

Miami-Dade County Public Schools

Silver Bluff Elementary School



2016-17 Schoolwide Improvement Plan

Silver Bluff Elementary School

2609 SW 25TH AVE, Miami, FL 33133

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	A	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

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 a monitoring status of "Former F" (see page 4). 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	15
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Silver Bluff Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to focus on academic and personal excellence through research-based instructional programs, expanding current teaching methodologies, increasing parental involvement, organizing available community resources, and planning to meet the needs of the whole child in the 21st century.

b. Provide the school's vision statement.

We believe in creating a learning environment that encourages students to develop academically, socially and emotionally to become lifelong learners and quality contributors to our society.

2. School Environment

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

The administration, faculty, and staff at Silver Bluff Elementary School strives to develop and maintain a supportive and inclusive community of learners. Positive relationships between the faculty, students, and their families are fostered through parent outreach activities which include kindergarten orientations, parent-nights, PTA sponsored events, school assemblies, workshops, and a variety of thematic activities held throughout the year (Hispanic Heritage, Exceptional Student Education Week, African American History, etc). At Silver Bluff Elementary School we embrace diversity and welcome all opportunities to build the cultural competency needed to thrive in today's global world.

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

Providing all students with a safe, secure, and peaceful learning environment is a priority at Silver Bluff Elementary School. The school's safety plan and student code of conduct helps maintain and improve school order and safety. Character education is embedded into the curriculum with an emphasis on prevention, positive alternatives, and the development of positive social skills and socially competent behaviors which build students' self-esteem and and maintain a positive school climate.

c. 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.

Silver Bluff Elementary Schools adheres to the student code of conduct as its school wide behavioral system in place that establishes protocols for disciplinary incidents and provides students with clear behavioral expectations. The student code of conduct addresses behaviors and corrective strategies, students rights and responsibilities, as well as the district's multi-tiered systems of support for behavioral interventions. In addition to the student code of conduct a parent compact is established annually, detailing the integral partnership between families and the school in maintaining a positive learning climate. Parents and students are briefed on school policies at the opening of schools each year, and copies are signed during the annual Open House event.

d. 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.

The student services department at Silver Bluff Elementary School which is comprised of the school's guidance counselor, psychologist, and social worker, provide services that support and address concerns regarding students social-emotional needs. Referrals to student services support may include guidance counseling, mentoring, and behavioral interventions. Attending to students' social-emotional needs is a precursor to academic success.

3. Early Warning Systems

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

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

Analysis of the 2015-2016 Early Warning Systems dashboard indicates that the grade level(s) with the most number of students with attendance below 90 percent was Kindergarten and Grade 1. The data shows that 19 kindergarten students and 16 first grade students had attendance below 90% during the 2015-2016 school year. Additionally, no students were suspended during the 2015-2016 school year.

The grade level with the most course failures in reading or math was grade 5 with 12 students and grade 6 with 6 students.

The grade level with the most number of students scoring at FSA Level 1 on the reading or math assessment was grade 5 and grade 3.

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

1. 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	
Attendance below 90 percent	19	16	7	11	10	8	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	2	2	2	6	12	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	14	26	0	12	45	0	0	0	0	0	0	0	97
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Intervention strategies employed by the school to improve the academic performance of students identified by the early warning system includes providing awards, incentives, and recognition programs for students who:

1. make the Principal, Alpha, and Beta honor rolls each grading period; 2. maintain perfect attendance each grading period; 3. maintain adequate yearly progress on state assessments; and, 4. demonstrate model behavior. Other intervention strategies which support the academic performance of students include: 1. participation in Reading interventions, providing an additional 30 minutes of academic support per day; 2. utilization of computer-based software addressing instructional deficits such as I-Ready, Reflex Math, MyOn Reader, etc.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313436>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

