Miramar Elementary School

2014-15 School Improvement Plan

Miramar Elementary School

6831 SW 26TH ST, Miramar, FL 33023

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	88%

Alternative/ESE Center	Charter School	Minority
No	No	94%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Miramar Elementary School is dedicated to providing a safe and secure learning environment that empowers and equips each learner to excel academically through a rigorous curriculum.

Provide the school's vision statement

The vision of Miramar Elementary School is to maintain high academic standards all the time without fail, and to equip all students with the necessary tools so that they can become life-long learners and productive citizens.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

All staff members are encouraged to build relationships with all of our stakeholders, and we pride ourselves on the relationships that we have built with our community. All teachers during the first two weeks of the school year call all of their families, to initially establish a positive relationship with them. Teachers then develop positive relationships with their students using one of Hattie's High Effect Strategies, effective feedback to "connect" with their students. This is an ongoing process but all staff members in our building continue to foster positive relationships with our students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Staff members are highly visible before and after school ensuring that our students are supervised and our campus is safe and secure. Teachers continuously talk to their students about conducting themselves appropriately, and the perils of bullying and how students can be pro-active in preventing these types of occurrences. Administration and Support Staff members also visit classrooms engaging in ongoing dialogue with our students about these very same topics. School-wide we take a comprehensive approach to ensure that our students are safe and informed about everything on our campus. Our students know to and feel at ease reaching out to staff members if they need help in any circumstance.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All classroom teachers must have a behavior management program within their class which includes interventions along with incentives for our students. These plans are reviewed by the leadership team, and our Behavior Specialist provides teachers with support to effectively implement their plans. These plans are monitored quarterly for effectiveness, and teachers are provided PD if needed. Conduct expectations are also reviewed quarterly with our students by administration to ensure that we provide our students with a unified front in regards to behavior.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school guidance counselor provides counseling for all students when needed. She's very involved and works hand in hand with our classroom teachers to provide resources, classroom presentations, small group and one on one counseling. Parents and other stake holders are also provided resources, training and support. We also have a mentoring program on our campus, where staff members work with select students to provide them with mentorship and guidance to foster healthy, social-emotional relationships.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

N/A

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

We take pride in maintaining positive relationships between our staff, students and school community. We provide parents with resources through workshops, family nights, SAC, SAF & PTA meetings.

Parents are also informed through the marquee, school bulletin boards and parent call outs. Individual student progress information is shared through, interim reports, parent conferences, IEP meetings and CPST meetings.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We meet with our local partners and invite them to various events curriculum nights, ESOL events, harvest drives, etc. to ensure that they are involved with our families. Through these partnerships they sponsor various events to contribute towards our goal of increasing student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Schlissel, Joanne	Principal
Oneal, Devon	Assistant Principal
Rosales, Ingrid	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Chief Decision Maker on our campus, Ms. Schlissel's job is to guide our school and make decisions that are in the best interest of our school to meet the needs of all stakeholders, ensuring that we reach all of our goals documented within our SIP plan. Staff's, student's and parent's feedback is always welcomed.
Mr. O'Neal provides support and counsel to the principal and advises her on all decisions.
Both administrators provide teachers with instructional and curriculum support to enhance their teaching practice and as a result positively impact student achievement.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The leadership team meets as a whole to solve an array of problems on our campus. Open dialogue occurs with everyone providing input on the current issues. Experts on pertinent topics usually lead the conversation with everyone else contributing their thoughts on the topic. We have weekly assigned meetings to address all school related concerns, yet additional meetings may be held to resolve other problems. The principal will assign a specific member the task of over seeing that project and they will provide the group with a status report regularly, until that task is complete. The people involved in these meetings are the Principal, Asst. Principal, Guidance Counselor, Reading Coach, Behavior Support, and ESE Specialist.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Ms. Joanne Schlissel	Principal

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year our parental involvement reading literacy nights were a huge success. We had a primary night and an intermediate night. Students, parents and families participated in interactive learning activities, expanding their knowledge while having a good time and building community relationships.

