

Miami-Dade County Public Schools

Silver Bluff Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	27
Budget to Support Goals	27

Silver Bluff Elementary School

2609 SW 25TH AVE, Miami, FL 33133

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

Demographics

Principal: Mayra Barre IR A

Start Date for this Principal: 7/27/2021

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)	95%
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 Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: A (62%) 2016-17: C (48%)
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 Dade County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	27

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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

School Board Approval

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

SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<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.

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.

Provide the school's vision statement.

We believe in providing a stimulating and joyful learning environment focusing on high academic expectations and the emotional wellbeing of students, to produce lifelong learners.

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
Garcia, Christina	Assistant Principal	Ms. Garcia serves as assistant to the principal and is responsible for curriculum and testing. She oversees academic teachers, ensuring that the SIP is implemented and students are challenged within a rigorous and safe learning environment. In addition, she monitors student achievement with data trackers and data chats amongst all stakeholders.
Barreira, Mayra	Principal	Ms. Barreira leads the school and ensures the implementation of our school's mission and vision by all stakeholders. As principal, she oversees all of the operations of Silver Bluff Elementary including MTSS and SIP implementation on a school-wide scale. She also provides support to the instructional coaches and assistant principal as needed while revising policies and procedures as needed and evaluates teaching methods.
Gutierrez, Jailine	Science Coach	As the STEAM coach, Ms. Gutierrez will help guide teachers to design and deliver the highest-quality curricula and ensure that students' learning experiences are engaging and rigorous. This includes conducting regularly scheduled classroom observations and feedback sessions, planning and delivery of professional development sessions, and supporting the other science-related events. As the ESOL coordinator, Ms. Gutierrez is also responsible for planning and administering the district ESOL program and all state reporting.
Meyer, Janelle	Math Coach	Ms. Meyer will guide teachers to collect and analyze data and develop action plans in response to determined student needs in math. She will assist with the school's incentive programs, assessment procedure, training, data collection and collaborate with administration.
Messado, Kiesia	Reading Coach	Ms. Messado is the instructional leader for the Reading and Language Arts teachers. She provides diverse instructional initiatives to her department based upon student data and manages the gradebook.
Perez Blanco, Rita	Teacher, PreK	Ms. Perez-Blanco is part of our SYNERGY team. She is the chairperson for prekindergarten and kindergarten. She provides insight and support for the primary teachers.
Eidinger, Sonia	Teacher, ESE	Ms. Eidinger serves as the ESE coordinator. She is responsible for tracking support for ESE students, ensuring all of their accommodations are met. She holds meetings with every student and parent to ensure each child's success regardless of their circumstances. She is also in charge of spearheading on-campus tutorial efforts for our ELL subgroup and data-driven instructional initiatives.

Name	Position Title	Job Duties and Responsibilities
Mesa, Natalie	School Counselor	Ms. Mesa is the school's counselor. She is responsible for coordinating and communicating information regarding the Response to Intervention/School-Based Team. Ms. Mesa works closely with other educators, parents, and community stakeholders to provide opportunities for students to develop the skills necessary to lead productive and fulfilling lives.

Demographic Information

Principal start date

Tuesday 7/27/2021, Mayra Barre IR A

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.*

7

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.*

21

Total number of teacher positions allocated to the school

81

Total number of students enrolled at the school

332

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

10

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

0

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	44	55	50	64	55	64	0	0	0	0	0	0	0	332
Attendance below 90 percent	9	9	6	12	7	10	0	0	0	0	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	2	5	5	5	0	0	0	0	0	0	0	18
Course failure in Math	0	1	2	4	0	6	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	1	8	23	45	27	21	0	0	0	0	0	0	0	125

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	1	1	4	1	8	0	0	0	0	0	0	0	15

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	1	1	1	1	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	58	56	74	58	71	63	0	0	0	0	0	0	0	380
Attendance below 90 percent	8	6	13	7	11	4	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	6	5	5	1	0	0	0	0	0	0	0	19
Course failure in Math	0	2	5	0	6	2	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	14	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	21	0	0	0	0	0	0	0	26

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	1	5	1	8	12	0	0	0	0	0	0	0	27

