

Miami-Dade County Public Schools

Auburndale Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Auburndale Elementary School

3255 SW 6TH ST, Miami, FL 33135

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Marti, Ania	Principal	The school principal develops, implements, and monitors the 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 the instructional framework that aligns curriculum with state standards. She also oversees effective instructional practices, and reflects on student learning needs and assessments. She provides effective decision-making based on critical thinking and problem solving techniques, leadership development, effective school management, and communication.
Betancourt, Madelyn	Reading Coach	The Reading Coach works with teachers/students on standard-based aligned curriculum. She works with teachers to maximize differentiated instruction, and provides training when necessary to ensure quality instruction. She also plans, develops, and manages intervention schedules and implementation. She pulls data reports, to conduct data chats, from multiple sources such as iReady and Performance Matters to analyze data and plan for instruction to meet students' needs.
Rivera, Yadira	Math Coach	The Math 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 the teachers. She forms part of the Leadership Team to give feedback and suggestions at the teacher level.
Morera, Aimee	Teacher, ESE	The Teacher attends professional development in critical areas to train the teachers. She forms part of the Leadership Team to give feedback and suggestions at the teacher level.
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.
Friera, Olegna	Staffing Specialist	The school Program Specialist assists the principal in developing, implementing, and monitoring the instructional framework that aligns

Name	Position Title	Job Duties and Responsibilities
		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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school involves stakeholders through a plethora of committee gatherings, such as curriculum events hosted, EESAC, PTA, Title I, the Kiwanis Club and political visits. The members and participants of these gatherings are notified of all events and opportunities of engagement. The EESAC must approve the SIP during its development annually. Their input is used to make suggested revisions to the SIP that are agreed upon by the teams.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP outlines strategies to help improve achievement and it is consistently reviewed and revised by stakeholders. The stakeholders teams will monitor results of the strategies in place for it's effectiveness several times throughout the school year during team meetings by analyzing relevant data and making revisions, as needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	92%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A

Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	26	23	19	26	12	22	0	0	0	128	
One or more suspensions	0	0	0	1	2	3	0	0	0	6	
Course failure in English Language Arts (ELA)	0	4	17	21	4	11	0	0	0	57	
Course failure in Math	0	6	13	15	7	19	0	0	0	60	
Level 1 on statewide ELA assessment	0	0	0	51	33	57	0	0	0	141	
Level 1 on statewide Math assessment	0	0	0	37	30	52	0	0	0	119	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	57	49	64	71	45	71	0	0	0	357	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	10	42	25	47	0	0	0	129

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	12	16	14	5	0	0	0	47	
Course failure in Math	0	1	11	11	16	10	0	0	0	49	
Level 1 on statewide ELA assessment	0	0	0	15	11	18	0	0	0	44	
Level 1 on statewide Math assessment	0	0	0	13	17	19	0	0	0	49	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	23	55	30	33	0	0	0	141	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	5	18	16	18	0	0	0	58

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	14	0	1	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	26	23	19	26	12	22	0	0	0	128	
One or more suspensions	0	0	0	1	2	3	0	0	0	6	
Course failure in ELA	0	0	12	16	14	5	0	0	0	47	
Course failure in Math	0	1	11	11	16	10	0	0	0	49	
Level 1 on statewide ELA assessment	0	0	0	15	11	18	0	0	0	44	
Level 1 on statewide Math assessment	0	0	0	13	17	19	0	0	0	49	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	23	55	30	33	0	0	0	141	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	5	18	16	18	0	0	0	58

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	1	14	0	1	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	60	53	59	62	56	53		
ELA Learning Gains				68			49		
ELA Lowest 25th Percentile				48			68		
Math Achievement*	41	66	59	53	58	50	49		
Math Learning Gains				54			28		
Math Lowest 25th Percentile				49			38		
Science Achievement*	34	58	54	40	64	59	32		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	68	63	59	72			42		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	228
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	1	1
ELL	45			
AMI				
ASN				
BLK				
HSP	46			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT				
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	53			
AMI				
ASN				
BLK				
HSP	54			
MUL				
PAC				
WHT				
FRL	55			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			41			34					68
SWD	26			23			17				5	53
ELL	40			39			37				5	68
AMI												
ASN												
BLK												
HSP	42			42			35				5	69