Development of this school improvement plan

This years school improvement plan is placing an emphasis on differentiated professional development. By allowing the teachers to further their knowledge it will create an environment to better the students education with more effective feedback. This years plan places a focus on progress monitoring so that teachers, administration, and parents together can see where the students are and what needs to be done to further advance them.

Preparation of the school's annual budget and plan

The SAC committee provides invaluable information in regards to planning and setting the budget. They assist with identifying needs for the school, and allocating the appropriate funds to support those various programs within the school.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school improvement funds last year were used to foster a relationship between school employees, parents, and students as well as provide resources for teachers to expand their knowledge and implement new ideas in their classrooms.
IRA Conference - $6,934.00
Common Core Planning Sessions - $5,823.00
Professional Books (Daily 5)- $9,315.00
Substitue Teachers (Daily 5) - $3,002.00
Marcia Tate Professional Development- $850.00
90/90/90 Data Team - $684.00
Literacy Parent Night- $4,705.00
Technology Night-$270.00
Professional Development $8,870.00
Team Leader Release (Coaching and Mentoring) -$1,710.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Schlissel, Joanne	Principal
Oneal, Devon	Assistant Principal
Harriott, Nicole	Guidance Counselor
Jackson, Karmala	Administrative Support
Rosales, Ingrid	Instructional Coach
Demian, Sammy	Administrative Support
Birnbaum, Jillian	Teacher, K-12
Tinerino, Ilona	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy by analyzing student data, planning together, participating in PLCs, staying abreast of current educational practices, research and materials (Daily 5, Cafe, Guided Reading Instruction, Marcia Tate Strategies, Hattie's Effect Size) to disseminate to all instructional staff.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

We have bi-weekly team leader meetings and teams/teachers have weekly PLC's to work together, analyze data, plan for instruction and share best practices. We believe that purposeful and effective planning is the key to great instruction therefore, we have mandated it within our building.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Effective Communication is a key component that we use in regards to this strategy. When it comes to recruiting our current teachers are our best recruiters. They speak highly about our school and how pleased they are with the direction the school is moving in, so we never have a shortage of people wanting to join our family. Developing our staff members is key and we don't take this task for granted. We provide our staff with effective, relevant, researched based PD to improve their craft as professionals. We also solicit the help of our "residential experts" our own staff to train their colleagues. When a need for particular PD arises we ensure that we provide that training to our staff members.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We mentor new teachers to the profession and new teachers to our building participate in the NESS Program. We pair them based on grade-level and personality. The mentor teachers basically guides the new teacher and are a point of reference for the mentee. The new teacher also receives support from their team leader, our support staff and other colleagues. Our job is to make sure that new teachers feel as comfortable as possible and provide them with all of the necessary tools to be successful at our school.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

When creating or designing lessons teachers must use the Florida Standards as their guide. All lessons and activities must be rigorous and aligned with the Florida Standards. Team leaders submit their team's lesson plans to the leadership team and we spot check to ensure that this is happening. The instructional materials that we use are those adopted by the district and aligned to the state standards.
Supplemental resources are researched based intervention programs and strategies,
Using the Multi-Tiered System of Support as a guide.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

We use a variety of data to help guide our instruction. Formative assessments are used as mini check-ins to ensure children are meeting the learning goals. This immediate feedback helps us to modify our instruction as necessary, scaffolding and providing extra support to those students who still need assistance, while extending the activity for those children who are mastering the skill. We follow the district's progress monitoring plan, using FAIR-FS for Kindergarten, 4th and 5th grade and Rigby Running Records for 1st, 2nd and 3rd grades.
Summative assessments, informal inventories, authentic student work samples and teacher observations are other means we use acquiring data.
Instruction is individualized using flexible groups to target specific skills or standards. Students having difficulty participate in intensive intervention, double dose groups that can often times even be one-on-one.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 45

This is an after-school program that provides targeted remediation and enrichment for students whom have been identified by their classroom teachers that need additional support.