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	1	1	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				62%	62%	57%	63%	62%	56%
ELA Learning Gains				68%	62%	58%	65%	62%	55%
ELA Lowest 25th Percentile				64%	58%	53%	61%	59%	48%
Math Achievement				49%	69%	63%	67%	69%	62%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				56%	66%	62%	68%	64%	59%
Math Lowest 25th Percentile				41%	55%	51%	62%	55%	47%
Science Achievement				42%	55%	53%	51%	58%	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	50%	60%	-10%	58%	-8%
Cohort Comparison						
04	2021					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-50%				
05	2021					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	67%	-34%	62%	-29%
Cohort Comparison						
04	2021					
	2019	61%	69%	-8%	64%	-3%
Cohort Comparison		-33%				
05	2021					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	53%	-13%	53%	-13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready Diagnostic Results and Mid-Year assessments for Science

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16%	34%	57.1%
	Economically Disadvantaged	11.4%	31.8%	58.1%
	Students With Disabilities	0	42.9%	66.7%
	English Language Learners	20.0%	20.0%	30.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14.0%	20.0%	51.0%
	Economically Disadvantaged	15.9%	22.7%	55.8%
	Students With Disabilities	0	42.9%	66.7%
	English Language Learners	10.0%	0	40.0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24.6%	37.7%	35.1%
	Economically Disadvantaged	22.4%	36.2%	31.5%
	Students With Disabilities	5.9%	17.6%	15.4%
	English Language Learners	20.0%	40.0%	20.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20.0%	29.5%	33.3%
	Economically Disadvantaged	19.3%	29.3%	33.3%
	Students With Disabilities	11.8%	23.5%	23.1%
	English Language Learners	20.0%	40.0%	20.0%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36.5%	53.8%	54.2%
	Economically Disadvantaged	34.7%	53.1%	53.3%
	Students With Disabilities	16.7%	16.7%	12.5%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.3%	32.7%	41.7%
	Economically Disadvantaged	18.4%	28.6%	37.8%
	Students With Disabilities	0	8.3%	12.5%
	English Language Learners	0	0	0
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.4%	34.3%	50.8%
	Economically Disadvantaged	19%	25.9%	44.4%
	Students With Disabilities	16.7%	16.7%	22.2%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9%	32.8%	49.2%
	Economically Disadvantaged	0	25.9%	42.6%
	Students With Disabilities	0	25.0%	22.2%
	English Language Learners	0	0	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42.4%	49.2%	44.8%
	Economically Disadvantaged	36.7%	42.9%	37.5%
	Students With Disabilities	20.0%	33.3%	21.4%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.7%	47.5%	50%
	Economically Disadvantaged	16.3%	42.9%	45.8%
	Students With Disabilities	6.7%	46.7%	28.6%
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	16%	0
	Economically Disadvantaged	0	11%	0
	Students With Disabilities	0	6	0
	English Language Learners	0	6.0%	0

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	15	71		15	53		7				
ELL	33	59	90	27	38	30	19				
HSP	42	62	87	29	33	21	29				
FRL	38	64	93	25	32	27	23				
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	35	70	68	17	47	53	9				
ELL	54	65	64	45	58	45	30				
HSP	61	68	65	48	57	42	42				
FRL	59	66	61	44	53	41	39				

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	28	37	29	31	59	73	38				
ELL	54	61	60	58	63	71	30				
HSP	61	65	62	66	67	63	51				
FRL	59	62	59	64	66	62	46				

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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Compared to the results of 2019 FSA, our 2021 FSA ELA student data demonstrates that 43% (62% in 2019) of our students are proficient, 63% (68% in 2019) of our students made Learning Gains, and 61% (64% in 2019) of students in the lowest 25% subgroup made learning gains. In most grade levels, all students increased on their i-Ready Diagnostic from Fall to Winter to Spring in both English Language Arts and Math. In Grade 1, 16% of all students were proficient in the Fall administration of the English Language Arts assessment. In the Winter administration, 34% of all students were proficient in the English Language Arts assessment and 57.1% of all students showed proficiency in the Spring administration. In Grade 4, 9% of all students were proficient in the Mathematics Fall administration. In the Winter, 32.8% of all students were proficient in Reading and in the Spring, 49.2% of all students showed proficiency in Mathematics.

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

Compared to the results of 2019 FSA, our 2021 FSA Mathematics student data has demonstrated a regression. Data for our students in third through fifth grade demonstrates that 30% (49% in 2019) of our students are proficient, 35% (56% in 2019) of our students made Learning Gains, and 27% (41% in 2019) of students in the lowest 25% subgroup made learning gains.

