

Broward County Public Schools

Miramar Elementary School



2021-22 Schoolwide Improvement Plan

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Miramar Elementary School

6831 SW 26TH ST, M IR Amar, FL 33023

[no web address on file]

Demographics

Principal: Joanne Schlissel

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (51%) 2016-17: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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Miramar Elementary School

6831 SW 26TH ST, MIRAMAR, FL 33023

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>82%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>98%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of 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. At Miramar Elementary we strive to educate the total child. Not only do we focus on academic achievement, but we also tend to the social-emotional needs of the child.

Provide the school's vision statement.

The vision of 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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Schlissel, Joanne	Principal	Principal- Oversee overall academic and operational functions of the school; Build relationships; Check in to classes; Meet with CORE tech team and TL gauge need for trainings; Individual weekly check ins as well as team meetings with all support and AP to ensure instructional team has time and is completing tasks effectively; Check in with support/ AP weekly; (monitor their progress) Monitor all student and teacher data; Data chats; Classroom observations 3-5/ new teachers and support; Work with coaches to ensure teachers implementing balance literacy components effectively; Provide feedback to coaches/instructional staff, to improve instruction and increase student achievement ;Praise students and teachers for efforts and achievements; Create schedules for teachers/support/ paras to maximize instructional time;
Dumervil, Dominique	Assistant Principal	Assistant Principal- Build relationships; Check in to classes; Meet with CORE tech PD team to gauge need for trainings Monitor student engagement/ ensure attendance /create plan meet with social worker guidance counselor etc Ensure canvas expectations met ;Ensure grades/HW procedures met; Monitor math progress off 4th/5th grade students using Iready data and using data to improve student achievement; Monitor science data in 5th grade;Monitor referrals and incidences of referrals; Monitor effectiveness of school store and use of manatee bucks; Data chats grades K-2 ;Classroom observations specials, Pre K, ESE and K-2 teachers Provide feedback to coaches/instructional staff, in order to improve instruction and increase student achievement; Praise students and teachers for efforts and achievements;
Kunz, Elizabeth	Reading Coach	Reading Coach-Give CORE tests to students in grades K-5 level 1s and 2s and good cause promotions; Work with teachers/Model read alouds/small group instruction/shared reading; Create/provide differentiated PD for staff based on data; Monitor all data for Iready and assist teachers in using data to improve instruction; Work with coaches to ensure teachers implementing balance literacy components effectively Manage RTI meetings;
Yassen, Robin	Curriculum Resource Teacher	Give CORE tests to students in grades 2-5 level 1s and 2s and good cause promotions Work with select students in 1-3 Monitor progress in reading of selected students using Iready data; Assist in providing differentiated PD for staff; Monitor Iready data of students in small group; Utilize data to improve instruction; Work with coach to ensure teachers implementing balance literacy components effectively

Demographic Information

Principal start date

Monday 7/1/2013, Joanne Schlissel

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

462

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

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

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	82	83	79	72	74	0	0	0	0	0	0	0	463
Attendance below 90 percent	26	16	19	17	20	74	0	0	0	0	0	0	0	172
One or more suspensions	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	12	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	1	2	2	21	5	3	0	0	0	0	0	0	0	34

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	0	2	10	6	12	0	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	0	2	6	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 9/22/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	79	81	75	70	71	0	0	0	0	0	0	0	443
Attendance below 90 percent	0	2	4	1	5	2	0	0	0	0	0	0	0	14
One or more suspensions	0	4	1	0	2	1	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	31	23	36	0	0	0	0	0	0	0	90
Level 1 on 2019 statewide Math assessment	0	0	0	46	30	48	0	0	0	0	0	0	0	124

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	2	13	6	0	0	0	0	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	2	3	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	79	81	75	70	71	0	0	0	0	0	0	0	443
Attendance below 90 percent	0	2	4	1	5	2	0	0	0	0	0	0	0	14
One or more suspensions	0	4	1	0	2	1	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	31	23	36	0	0	0	0	0	0	0	90
Level 1 on 2019 statewide Math assessment	0	0	0	46	30	48	0	0	0	0	0	0	0	124

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	2	13	6	0	0	0	0	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	2	3	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	59%	57%	47%	56%	56%
ELA Learning Gains				55%	60%	58%	56%	57%	55%
ELA Lowest 25th Percentile				44%	54%	53%	54%	51%	48%
Math Achievement				61%	65%	63%	60%	62%	62%
Math Learning Gains				62%	66%	62%	57%	60%	59%
Math Lowest 25th Percentile				57%	53%	51%	40%	47%	47%
Science Achievement				42%	46%	53%	46%	49%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	40%	60%	-20%	58%	-18%
Cohort Comparison						
04	2021					
	2019	50%	62%	-12%	58%	-8%
Cohort Comparison		-40%				
05	2021					
	2019	48%	59%	-11%	56%	-8%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	65%	-11%	62%	-8%
Cohort Comparison						
04	2021					
	2019	70%	67%	3%	64%	6%
Cohort Comparison		-54%				
05	2021					
	2019	52%	64%	-12%	60%	-8%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	49%	-8%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostic Scales Scores Placement Tables 2020-21