Silver Bluff Elementary School supports the district's initiative of bringing resources together to improve student achievement and enhance the educational programs of the school. This vision is communicated during school meetings which include faculty meetings, EESAC meetings, PTA meetings, and parent workshops. Increasing parental involvement is a priority at the school. We strongly encourage parents to become active PTA members, participate in PTA sponsored activities, and volunteer. We actively seek funding and in-kind support opportunities which may include writing grants and partnering with local businesses. In addition to the district's annual Dade Partner recognition luncheon, the school also recognizes the efforts of volunteers and community partners during an annual recognition event. We also keep our partners informed of school activities and events. The school also partners with local non-profit agencies such as America Reads and Junior Achievement which support the school's academic initiatives.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Barreira, Mayra	Principal
Atlas, Daniel	Assistant Principal
Bon, Lydia	Instructional Coach
Li, Jamilet	Instructional Coach
Sanz, Aimee	Teacher, K-12
Germroth, Leila	Assistant Principal

b. Duties

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

The function and responsibility of each team member as it relates to MTSS and the SIP includes:

Administrator(s) (Mayra Barreira, Zuyin Companioni) who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- School reading, math, science, and behavior specialists (Anailene Marban, Liselotte Sheikh)
- Special education personnel (Silvia Tamargo)
- School guidance counselor (Teresa Zubizarreta)
- School psychologist (Haydee Prado de Varona)
- School social worker (TBA)
- Member of advisory group, community stakeholders, parents (Indira Gomez)

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (every nine weeks) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected (Mayra Barreira, Zuyin Companioni, Anailene Marban, Liselotte Sheikh, Silvia Tamargo, Indira Gomez) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

Selected (Zuyin Companioni, Teresa Zubizarreta, Silvia Tamargo, and Anailene Marban) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

2. 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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency. (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response. (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I Part A: Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their

child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)

- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B – NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
 - The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
 - The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
 - The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
 - Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
 - Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
 - The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
 - Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
 - All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start- N/A

Adult Education- N/A

Career and Technical Education- N/A

Job Training- N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
 - Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
 - HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
 - HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
 - HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Mayra Barreira	Principal
Anailene Marban	Teacher
Leila Germroth	Teacher
Indira Gomez	Teacher
Sylvia Tamargo	Education Support Employee
Esther Martinez	Teacher
Zaimara Delpino-Alonso	Student
Maggie Block	Parent
Rosa Morales	Parent
Ayme Bermejo	Business/Community
Raul Ospina	Business/Community
Jose Ojeda	Parent
Nelson Jacome	Parent
Rosa Magarino	Education Support Employee
Vanessa Perez	Parent
Habiba Urbina	Parent
Mayra Barreira	Principal
Nelson Jacome	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Monthly SAC agendas included a review of SIP and progress towards implementing strategies and goals. The SAC reviewed results of formative assessments by grade level and subject area including I-Ready diagnostic assessments in Reading and Math, Science quarterly assessments, and progress monitoring data for Tier 2 students. Due to data not being released yet, review of FSA Reading, Math, Access 2.0, and SAT data will be conducted during the fall of 2016.

b. Development of this school improvement plan

The SAC met in May to review available student data and identify areas of need. Strategies by subject and grade level were proposed for the 2016-17 School Improvement Plan. An action plan was drafted in September 2016 addressing areas of need, resources, and targeted action steps to address these areas. The action plan was shared with teachers and faculty during a subsequent faculty meeting.

c. Preparation of the school's annual budget and plan

Recommendations of the SAC regarding the alignment of resources to areas of need were considered in the purchase of instructional resources and support personnel. The SAC identified the need to continue implementing the following: 1.) increased instructional rigor across grade levels and subject areas; 2. increased focus on academic writing across grade levels; 3.) implementation of differentiated instruction in the intermediate grades; 4.) implementation of quarterly incentives for student participation in the I-Ready program; 5.) recognition programs for students who make the

honor roll, maintain perfect attendance, and exemplary conduct; 6.) promotion of parental involvement through the support of the PTA.