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

It is important to align math instructional strategies with the demands of the standards, including aspects of rigor. Utilizing a push-in for SWD during core instruction and adjusting resource teachers' schedules so they can attend collaborative planning are actions that may impact student achievement positively.

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

Our 2021 FSA ELA Learning Gains for the lowest 25% showed the most improvement in comparison to the 2019 FSA ELA assessment. The students in this subgroup increased 24 percentage points, from 64% in 2019 to 88%.

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

A focused effort on data analysis and action planning were contributing factors. Students in the lowest 35% subgroup were placed early into reading Intervention groups. This subgroup of students were also placed in all the before and after school extended learning opportunities.

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

Differentiated Instruction and Interventions/RtI need to take place effectively and with fidelity. A more fluid grouping of students will help to accelerate all students' learning.

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.

All teachers will engage in the District's PD of the Intervention series. Training materials and recorded webinars are also available for any of the reading teachers who were not able to engage in the two-day McGraw-Hill PD. Our instructional coaches will provide professional development on August 19th and August 20th regarding effective techniques for Differentiated Instruction and HOT questioning for all subject areas.

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

Extended Learning opportunities will be available for our students during, before, and after school. ESE services will be carried out with fidelity during the school day and a behavior plan will be implemented for our EBD students involving our region psychologist and EBD clinicians.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on the data review of the 2021 FSA, our school will implement the Targeted Element of Standards-aligned Instruction specifically relating to ELA. Data for our students demonstrates that the percentage of students scoring Level 3 or above in ELA is 30% for grade 3, 45% for grade 4 and 46% for grade 5. In Grade 2, the students regressed in the administration of i-Ready ELA assessments from Winter (37.7%) to Spring (35.1%). Our students are in need of high-quality Tier 1 instruction with early support and interventions with fidelity if students are not showing proficiency on grade level standards.

Measurable Outcome: If we successfully implement Standards-Based Instruction specifically relating to ELA, then our 2022 ELA student performance will increase 10% points.

Monitoring: The leadership team will consult with teachers regarding ELA curriculum and instructional practices. Data chats will be held to review classroom ELA data and analyze progress of struggling learners with classroom-based assessments. Admin will conduct daily walkthroughs to ensure evidence-based strategy is being implemented effectively and with fidelity.

Person responsible for monitoring outcome: Mayra Barreira (pr5041@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Standards-Based Instruction, our school will focus on the evidence-based strategy of: Interventions/Rtl. Interventions/Rtl will assist the team in providing students who do not respond to instruction with increasingly intensive levels of intervention.

Rationale for Evidence-based Strategy: Standards-Based Instruction will ensure that core instruction is on grade-level and includes explicit, systematic, differentiated, and multi-sensory instruction in both whole group and small group instruction.

Action Steps to Implement

Between 8/31 through 10/11, teachers will be provided with 2021 state-assessment individualized ELA student data, identifying the lowest 35% for reading.

Person Responsible: Christina Garcia (258170@dadeschools.net)

Between 8/31 through 10/11, ELA Intervention schedules and student groups will be created based on ELA state-assessment data and later triangulated using the data from the first i-Ready ELA Diagnostic assessment.

Person Responsible: Kiesia Messado (kmessado@dadeschools.net)

Between 8/31 through 10/11, Administrators and Instructional Leaders will conduct grade level and individual teacher data chats with a focus on analyzing ELA data to plan for standards-based instruction and identify ELA standards for student remediation and enrichment.

Person Responsible: Christina Garcia (258170@dadeschools.net)

Between 8/31 through 10/11, students that require supplemental instruction will be identified based on analysis of their current needs in relation to Tier 1 ELA performance and intervening to increase learning.

Person Responsible Kiesia Messado (kmessado@dadeschools.net)

Between 11/01 through 12/17, Administration will monitor the intervention block and the teachers use of specific resources found in the DI section of the Pacing Guides for each learning acceleration option on a weekly basis and provide teachers with immediate, corrective feedback.

Person Responsible Mayra Barreira (pr5041@dadeschools.net)

Between 11/01 through 12/17, the reading coach will implement the Tools for Planning for Effective Instruction during our weekly planning sessions with K-5 grade teachers.

Person Responsible Kiesia Messado (kmessado@dadeschools.net)

During the window of January 31- April 29, 2022, the curriculum team will continue to review Wonders Assessment data and District practices to further drive instruction.