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	32	68
	Economically Disadvantaged	32	48	52
	Students With Disabilities	19	33	37
	English Language Learners	42	56	69
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	48	66
	Economically Disadvantaged	36	51	60
	Students With Disabilities	22	40	45
	English Language Learners	56	66	72

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21	52	60
	Economically Disadvantaged	25	48	59
	Students With Disabilities	22	36	41
	English Language Learners	29	49	59
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	44	65
	Economically Disadvantaged	37	46	59
	Students With Disabilities	12	22	36
	English Language Learners	20	48	62

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	39	73
	Economically Disadvantaged	38	49	59
	Students With Disabilities	25	32	45
	English Language Learners	29	33	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	49	66
	Economically Disadvantaged	36	44	61
	Students With Disabilities	12	26	41
	English Language Learners	22	48	62

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	65	79
	Economically Disadvantaged	33	44	56
	Students With Disabilities	17	28	41
	English Language Learners	29	39	51
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	56	76
	Economically Disadvantaged	39	47	59
	Students With Disabilities	16	29	41
	English Language Learners	20	45	57

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	48	56
	Economically Disadvantaged	36	43	59
	Students With Disabilities	30	39	49
	English Language Learners	32	44	52
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	40	61
	Economically Disadvantaged	55	59	67
	Students With Disabilities	27	47	56
	English Language Learners	41	50	61
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	25	36	52
	Economically Disadvantaged	36	50	66
	Students With Disabilities	32	42	54
	English Language Learners	18	25	32
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25			13							
ELL	44	28		51	33		18				
BLK	42	33	33	40	20	8	18				
HSP	45	27		44	9		27				
FRL	44	30	33	44	20	15	22				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	48	37	33	58	44	13				
ELL	44	52	43	70	79	85	41				
BLK	46	57	44	57	59	55	41				
HSP	46	46	40	71	69	64	40				
FRL	46	53	44	60	62	60	40				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	48	50	37	47	39	36				
ELL	45	58	50	50	51	21	27				
BLK	44	51	50	57	58	51	34				
HSP	54	63	64	64	54	18	66				
WHT	60			70							
FRL	47	55	54	60	56	39	44				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	8
Percent Tested	90%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on the data we need to have a laser focus on our subgroups and find ways to re-engage parents to assist us in helping their children make more academic gains in both ELA & Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The fifth grade data has the greatest need for improvement. Their scores were the lowest within the Intermediate category.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Some of the contributing factors is that we lost 5th grade teachers throughout the year, Although the Coaches did go in and work with staff and students to help minimize the learning gap. Many students were working remotely it was very difficult to know whether the student was actually learning or were they sitting in front of a screen but disconnected from the the actual lesson. This year all our students are back in the building and we anticipate much more growth.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The third and fourth grade data showed the most improvement over time. The teachers are seasoned and work collaboratively to ensure all students make progress. The team spends a lot of time planning lessons together and participates in professional learning communities to deepen their own knowledge and to build up their skills as experienced teachers.

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

A Support Person is assigned to each grade level, that support person attends their meetings and serves to assist them in all aspects of the curriculum and class management. This has been very effective because all the former coaches have been classroom teachers and have experience to support in planning, in finding the right materials, in reading the data, in making suggestions that would give the teachers ideas to accelerate the learning.

What strategies will need to be implemented in order to accelerate learning?

More teacher collaboration time and effective planning will make a huge difference. Tier 1 instruction is the foundation to growth. Instructional practices are being reviewed by Administrators and we are providing feedback on a continual basis.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers are currently being trained on Benchmark Advance and and doing the Oral Reading Record(ORR). These professional development learning opportunities are provided in house and at the District level. Our Literacy Coach offers Hot Labs in Reading for staff weekly on a voluntary basis and teams are attending the training to become better and stronger at their craft and to improve student performance at all grade levels.

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

Our Leadership Team will have to look at data differently. We must look at the data breakdown by the sub groups to ensure the needed supports are in place and to integrate culturally responsive teaching into our school to create a more positive school culture. In doing this we expect to see student achievement growth.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	Students with Disabilities did not make the expected gains last year due to the pandemic and attendance issues. One thing we have learned last year is that we must monitor this group with frequency. Our subgroup Students with Disabilities (SWD) made 36% gains as measured by the FSA 2018-2019. This was a significant drop from prior years.
Measurable Outcome:	By June of 2022, Students with Disabilities will score at or above 41% overall from the Florida Standards Assessment in English language Arts.
Monitoring:	This will be monitored through the Leadership Team Meeting. Through the ESLS Team Meetings and through Data Chats with Administration & Support Staff.
Person responsible for monitoring outcome:	Joanne Schlissel (joanne.schlissel@browardschools.com)
Evidence-based Strategy:	We are using CORE tests to pinpoint the foundational gaps in reading. Teachers will use Leveled Literacy Intervention(LLI) during the intervention block to strengthen student comprehension. We will be monitoring student progress through formative assessments given after an instructional cycle.
Rationale for Evidence-based Strategy:	Leveled Literacy Intervention is a short term, supplemental intervention system proven to improve literacy achievement of struggling readers with engaging leveled books and fast-paced systematically designed lessons.

