2019 Science FSA, 53 percent of all students achieved proficiency. This represent a 13 percentage point loss from 2019 to 2022. We will focus on standard based science instruction to address this critical need.

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

With the implementation of standard based instruction, there will be a 5 percentage point increase of the score proficiency on grade-level or above in the area of Science by 2022-2023 State Assessment.

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

The administrative team 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:
Describe the evidence-based strategy being implemented for this Area of Focus.

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

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.

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.

Science Baseline Assessments and Mid-Year assessments and Post-Tests will be administered from August 31, 2022 through October 14, 2022 to determine student learning gaps for targeted instruction. As a result, teachers will be able to identify and address misunderstandings.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From August 31, 2022 through October 14, 2022, data will be analyzed on a weekly basis during Common Planning. As a result, we will determine strategies that will be implemented to meet all student needs.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From August 31, 2022 through October 14, 2022, teachers will collaborate during meetings to create plans and gather resources and materials in order to utilize during differentiated instruction.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From August 31, 2022 through October 14, 2022, based on data, teachers will use flexible grouping resulting in closing the learning gap.

Person Responsible Ania Marti (amarti5@dadeschools.net)

In order to close the achievement gap, from October 31, 2022 through December 16, 2022, based on data from each topic assessment, teachers will create fluid groups for differentiated instruction to provide intervention using EduSmart and enrichment using Gizmos.

Person Responsible Ania Marti (amarti5@dadeschools.net)

In order to close the achievement gap, from October 31, 2022 through December 16, 2022, teachers will establish a more print rich and information rich environment by creating interactive word walls, using and posting anchor charts, as well as incorporating meaningful lessons using vocabulary maps.

Person Responsible Ania Marti (amarti5@dadeschools.net)

#3. Positive Culture and Environment specifically relating to marketable Attendance**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 result of data analysis, it was determined that the area of critical need was in attendance. The 2021-2022 school year District Attendance Report indicates that 55 percent of students overall had 11 or more absences. This was an increase of 22 percentage points as compared the 20-21 school year. It also showed an increase of 11 percentage points compared to District average. This data indicates there is a critical need to decrease student absences.

Measurable**Outcome:**

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

With the successful implementation of monitoring and support systems, there will be a 5 percentage decrease in the absentee rate of students school wide.

Monitoring:

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

Homeroom teachers will implement an attendance incentive program for their whole class and for each individual student. The Daily Attendance Bulletin will be disseminated to teachers daily in order to make changes to absences and tardies.

Person responsible for monitoring outcome:

Ania Marti (amarti5@dadeschools.net)

Evidence-based**Strategy:**

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

Phone calls will be made for students with 3 or more absences. Attendance interventions will be implemented, such as Attendance Contract, Progress Reports, parent conferences and official Home Visits. The Truancy process will be followed if need be.

Rationale for Evidence-based**Strategy:**

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

The absentee rate affects FTE, therefore, school-wide funding. The absentee rate also affects school-wide testing data. If students are not in school, they will not learn.

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.

Monitor to edit attendance daily, from August 31, 2022 through October 14, 2022. As a result, teachers will be able to identify and address discrepancies.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From August 31, 2022 through October 14, 2022, we will complete the Targeted Student Status Form monthly, contacting parents and implementing attendance interventions. This will help make parents accountable and motivate students to attend school regularly.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From August 31, 2022 through October 14, 2022, follow through with the Truancy process, as a result, this will improve the attendance rate.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From August 31, 2022 through October 14, 2022 provide incentives to students who achieve perfect attendance each grading period. As a result, this will help improve the attendance rate.

Person Responsible Ania Marti (amarti5@dadeschools.net)

In order to improve our attendance rate, from October 31, 2022 through December 16, 2022, the Attendance Review Committee will conduct ARC meetings with families of students with increasing unexcused absences to assist in resolving the absences.

Person Responsible Ania Marti (amarti5@dadeschools.net)

In order to improve our attendance rate, from October 31, 2022 through December 16, 2022, teachers will give a Jean Day pass to students who achieve perfect attendance each month as an additional incentive.

Person Responsible Ania Marti (amarti5@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.

As a result of data analysis from the PD survey, 12.9 percent of teachers would benefit from attending Professional Learning Communities in accountability systems in order to implement multiple instructional programs, such as differentiated instruction, intervention and attendance, in order to maximize student potential.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2023 goal is to increase teacher motivation through accountability systems.

Monitoring:

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

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:**

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

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:**

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

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.

The Leadership Team will meet with stakeholders monthly to review data August 31, 2022 through October 14, 2022. As a result, stakeholders will be able to identify strengths and weaknesses.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From August 31, 2022 through October 14, 2022, the Leadership Team will recognize teachers on a monthly basis that have implemented effective strategies derived from student data. This will result in a boost in staff morale.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From August 31, 2022 through October 14, 2022, a teacher spotlight bulletin board will be implemented where best practices will be showcased, resulting in a passive way of providing professional development.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From August 31, 2022 through October 14, 2022, all candidates that are recognized will also be featured on our school's website. This will result in making our school more marketable and intriguing the community.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From October 31, 2022 through December 16, 2022, teachers with model print-rich and information-rich classroom environments will be recognized at the faculty meeting. Pictures of their environment will be recognized via PowerPoint. This will result in a boost in staff morale, as well as an opportunity to share best practices.

Person Responsible Ania Marti (amarti5@dadeschools.net)

From October 31, 2022 through December 16, 2022, teachers will have an opportunity to participate in our newly formed PTA, raise funds for incentive and reward programs, as well as sharing their accomplishments through community events. This will result in building leadership capacity in the school.

Person Responsible Ania Marti (amarti5@dadeschools.net)

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.

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 school culture and environment.

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.