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL	36			37			33				5	72

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	59	68	48	53	54	49	40					72
SWD	42	62	54	35	51	48	16					56
ELL	54	66	48	49	52	52	33					72
AMI												
ASN												
BLK												
HSP	59	67	46	52	53	46	38					72
MUL												
PAC												
WHT												
FRL	57	69	50	51	54	49	37					73

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	53	49	68	49	28	38	32					42
SWD	27	51	74	31	48	52	30					32
ELL	51	46	67	48	27	35	24					42
AMI												
ASN												
BLK												
HSP	54	50	69	50	28	37	33					42
MUL												
PAC												
WHT												

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	52	47	69	48	30	39	32					42

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	56%	-27%	54%	-25%
04	2023 - Spring	46%	58%	-12%	58%	-12%
03	2023 - Spring	33%	52%	-19%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	41%	63%	-22%	59%	-18%
04	2023 - Spring	51%	64%	-13%	61%	-10%
05	2023 - Spring	28%	58%	-30%	55%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	29%	50%	-21%	51%	-22%

III. Planning for Improvement**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When analyzing the 2022-2023 data, the data component that showed the lowest performance was the content area of ELA. A contributing factor to last year's low performance in ELA was the influx of ESOL less than two year students that enrolled after October FTE. Using FAST PM3 ELA data, the clean scores for Grades 3-5 combined (excluding ESOL less than two years and arrivals after October FTE) with an overall Reading Level 3 and above was 46 percent. The scores for all students in Grades 3-5 combined with an overall Reading Level 3 and above was 36 percent.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was demonstrated in the area of ELA. When comparing our 2023 school-wide FAST PM3 ELA Reading data to the 2022 FSA ELA data, the proficiency rate dropped from 60% to 36% demonstrating a decrease of 24 percentage points. One of the factors that contributed to this gap was the attendance rate.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared to the state average, the greatest gap in proficiency was demonstrated with the results of the FAST ELA with 36 percentage points in proficiency. A contributing factor to this gap in ELA was the influx of ESOL less than two year students that enrolled after October FTE.

Which data component showed the most improvement? What new actions did your school take in this area?

The most improvement was shown in the school-wide attendance rate. According to the 2022 data, 55% of students had 11 or more absences. Where as, 46% of students in 2023 had 11 or more absences. That demonstrates a decrease of 9% of students with excessive absences. The actions taken for improvement were implementing incentives and monitoring student absences on a consistent basis.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the Early Warning Systems, an area of concern is the number of students scoring a Level 1 on the 2023 ELA FAST PM3.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

- 1-ELA Reading
- 2-Math
- 3-Science
- 4- Attendance
- 5-ELL Subgroup

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 36% of students in grades 3-5 were proficient in English Language Arts (ELA) as compared to the state average of 50% and district average of 51%. This is a result of the identified contributing factors of high SPED and ELL populations. Student readiness levels limit the ability to master grade level standards. Therefore, we will implement the targeted elements such as differentiated instruction.

Measurable Outcome:

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

With the implementation of differentiated instruction, there will be a 5 percentage point increase of proficiency demonstrating on grade-level or above in the area of ELA based on the 2024 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 with instructional coaches 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, evidence of student grouping and leveled student work.

Person responsible for monitoring outcome:

Ania Marti (amarti5@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy being implemented for this Area of Focus will be differentiated instruction during the ninety-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. Developing teaching materials and assessments measures whether all students within a classroom can learn effectively, regardless of differences in ability.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction will allow for effective teaching that involves providing all students with different avenues to learning in terms through acquiring content, processing, constructing, or making sense of ideas. Developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability will increase student achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Progress Monitoring Assessments will be administered bi-weekly. As a result, teachers will be able to identify and address student learning gaps for targeted differentiated instruction.

Person Responsible: Ania Marti (amarti5@dadeschools.net)

By When: August 14, 2023-September 29, 2023

Teachers and instructional coaches will collaborate during meetings to create plans and gather resources and materials in order to utilize during differentiated instruction. As a result, lesson planning will be fluid in meeting learner needs.

Person Responsible: Ania Marti (amarti5@dadeschools.net)

By When: August 14, 2023-September 29, 2023

In order to close the achievement gap, teachers in every grade level will dig deeper into data for additional differentiated instruction and assign specific iReady lessons to students based on their individual weaknesses. As a result, the student area of weakness will be targeted for reteach.