Action Steps to Implement

The Principal will call the Leadership Meeting Weekly to monitor the progress students but especially our SWD students.

Person Responsible Joanne Schlissel (joanne.schlissel@browardschools.com)

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

Our lowest 25th percentile students scored an overall 44% as measured by the FSA 2018-2019. This was a drop from previous years by 10 percentage points.

Measurable Outcome:

We are utilizing CORE data to pinpoint the foundational gaps in reading. Teachers will use Leveled Literacy Intervention (LLI) during the intervention block to strengthen student comprehension. We will be monitoring student progress and graphing their results so we can see the progress made over time.

Monitoring:

Students will be tested on key concepts every 4-6 lessons. The results will then be graphed so teachers can see at a glance whether student has made improvement or if they

Person responsible for monitoring outcome:

Dominique Dumervil (dominiquedumervil@browardschools.com)

Evidence-based Strategy:

We will use LLI because it is a proven research based intervention program that allows students multiple opportunities to read leveled text at their own pace and answer questions based on the text used. LLI also had great decoding and encoding strategies that help the reader sound out the word and find its meaning in the text.

Rationale for Evidence-based Strategy:

Teachers must continually observe and assess reading behaviors to identify areas of difficulty and tailor instruction for individuals, groups, and whole classes. (Bell & Dolanski 2012; IES 2016; NCTE 2013;) Continuous monitoring enables teachers to guide in the moment teaching as well as plan teaching activities and select materials such as reading level books (Hougen 2014; ILA 2017; Clarke, Paul, Smith, Snowling and Hulme 2017)

Action Steps to Implement

At Miramar Elementary School it all begins with Quality Tier 1 instruction. This is necessary as it provides a backdrop for sustainable student achievement. Next our Summative and Formative Assessments, focus on making sure the assessments match what standards are being taught and how well those students comprehend the concepts being taught. In order to make this model effective, our Support staff will work with students in classrooms to ensure students are getting quality push in support. As we continually look at the data, we will conduct data chats with teachers individually and in teams for accountability and support. Administration and Coaches will be reviewing the data consistently throughout the year to ensure growth and to provide resources to teachers and students who need additional support to make our goal.

Person Responsible

Joanne Schlissel (joanne.schlissel@browardschools.com)

#3. -- Select below -- specifically relating to**Area of Focus Description and Rationale:****Measurable Outcome:****Monitoring:****Person responsible for monitoring outcome:**

[no one identified]

Evidence-based Strategy:**Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Through our Positive behavior Plan we anticipate a reduction in discipline infractions by 10%. By creating a warm welcoming environment and an enriching rigorous academic environment we will continue to work on modeling student expectations. The data will reflect this positive change.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Miramar Elementary creates a positive school culture and environment in many different areas. The teachers are actively teaching SEL lessons and integrating these lessons throughout the curriculum. The Leadership Team and Office Staff exemplify building a positive school culture because we are the first face that our parents and community members see. Our non-instructional staff focuses on professionalism and creating a nurturing environment for students. One of the ways Miramar Elementary addresses a positive school culture is by creating opportunities to communicate to all stakeholders the mission, vision, and goal of our school.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal-Joanne Schlissel promotes a positive culture by building a culture set on high expectations and promoting accountability for all stakeholders.
 Assistant Principal- Marie Dumervil promotes a positive culture through developing partnerships that serve our school staff and students.
 Literacy Coach-Elizabeth Kunz- promotes a positive culture through schoolwide initiatives that promote high student engagement through literacy.
 English Language Learner Coordinator- Marisol Homidas-promotes a positive school culture by helping families understand how they can help their children who are identified as English Language Learners(ELL)
 Cafeteria Manager-Yashie Marte-promotes a positive school culture by providing delicious nutritious meals for the students each day. Along with her staff. The students are always greeted with a smile and a tray.
 Office Clerk- Jessica Camacho- promotes positive school culture with her genuine attention to detail and how she interacts with all parents with dignity and respect.
 ESE Specialist- Yanique Brown-promotes a positive school culture by addressing the needs of our ESLS students. She has a laser focus on advocating for what students need and finding ways to get them the assistance needed to show forth growth.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$106,560.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	100-Salaries	0531 - Miramar Elementary School	Title, I Part A		\$88,332.00
	5100		0531 - Miramar Elementary School	Title, I Part D		\$18,228.00
3	III.A.	Areas of Focus: -- Select below --:				\$0.00
					Total:	\$106,560.00