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

SAC funds were allocated equally to fund purchases that support both student achievement and parental involvement. During 2015-2016 SAC funds were allocated for the purchase of instructional materials, student incentives and awards.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bon, Lydia	Instructional Coach
Li, Jamilet	Instructional Coach
Eidinger, Sonia	Teacher, ESE
Sanz, Aimee	Teacher, K-12
Germroth, Leila	Assistant Principal
Barreira, Mayra	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT this year will be to address: 1.) address limited reading achievement among SWD and the lowest 25%; 2.) monitor the fidelity of implementation of intervention programs; and, 3.) assist with instructional refinement through professional development in increased rigor and new standards.

D. Public and Collaborative Teaching

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

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

Several strategies are implemented to encourage positive working relationships between teachers. The administration and instructional coaches foster opportunities to build capacity among teachers. This includes allotting time during monthly faculty meetings for teachers to share best practices and hold collegial conversations with their colleagues. Shared agreements were established and voted upon during the opening of schools faculty meeting. The staff collaborated on the following norms: 1.) refrain from judging; 2.) trust the process; 3.) assume good will; 4.) share wisdom; 5.) keep an open mind; 6.) watch your "air time"; and 7.) be present. A professional development liaison assists teachers with professional development initiatives which include participation in on-site professional learning

communities. Additionally, instructional coaches participate in weekly planning session, provide professional development, coaching, and/or support as needed to encourage positive working relationships and support instruction.

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

Strategies to recruit and retain highly qualified and effective teachers include:

1. Implementation of the Instructional Performance and Evaluation Growth System (IPEGS)
2. Professional development opportunities
3. Common grade level planning times
4. Support from instructional coaches

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

The teacher mentoring program pairs beginning teachers with experienced teachers.

Qualifications for mentors:

- Must hold a valid professional teaching certificate;
- Minimum of three years of successful teaching experience; and
- Certified at the same level (e.g. primary, intermediate, etc.) or in the subject area as the new teacher.

Selection criteria for mentors:

- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
- Evidence of effective teaching and student achievement gains;
- Credibility with colleagues;
- Commitment to personal professional learning demonstrated by frequent participation in professional development;
- Experience working with adult learners; and
- Expertise in accessing data resources and using data to analyze instruction.

Required training to become a mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Who receives a mentor:

- Teachers new to the profession (without previous teaching experience) are eligible to receive a MINT certified site-based mentor.
- First and second year teachers in Education Transformation Office schools are eligible to receive a MINT certified site-based mentor.

Help for 2nd and 3rd year teachers:

- Teachers with previous teaching experience and teachers in years two and three are eligible to receive a buddy teacher.
- A buddy teacher occupies a leadership role in the school such as a department chair, grade-level chair, reading coach, mathematics coach, National Board Certified Teacher, etc.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district's reading and mathematics textbook adoptions of McGraw-Hill Reading Wonders and Houghton Mifflin's Go Math are aligned with the Common Core State Standards. Reading and Mathematics pacing guides as well as district task cards are also aligned with the Florida Standards. Instructional coaches support teachers understanding of the Florida Standards and provide guidance with planning for rigorous instruction.

b. Instructional Strategies

1. 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.

Data drives instructional practices and school improvement initiatives at Silver Bluff Elementary School. Teachers adhere to an ongoing cycle of assessment, analysis, and action to improve instructional practices that support student learning. Teachers utilize the results of formative assessments for ongoing progress monitoring and to plan for differentiated instruction. Data from district interim assessments, I-Ready diagnostic assessments, and Access 2.0 are utilized to group students according to areas of need. Grouping templates and assessment reports are provided to guide teachers in analyzing data and grouping students. Summative assessments such as the Florida Standards Assessment (FSA) and Stanford Achievement Test 10 (SAT-10) are also utilized to monitor longitudinal student and grade-level performance. Results of standardized assessments help identify grade level achievement gaps and are used in the allocation of resources and support. Students who are struggling academically are placed in intervention programs which provide remediation and supplemental support. Individualized Education Plans (IEP) are also developed for students participating in special education programs. Testing accommodations are also provided for students participating in the Exceptional Student Education (ESE) program as identified on their IEP. Teachers utilize data to plan for instruction, address students areas of need, and for ongoing progress monitoring.