Person Responsible: Ania Marti (amarti5@dadeschools.net)

By When: August 14, 2023-September 29, 2023

#2. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As a result of 2023 data analysis, it was determined that the area of critical need was in Science proficiency. According to the 2023 Science Statewide Assessment data, 29 percent of grade 5 students achieved proficiency. This represents an 11 percentage point loss from 40 percentage points scored in 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 demonstrating 34 proficiency points on the 2024 State Science 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 science inquiry essential labs in the classroom. The administrative team will conduct classroom walkthroughs to analyze student work and to determine if science inquiry essential labs are being implemented in the classroom.

Person responsible for monitoring outcome:

Ania Marti (amarti5@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy being implemented for this Area of Focus will be science inquiry essential labs during the instructional block. Science labs provide students with hands-on experiences and guides them through the Scientific Method while formulating their own ideas. It fosters curiosity and encourages creativity through self-directed learning while developing critical analysis skills.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Science inquiry essential labs provide students with hands-on experiences and guides them through the Scientific Method while formulating their own ideas. It fosters curiosity and encourages creativity through self-directed learning while developing critical analysis skills.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

A Science Baseline Assessment and Topic Assessments will be administered to determine student learning gaps for targeted instruction. As a result, teachers will be able to identify and address student weaknesses.

Person Responsible: Ania Marti (amarti5@dadeschools.net)

By When: August 14, 2023-September 29, 2023

Teachers and instructional coaches will collaborate during meetings to create plans and gather resources for essential labs and materials in order to utilize during standards-based instruction. As a result, the students will be able to conduct laboratory experiments and complete the scientific method as evidenced in their interactive journals.

Person Responsible: Ania Marti (amarti5@dadeschools.net)

By When: August 14, 2023-September 29, 2023

In order to close the achievement gap, teachers will dig deeper into data for additional resources by utilizing EduSmart intervention online and assign specific standards-based science lessons.

Person Responsible: Ania Marti (amarti5@dadeschools.net)

By When: August 14, 2023-September 29, 2023

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As a result of data analysis, it was determined that the area of critical need was in attendance. The 2022-2023 school year District Attendance Report indicates that 46 percent of students overall had 11 or more absences. It also shows our attendance rate was 1 percentage point less when compared to the District average of 45. 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 Daily Attendance Bulletin will be e-mailed to teachers daily. As a result, teachers will be able to identify and address discrepancies. Updates will be made daily.

Person Responsible: Ania Marti (amarti5@dadeschools.net)

By When: August 14, 2023-September 29, 2023

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. As a result, parents will be held accountable for their child's attendance.

Person Responsible: Ania Marti (amarti5@dadeschools.net)

By When: August 14, 2023-September 29, 2023

The Attendance Review Committee (ARC) will conduct ARC meetings with families of students with increasing unexcused absences to assist in resolving the absences and following up with Truancy procedures, if needed. As a result, this will help improve the attendance rate.

Person Responsible: Ania Marti (amarti5@dadeschools.net)

By When: August 14, 2023-September 29, 2023

#4. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 36% of students were proficient in English Language Arts (ELA) as compared to the state average of 50% and district average of 51%. This is a result of the identified contributing factors of high SPED and ELL populations. Student readiness levels limit the ability to master grade level standards. Therefore, we will implement the targeted element of academic vocabulary instruction.

Measurable Outcome:

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

With the implementation of vocabulary instruction, there will be a 5 percentage point increase of proficiency demonstrating on grade-level or above in the area of ELA based on the 2024 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 with instructional coaches to plan for vocabulary instruction in the classroom. The administrative team will conduct classroom walkthroughs to determine if vocabulary strategies are being utilized in the classroom.

Person responsible for monitoring outcome:

Ania Marti (amarti5@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Academic vocabulary instruction play a critical role in improving vocabulary skills for all learners. Academic vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse text, visual stimuli, incorporation into daily dialogue, and associated with the content being taught.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners, especially English Language Learners.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Instructional coaches will provide an interactive training to teachers of all subjects on research-based vocabulary strategies. As a result, teachers will be able to implement effective vocabulary instruction in the classroom with all students.