Person Responsible Mayra Barreira (pr5041@dadeschools.net)

Between January 31st - April 5, 2022, Interventionists and Coaches provide push-in support schedules have been revised and administration will have data conversations with teachers in order to continue improving results for low-performing subgroups.

Person Responsible Christina Garcia (258170@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated Learning Gains for ELA and Math subgroups decreased from 2019 to 2021 FSA data. ELA Learning Gains decreased 5% points from 2019 to 2021 and Math Learning Gains decreased 21% points from 2019 to 2021. We are not meeting the diverse needs of all learners, therefore we must improve our ability to Differentiate Instruction based on the levels of the students we serve.
Measurable Outcome:	If we successfully implement Differentiation, then our ELA FSA Learning Gains will demonstrate achievement. On the 2022 ELA FSA assessment, students will increase from 63% (2021) to 65% (2022). On the 2022 Math FSA assessment, the data will reflect an increase of 35% points, from 35% (2021) to 70% (2022).
Monitoring:	The curriculum team will assist teachers to ensure the development of activities addressing students' individual learning needs. Administration will conduct walkthroughs daily to ensure effective teaching that involves providing different students with different avenues to learning.
Person responsible for monitoring outcome:	Mayra Barreira (pr5041@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiated Instruction (DI). Differentiated Instruction (DI) will assist in increasing learning gains as it is taught explicitly to varying levels of complexity. Administrators will monitor region data reports on student performance and instructional time spent on i-Ready.
Rationale for Evidence-based Strategy:	Differentiated Instruction will ensure that teachers are responding to their students' needs/ readiness. Teachers will be skillful in adding complexity to a task when students have achieved mastery and prepare to scaffold the lesson to provide struggling students with sufficient support.

Action Steps to Implement

Between 8/31 through 10/11, Instructional staff will administer and analyze i-Ready data from Diagnostic 1 and create instructional groups based on students' needs.

Person Responsible Christina Garcia (258170@dadeschools.net)

Between 8/31 through 10/11, Instructional coaches will assist the instructional staff in identifying resources and planning for instruction of each group, as necessary, to meet the instructional needs of students during differentiated instruction. Coaches will assist teachers in utilizing the instructional materials in a blended learning classroom if need be.

Person Responsible Kiesia Messado (kmessado@dadeschools.net)

Between 8/31 through 10/11, Instructional staff will continue administering and analyzing assessments in order to develop fluid differentiated instruction groups while providing a range of DI activities in the rotations.

Person Responsible Janelle Meyer (jmeyer@dadeschools.net)

Between 8/31 through 10/11, the Curriculum team will use the Walkthrough log to monitor the delivery of differentiated instruction on a daily basis.

Person Responsible Mayra Barreira (pr5041@dadeschools.net)

Between 11/01 through 12/17, Administration will identify Tier 2 and Tier 3 teachers in need of additional support so that the instructional coaches can model DI and Intervention implementation.

Person Responsible Mayra Barreira (pr5041@dadeschools.net)

Between 11/01 through 12/17, the Instructional Coaches and the Assistant Principal will deliver refresher sessions on the Performance Standard: Knowledge of Learners during Faculty Meetings.

Person Responsible Christina Garcia (258170@dadeschools.net)

During the window of January 31- April 29, 2022, data from i-Ready, progress monitoring in Reading Horizons, and math topic assessments will be used to identify the specific needs of individual students and to provide them with the necessary Differentiated Instruction.

Person Responsible Janelle Meyer (jmeyer@dadeschools.net)

Between January 31st - April 5, 2022, Interventionists and Coaches provide push-in support schedules have been revised and administration will have data conversations with teachers in order to continue improving results for low-performing subgroups.

Person Responsible Christina Garcia (258170@dadeschools.net)

#3. Culture & Environment specifically relating to Equity & Diversity**Area of Focus
Description
and
Rationale:**

Based on the data review, our school will implement the Targeted Element of Equity & Diversity. As a result of our data, only 47% of staff agree that staff morale is high at our school. We recognize the need for an increase in staff morale to increase student performance and engagement.

Measurable Outcome:

If we successfully implement the Targeted Element of Equity & Diversity, our teachers will feel appreciated and will deliver quality instruction that will contribute to improved student outcomes. With consistent staff building exercises and activities, our staff morale will increase 10% by the Mid-Year School Climate survey.