2. 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: Before School Program

Minutes added to school year: 2,400

Select ESOL Level 1-4 students participate in a before-school tutoring program which provides support in Reading and Mathematics. The program is held twice a week for an hour and takes place for twenty weeks, for a total of 40 hours or 2400 minutes.

Strategy Rationale

The purpose of the Title III tutorial program is to provide English language learners with additional instructional support in the target language. These students benefit from additional exposure to academic language, vocabulary, and practice opportunities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bon, Lydia, 209201@dadeschools.net

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

Formative data will be used to monitor student progress in the tutorial program. Results of standardized tests including the Florida Standards Assessments and Access 2.0. will be used to determine effectiveness of the strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Silver Bluff Elementary School supports the transitions of students new to the school and those leaving to middle school. In order to assist preschool children and their parents' transition from early childhood to elementary school programs, a kindergarten orientation is held prior to the opening of school. The orientation provides an overview on the programs and assessment tools used to screen student readiness such as the Early Screening Inventory-Kindergarten (ESI-K). The Learning Accomplishment Profile-Diagnostic (LAPD), the Phonological and Early Literacy (PELI) and the Devereaux Early Childhood Assessment (DECA) are all administered to preschoolers for diagnostic and summative assessments as they prepare for kindergarten. During the orientation meeting, parents and students learn about the kindergarten program and are given a guided tour of the school. In addition, students are tested to see if they qualify for ESOL (English for Speakers of Other Languages). Additionally, prekindergarten and kindergarten and participate in quarterly articulation meetings to collaboratively plan for students successful transition to kindergarten.

In order to assist elementary children and their parents' transition to middle school, middle school orientation meetings are held on and offsite. Students learn about the various feeder pattern middle school programs available as well as are given opportunities to visit and tour their corresponding middle school. Additionally, fifth grade articulation meetings are held in order to help place fifth graders transitioning to middle school.

b. College and Career Readiness

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

Not Applicable

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

Not Applicable

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

Not Applicable

4. 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.

Not Applicable

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. CORE INSTRUCTION - We will increase student achievement by improving core instruction across all content areas.

Strategic Goals Detail

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

G1. CORE INSTRUCTION - We will increase student achievement by improving core instruction across all content areas. **1a**

 G087655

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	48.0
FSA Mathematics Achievement	62.0
FCAT 2.0 Science Proficiency	40.0

Targeted Barriers to Achieving the Goal **3**

- Limited evidence of instructional rigor in in-depth standards-based planning and instruction across grade levels and subject areas.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- MATHEMATICS Core:** HMH Florida Go Math!; Go Math (Online Resources: Animated Math Models, Destination Math, HMH Mega Math); Go Math Printable Resources (Reteach)Supplemental: District Pacing Guides including Technology Resources; I-Ready; Gizmos Grades 3-5; Explore Learning –Reflex Math; Mathematics Florida Standards Item Specifications (Grades 3-5); FSA Test-design summary blueprint, FSA Portal training tests and resources; Claim-Evidence-Reasoning (CER) Bellringers; Ready Common Core Mathematics Instruction Books for DI; Promethean Boards
- SCIENCE Core:** Scott Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, Elementary Science Instructional Resources: <http://science.dadeschools.net/elem/instructionalResources/default.html> Supplemental: Supplemental Resources in Pacing Guides, Gizmos (3-5), Discovery Education (K-5), NBC Learn, PowerMyLearning, AIMS, Science Fair Handbook
- READING Core:** McGraw-Hill Reading Wonders, English Language Arts/ESOL Pacing Guides (Reading and Writing) grades K-5 McGraw-Hill WonderWorks K-5, ELL Matrix Supplemental: Instructional Routine Handbooks K-5, ELA Item Specifications grades 3-5, i-Ready, Promethean Boards, Waterford, Imagine Learning

Plan to Monitor Progress Toward G1. **8**

The data that will be collected and monitored to determine progress toward meeting goal will include formative progress monitoring data from I-Ready Assessment Periods 1-3, textbook series assessments, and school progress monitoring data from the Office of School Improvement.