Person Responsible: Madelyn Betancourt (mbtorres@dadeschools.net)

By When: August 14, 2023-September 29, 2023

Teachers will create a print-rich and information-rich environment in the classroom setting. Items will be labeled and anchor charts will be utilized and posted in the classroom setting for each subject. As a result, students will be able to reference these resources during instruction.

Person Responsible: Madelyn Betancourt (mbtorres@dadeschools.net)

By When: August 14, 2023-September 29, 2023

Teachers will frontload vocabulary and key concepts for all subjects prior to diving into the lesson and utilize an interactive vocabulary journal. As a result, students will be able to comprehend and utilize newly acquired vocabulary.

Person Responsible: Madelyn Betancourt (mbtorres@dadeschools.net)

By When: August 14, 2023-September 29, 2023

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

According to the 2023 FAST STAR Reading PM3 data, the median percentile of 17% of students were proficient in English Language Arts (ELA) when compared to the district average of 49%. This is a result of the identified contributing factors of high SPED and ELL populations. Student readiness levels limit the ability to master grade level standards, therefore, we will implement the evidence-based strategy differentiated instruction during the ninety-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. Developing teaching materials and assessments measures whether all students within a classroom can learn effectively, regardless of differences in ability.

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

According to the 2023 FAST ELA PM3 data in, 36% of students were proficient in English Language Arts (ELA) as compared to the state average of 50% and district average of 51%. This is a result of the identified contributing factors of high SPED and ELL populations. Student readiness levels limit the ability to master grade level standards, therefore, we will implement the evidence-based strategy

differentiated instruction during the ninety-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. Developing teaching materials and assessments measures whether all students within a classroom can learn effectively, regardless of differences in ability.

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 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 Measurable Outcomes

With the implementation of differentiated instruction, there will be a 5 percentage point increase of proficiency demonstrating on grade-level or above in the area of ELA based on the 2024 State Assessment.

Grades 3-5 Measurable Outcomes

With the implementation of differentiated instruction, there will be a 5 percentage point increase of proficiency demonstrating on grade-level or above in the area of ELA based on the 2024 State Assessment.

Monitoring

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 impact student achievement outcomes.

The administrative team will attend weekly Common Planning to monitor teachers collaborating with instructional coaches 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

Select the person responsible for monitoring this outcome.

Marti, Ania, amarti5@dadeschools.net

Evidence-based Practices/Programs

Description:

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. §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?

The evidence-based strategy being implemented for this Area of Focus will be differentiated instruction during the ninety-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. Developing teaching materials and assessments measures whether all students within a classroom can learn effectively, regardless of differences in ability.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Differentiated Instruction will allow for effective teaching that involves providing all students with different avenues to learning in terms through acquiring content, processing, constructing, or making sense of ideas. Developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability will increase student achievement.

Action Steps to Implement

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
Progress Monitoring Assessments will be administered bi-weekly. As a result, teachers will be able to identify and address student learning gaps for targeted differentiated instruction.	Marti, Ania, amarti5@dadeschools.net
Teachers and instructional coaches will collaborate during meetings to create plans and gather resources and materials in order to utilize during differentiated instruction.	Marti, Ania, amarti5@dadeschools.net
In order to close the achievement gap, teachers in every grade level will dig deeper into data for additional differentiated instruction and assign specific iReady lessons to students based on their individual weaknesses.	Marti, Ania, amarti5@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

We share information with stakeholders all year round through EESAC meetings, Title I annual parent meeting, our website, teacher meetings with parents, Open House, PTA meetings and events, curriculum nights, and more. Our school's website is <https://auburndaleelem.com/>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our school gathers stakeholders to collaborate and create a Parent & Family Engagement Plan (PFEP). The purpose of the PFEP is to enhance parent and family engagement, and provide access and advocacy to build parents' and families' capacity for meaningful school and community engagement. Our Parent Student Compact also assists in fulfilling our goals.

Our school's website is <https://auburndaleelem.com/>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The Instructional Coaches will collaborate with teachers for meaningful planning sessions and utilize the instructional coaching cycle to enhance the academic program. Professional Learning opportunities are made available throughout the school year. Interventionists will provide push in and pull out support.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title I provides resources to enhance the academic program. Project UpStart is the housing program we use District wide for families in need. Our school also offers free after school care services through the TALENTS program. To prevent violence we use the Values Matter and Do The Right Thing programs.