Strategy Rationale

These students were identified based on a set criteria set-up by our leadership team.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will submit data bi-weekly for their students to administration and we will progress monitor to ensure it's effectiveness, making adjustments when necessary.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

As we use the Florida State Standards to drive our instruction, teachers are also familiar with the previous and next grade level standards. Teachers and teams have opportunities for vertical meetings and discussions that identify students (grade level) strengths and weaknesses. These reflection opportunities bring about changes that impact instruction and student achievement, as children progress from one grade level to the next.
For the Pre-K classes matriculation activities include kindergarten classroom visits for part of the day. We schedule matriculating meetings for ESE students and offer opportunities for school tours.
Kindergarten Round-up is an example of how we reach out to the community and support our incoming Kindergartners not only offering them pertinent school information but providing parents with resources and strategies that they can begin to use to better prepare the children for school.
Future middle school students participate in presentations provided my magnet schools and go on a school visit to our feeder middle schools to ensure that their transition to a new school environment is as seamless as possible.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Fifth grade students have the opportunity to participate in the JBIZZ experience learning about different careers and what is available once they transition to the "real world."
School partners are are visible at school functions and our community is invited to support their organizations.
Students understand the connection between school and businesses partnerships and how they relate to one another (Barnes & Nobles, Chilis, Sams). Through this relationship students are able catch a glimpse of the relevance between education and the career world.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Teachers will incorporate descriptive feedback to increase students' performance in all grade levels and all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will incorporate descriptive feedback to increase students' performance in all grade levels and all content areas. `1a`

🔑 G058624

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Reading - All Students	72.0
FCAT 2.0 Science Proficiency	
FAA Writing Proficiency	

Resources Available to Support the Goal `2`

- Funding (Title 1 and ELO dollars)
- Teachers to support professional learning (ex: daily 5)
- Leadership Team/Support Staff
- Manatee Camp
- Daily 5
-

Targeted Barriers to Achieving the Goal `3`

- There is a need for more relevant, targeted professional development to build teacher capacity.

Plan to Monitor Progress Toward G1. `8`

collect and analyze data from performance assessments

Person Responsible
Devon Oneal

Schedule
Monthly, from 9/22/2014 to 6/4/2015

Evidence of Completion
the results from the performance assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Teachers will incorporate descriptive feedback to increase students' performance in all grade levels and all content areas. 1

🔑 G058624

G1.B1 There is a need for more relevant, targeted professional development to build teacher capacity. 2

🔑 B149234

G1.B1.S1 Provide Professional Development, focusing on differentiated instruction and progress monitoring. 4

🔑 S161064

Strategy Rationale

In an effort to increase student achievement, we need to support teachers in order to build professional learning capacity.

Action Step 1 5

Conduct a needs assessment survey to determine relevant Professional Development.

Person Responsible

Devon Oneal

Schedule

On 9/15/2014

Evidence of Completion

Survey results

Action Step 2 5

Provide a differentiated professional development schedule for the year based on survey results.

Person Responsible

Devon Oneal

Schedule

On 9/19/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration will attend professional development sessions, conduct walk-throughs and collect progress monitoring data.

Person Responsible

Devon Oneal

Schedule

Weekly, from 8/27/2014 to 6/4/2015

Evidence of Completion

Attendance, minutes, and data sheets.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will attend professional development sessions, conduct walk-throughs and collect progress monitoring data.

Person Responsible

Devon Oneal

Schedule

Monthly, from 8/27/2014 to 6/4/2015

Evidence of Completion

Increases in performance data for teachers and students.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Conduct a needs assessment survey to determine relevant Professional Development.	Oneal, Devon	9/8/2014	Survey results	9/15/2014 one-time
G1.B1.S1.A2	Provide a differentiated professional development schedule for the year based on survey results.	Oneal, Devon	9/16/2014		9/19/2014 one-time
G1.MA1	collect and analyze data from performance assessments	Oneal, Devon	9/22/2014	the results from the performance assessments	6/4/2015 monthly
G1.B1.S1.MA1	Administration will attend professional development sessions, conduct walk-throughs and collect progress monitoring data.	Oneal, Devon	8/27/2014	Increases in performance data for teachers and students.	6/4/2015 monthly
G1.B1.S1.MA1	Administration will attend professional development sessions, conduct walk-throughs and collect progress monitoring data.	Oneal, Devon	8/27/2014	Attendance, minutes, and data sheets.	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**