Person Responsible

Leila Germroth

Schedule

On 6/8/2017

Evidence of Completion

I-Ready Diagnostic and Growth Monitoring Data, Wonders and Go Math 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

 = Problem Solving Step  S123456 = Quick Key


G1. CORE INSTRUCTION - We will increase student achievement by improving core instruction across all content areas. 1

 G087655

G1.B9 Limited evidence of instructional rigor in in-depth standards-based planning and instruction across grade levels and subject areas. 2

 B233022

G1.B9.S1 Implement close reading and questioning strategies and activities that support and encourage rigorous reader interactions and accountable talk to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate, and interpret topics. 4

 S245966

Strategy Rationale

Students need increased exposure to rigorous interactions with text in order to deepen their understanding.

Action Step 1 5

Conduct in-depth weekly collaborative planning sessions for teachers in grades K-5 utilizing the Florida Standards, district pacing-guides, and the Item Specifications for grades 3-5.

Person Responsible

Lydia Bon

Schedule

On 6/8/2017

Evidence of Completion

Student response journals, work folders, and artifacts. Teacher lesson plans, weekly grade level collaborative planning schedule, and data-chat records.

Action Step 2 5

Provide differentiated support through the implementation of instructional technology and Differentiated Instruction (DI) during the English Language Arts (ELA) block.

Person Responsible

Lydia Bon

Schedule

Daily, from 8/20/2016 to 6/8/2017

Evidence of Completion

Monitor and promote program usage through quarterly usage reports and student DI notebooks.

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and quarterly EESAC meetings. Updates on the status of implementation will be reviewed during weekly leadership team meetings.

Person Responsible

Lydia Bon

Schedule

Biweekly, from 8/20/2016 to 6/8/2017

Evidence of Completion

Faculty meeting agendas, grade level minutes, EESAC meeting agenda/minutes, data from technology programs

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Analysis of formative student assessment data, teacher observation, lesson plans, and student work folders will be used to monitor the effectiveness of action plan implementation.

Person Responsible

Leila Germroth

Schedule

Quarterly, from 8/20/2016 to 6/8/2017

Evidence of Completion

I-Ready Diagnostic and Growth Monitoring Data, OSI data

G1.B9.S2 Incorporate opportunities for academic writing across subject areas to support students in the production of coherent writing through the use of the writing process. Explicitly teach students to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. 4

 S245967

Strategy Rationale

Students need increased opportunities to answer open-response questions and analytical writing practice opportunities.

Action Step 1 5

Provide professional development on the Florida Standards open-response and extended writing tasks.

Person Responsible

Lydia Bon

Schedule

Monthly, from 8/20/2016 to 6/8/2017

Evidence of Completion

Professional development logs, agenda, sign-in sheets, grade level minutes, observation of the alignment of the Florida Standards in lesson plans and instructional activities.

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings, weekly grade level meetings, and quarterly EESAC meetings. Updates on the status of implementation will be reviewed during weekly leadership team meetings.

Person Responsible

Leila Germroth

Schedule

Weekly, from 8/20/2016 to 6/8/2017

Evidence of Completion

Faculty meeting agendas, grade level minutes, EESAC meeting agenda/minutes, results of district writing assessments

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7

Analysis of formative student assessment data, teacher observation, lesson plans, and student work folders will be used to monitor the effectiveness of action plan implementation.