Monitoring:

Administration will monitor active participation of staff members during faculty meetings, teacher buy-in, and data results from quarterly surveys.

Person responsible for monitoring outcome:

Mayra Barreira (pr5041@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Equity & Diversity, our school will focus on the evidence-based strategy of: Mindfulness. Mindfulness will assist students to feel positive about their classmates, school, and teachers while also building positive character values for their future endeavors. Mindfulness activities amongst staff will include improvements in task commitment and enjoyment of work.

Rationale for Evidence-based Strategy:

Practicing mindfulness can benefit students' well-being, social skills, ability to focus, and academic performance, which in turn, can reduce stress and burnout for teachers and administrators.

Action Steps to Implement

Between 8/31 through 10/11, Administration will identify teachers/staff who demonstrate exemplary best practices in delivering content to students through the district-provided digital resources or through teacher-identified and vetted resources aligned to the standards/benchmarks, and recognize teacher(s) during monthly meetings with a token of appreciation.

Person Responsible

Mayra Barreira (pr5041@dadeschools.net)

Between 8/31 through 10/11, our counselor will deliver ongoing mindful exercises on Mondays during the morning announcements and/or faculty meetings.

Person Responsible

Natalie Mesa (nmesa@dadeschools.net)

Between 8/31 through 10/11, our Counselor will deliver Values Matter curriculum resources to address Equity and Diversity across all curricular areas.

Person Responsible

Natalie Mesa (nmesa@dadeschools.net)

Between 8/31 through 10/11, Administration will invite staff to a Mindful Listening session during "Pastelitos with the Principal".

Person Responsible

Mayra Barreira (pr5041@dadeschools.net)

Between 8/31 through 10/11, the Curriculum Team will meet on a monthly basis to discuss teacher and student incentives/recognition programs that promote the school's vision and mission.

Person Responsible Christina Garcia (258170@dadeschools.net)

Between 11/01 through 12/17, Administration will use the results from SBE School Culture (1st Quarter) Survey to address selected staff members and their suggestions to boost staff morale.

Person Responsible Mayra Barreira (pr5041@dadeschools.net)

Between 11/01 through 12/17, refresher training sessions will be held with teachers regarding equity and inclusion best practices that should be evident in all classroom environments.

Person Responsible Sonia Eiding (eiding@dadeschools.net)

Between January 31st - April 29, 2022, additional collaboration opportunities will be offered during grade level planning and faculty meetings for teachers to share best practices by grade level and discuss how to overcome specific obstacles faced for student engagement during blended learning and instructional delivery.

Person Responsible [no one identified]

Between January 31st - April 29, 2022, our school will apply for M.A.S.T.E.R. (Mental Awareness Takes Everyone's Responsibility) Mind and Heart School Award initiative to help further cultivate and support a positive and nurturing learning environment in all the school and community.

Person Responsible Natalie Mesa (nmesa@dadeschools.net)

#4. Leadership specifically relating to Leadership Development**Area of Focus Description and Rationale:**

Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Leadership Development. Teachers in the building disagreed that staff morale is high, therefore we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted. By focusing on leadership development, staff will feel empowered and committed to the school's overall success.

Measurable Outcome:

If we successfully implement the Targeted Element of Leadership Development, our teachers will be provided opportunities to have an authentic role in decisions that affect instruction and the delivery of instruction. This will be realized through teacher active participation in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The percentage of teachers that will feel that staff morale increased will increase by at least 5% during the 2021-2022 school year.

Monitoring:

Administration will meet with teams and committees to generate ideas, set goals, and offer choices in ways to implement change.

Person responsible for monitoring outcome:

Mayra Barreira (pr5041@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Leadership Development, we will focus on the evidence-based strategy of: Shared Leadership. Shared leadership means a shift from the formal leader to a shared leadership model resulting in shared power and decision-making. Instead of solely the leadership team leading to success, other staff members, are invited to share the responsibility for leadership and develop a positive school climate.

Rationale for Evidence-based Strategy:

Moving to shared leadership transforms the way decisions are made and changes relationship between the leadership team and staff. By meeting frequently with instructional leaders and staff, suggestions are always considered and opinions heard. Shared Leadership will assist our staff with progress, make them more efficient, and benefit the school in regards to less conflict and more cohesion.

Action Steps to Implement

Between 8/31 through 10/11, teachers will have the opportunity to join and lead in a variety of school committee meetings.