Person Responsible

Leila Germroth









Schedule

On 6/8/2017

Evidence of Completion

District Interim Assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M331982	The data that will be collected and monitored to determine progress toward meeting goal will...	Germroth, Leila	8/20/2016	I-Ready Diagnostic and Growth Monitoring Data, Wonders and Go Math Assessments	6/8/2017 one-time
G1.B9.S1.MA1  M331978	Analysis of formative student assessment data, teacher observation, lesson plans, and student work...	Germroth, Leila	8/20/2016	I-Ready Diagnostic and Growth Monitoring Data, OSI data	6/8/2017 quarterly
G1.B9.S1.MA1  M331979	The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings,...	Bon, Lydia	8/20/2016	Faculty meeting agendas, grade level minutes, EESAC meeting agenda/ minutes, data from technology programs	6/8/2017 biweekly
G1.B9.S1.A1  A318648	Conduct in-depth weekly collaborative planning sessions for teachers in grades K-5 utilizing the...	Bon, Lydia	8/20/2016	Student response journals, work folders, and artifacts. Teacher lesson plans, weekly grade level collaborative planning schedule, and data-chat records.	6/8/2017 one-time
G1.B9.S1.A2  A318649	Provide differentiated support through the implementation of instructional technology and...	Bon, Lydia	8/20/2016	Monitor and promote program usage through quarterly usage reports and student DI notebooks.	6/8/2017 daily
G1.B9.S2.MA1  M331980	Analysis of formative student assessment data, teacher observation, lesson plans, and student work...	Germroth, Leila	8/20/2016	District Interim Assessments	6/8/2017 one-time
G1.B9.S2.MA1  M331981	The fidelity of implementation of action steps will be monitored at bi-monthly faculty meetings,...	Germroth, Leila	8/20/2016	Faculty meeting agendas, grade level minutes, EESAC meeting agenda/ minutes, results of district writing assessments	6/8/2017 weekly
G1.B9.S2.A1  A318650	Provide professional development on the Florida Standards open-response and extended writing tasks.	Bon, Lydia	8/20/2016	Professional development logs, agenda, sign-in sheets, grade level minutes, observation of the alignment of the Florida Standards in lesson plans and instructional activities.	6/8/2017 monthly

V. Professional Development Opportunities

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

G1. CORE INSTRUCTION - We will increase student achievement by improving core instruction across all content areas.

G1.B9 Limited evidence of instructional rigor in in-depth standards-based planning and instruction across grade levels and subject areas.

G1.B9.S1 Implement close reading and questioning strategies and activities that support and encourage rigorous reader interactions and accountable talk to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate, and interpret topics.

PD Opportunity 1

Conduct in-depth weekly collaborative planning sessions for teachers in grades K-5 utilizing the Florida Standards, district pacing-guides, and the Item Specifications for grades 3-5.

Facilitator

Anailene Marban

Participants

Reading, Writing, Mathematics, Science, and Social Studies teachers

Schedule

On 6/8/2017

PD Opportunity 2

Provide differentiated support through the implementation of instructional technology and Differentiated Instruction (DI) during the English Language Arts (ELA) block.

Facilitator

Anailene Marban

Participants

ELA Teachers

Schedule

Daily, from 8/20/2016 to 6/8/2017

VI. Technical Assistance Items

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

G1. CORE INSTRUCTION - We will increase student achievement by improving core instruction across all content areas.

G1.B9 Limited evidence of instructional rigor in in-depth standards-based planning and instruction across grade levels and subject areas.

G1.B9.S2 Incorporate opportunities for academic writing across subject areas to support students in the production of coherent writing through the use of the writing process. Explicitly teach students to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

TA Opportunity 1

Provide professional development on the Florida Standards open-response and extended writing tasks.

Facilitator

Anailene Marban

Participants

Teachers

Schedule

Monthly, from 8/20/2016 to 6/8/2017

VII. Budget

1	G1.B9.S1.A1	Conduct in-depth weekly collaborative planning sessions for teachers in grades K-5 utilizing the Florida Standards, district pacing-guides, and the Item Specifications for grades 3-5.				\$0.00
2	G1.B9.S1.A2	Provide differentiated support through the implementation of instructional technology and Differentiated Instruction (DI) during the English Language Arts (ELA) block.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5041 - Silver Bluff Elementary School	Title I, Part A		\$2,000.00
			Notes: WonderWorks Intervention resources for students			
3	G1.B9.S2.A1	Provide professional development on the Florida Standards open-response and extended writing tasks.				\$0.00
Total:						\$2,000.00