Person Responsible

Mayra Barreira (pr5041@dadeschools.net)

Between 8/31 through 10/11, staff will engage in team building activities presented during faculty meetings by each individual grade group. This will be done to further enhance a positive school culture and build teacher morale.

Person Responsible

Kiesia Messado (kmessado@dadeschools.net)

Between 8/31 through 10/11, collaboration opportunities will be offered during monthly faculty meeting so teachers may share best practices by grade level and discuss how to overcome specific obstacles faced for student engagement during blended learning and instructional delivery.

Person Responsible

Janelle Meyer (jmeyer@dadeschools.net)

Between 8/31 through 10/11, Administration will conduct quarterly data chats with teachers using 2021 state assessment data so that students who are not making adequate progress can be put into interventions and/or begin MTSS process.

Person Responsible Christina Garcia (258170@dadeschools.net)

Between 11/01 through 12/17, Teacher Leaders and our School Counselor will provide in-house professional development on Social Emotional Learning (SEL) to further develop and empower teachers.

Person Responsible Natalie Mesa (nmesa@dadeschools.net)

Between 11/01 through 12/17, Administration will identify selected teachers to participate in ICAD and/or subject-level meetings monthly and share the information with their grade level.

Person Responsible Christina Garcia (258170@dadeschools.net)

Between January 31st - April 5, 2022, collaboration opportunities will be offered during grade level planning and faculty meetings so teachers may share best practices and discuss how to overcome specific obstacles faced for student engagement during blended learning and instructional delivery.

Person Responsible Mayra Barreira (pr5041@dadeschools.net)

Between January 31st - April 5, 2022, Instructional Coaches and Grade Level Chairs will be encouraged by administration to lead collaborative conversations during weekly grade level planning.

Person Responsible Christina Garcia (258170@dadeschools.net)

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.

In comparison across the state, our discipline data falls into the moderate category. Silver Bluff Elementary School ranked #650 out of 1,395 elementary schools statewide and reported 0.5 incidents per 100 students. School leaders should identify key staff members to lead a planning team that would be responsible for improving the school culture by facilitating the evaluation process and supporting the implementation of plans and recommendations. School Climate Survey data will be evaluated by the team to identify areas where differences or trends emerge and the plan of action will be revised. Our current action plan for behavior includes school-wide and class incentives for cafeteria behavior and our EBD students' individual behavior charts which includes rewards such as computer time. Our school-wide intervention to suspension is temporary removal from class. A warning is given to students immediately upon an infraction and teacher will contact the parent advising them of their child's inappropriate behavior. Teacher will refer the student to the counselor by submitting a student services form electronically. In-school counseling will be provided by the guidance counselor to help students develop anger management and decision making skills.

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.

78% of the staff believes that the principal responds to concern in reasonable time.

75% of the staff feels secure and safe about their jobs in which they enjoy and like working at their school.

89% of the students agree that their teachers believe they can succeed.

91% of the students agree that their teachers let them know how they are doing on their school work.

The way our school addresses building a positive school culture and environment is by encouraging our teachers to celebrate successes and conduct data chats to inform and encourage students about their performance. Our administration team ensures their teachers feel safe and welcomed into the school building by starting faculty meetings with team building activities and celebrating their successes on Wacky Wednesdays, on the morning announcements. Administration remains visible and readily available to address any parent or staff concerns. Success, joy, and accomplishments are exhibited on a daily basis during morning announcements, team meetings, lunch time, and throughout the school day. Teachers and administrators generate clear, open communication with the parents of our students with monthly calendars and communication apps such as Remind. School and classroom rules are clear, concise, and uniform to all students, and are well-regulated.

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

Administration, Counselors, Instructional Leaders, Teachers, Parents & Guardians, School Resource Officer, School Monitors, Custodians, and Cafeteria staff all play a part in promoting a positive culture and environment at the school. Parents and guardians are given the opportunity to join PTA to assist with enhancing student learning and enriching the lives of the students within the school. The School Resource Officer assists administration in maintaining a safe and secure environment and provides a highly visible presence to deter or identify trespassers on campus. The school counselor works to maximize student success, promoting access and equity for all students. Teachers cultivate a positive classroom culture by promoting student involvement and ensure that students feel valued and supported in their learning. Administration does the same with teachers, by celebrating their successes and remaining highly visible throughout the school day.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
Total:			\$0.00