Miramar Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (61%) 2018-19: C (53%) 2017-18: C (51%)
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	N/A
* 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.

Table of Contents

Miramar Elementary School

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

[no web address on file]

School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-5

2021-22 Title I School

Yes

**2021-22 Economically
Disadvantaged (FRL) Rate**
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white
on Survey 2)

98%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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 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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Schlissel, Joanne	Principal	Principal- Oversee overall academic and operational functions of the school; Build relationships; Class Visits are administrations top priority; Meet with Leadership team weekly and Team Leaders to 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 Leadership PD team to gauge need for trainings Monitor student engagement/ ensure attendance /create plan meet with social worker and guidance counselor. Ensure grades/HW procedures met; Monitor math progress off 4th/5th grade students using Successmaker 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;
Mayers, Jennel	Reading Coach	Literacy Coach Builds capacity in ELA instruction Administers tests to students in grades K-5. Works with teachers and students in building reading capacity and critical thinking skills; Works with the leadership team, team leaders and teachers to determine 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 from assessments and assist teachers in using data to improve instruction; Work with other coaches to ensure teachers implementing balance literacy components effectively Support RTI meetings by recommending the most effective intervention to match student need.
Heidinger, Cheryl	Instructional Coach	Give tests to Tier 3 students in grades 2-5 and work with Literacy Coach to determine good cause promotions Work with select students in 2-5 Monitor progress in reading of selected students using FAST Data & STAR Reading Data and Unit Benchmark Assessment data; Assist in providing differentiated PD for staff; Monitor data of students in small group; Utilize data to improve instruction; Work with coach to ensure teachers implementing balance literacy components effectively

Name	Position Title	Job Duties and Responsibilities
RojoCampos, Daniella	Curriculum Resource Teacher	Give tests to students in grades K-2 Works with Literacy Coach to determine good cause promotions Work with select students in Grades K-2. Monitor progress in reading of selected students using Early STAR Reading and STAR Reading data; Assist in providing differentiated PD for staff; Monitor data of students in small group and centers Utilize data to improve instruction; Works with other coaches to ensure teachers implementing balance literacy components effectively.
Scollon, Glory	Curriculum Resource Teacher	Give tests to students in grades 2-5 Works closely with Literacy Coach to determine good cause promotions Work with select students in 2-5. Monitor progress in reading of selected students using FAST Assessments and Unit Benchmark Assessment data; Assist in providing differentiated PD for staff; Monitor data of students in small group; Utilize data to improve instruction; Work with other coaches to ensure teachers implementing balance literacy components effectively

Demographic Information

Principal start date
Monday 7/1/2013, Joanne Schlissel

Number of teachers with a 2022 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.*
4

Number of teachers with a 2022 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.*
7

Total number of teacher positions allocated to the school
32

Total number of students enrolled at the school
470

Identify the number of instructional staff who left the school during the 2021-22 school year.
6

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	70	76	83	85	79	0	0	0	0	0	0	0	462
Attendance below 90 percent	28	23	26	18	21	19	0	0	0	0	0	0	0	135
One or more suspensions	0	0	0	4	1	8	0	0	0	0	0	0	0	13
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 2022 statewide FSA ELA assessment	0	0	0	27	20	21	0	0	0	0	0	0	0	68
Level 1 on 2022 statewide FSA Math assessment	0	0	0	27	13	20	0	0	0	0	0	0	0	60
Number of students with a substantial reading deficiency	0	3	3	9	1	7	0	0	0	0	0	0	0	23

Using the table above, complete the table below with the number of students by current grade level who have 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	2	4	25	14	25	0	0	0	0	0	0	0	70

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	6	18	1	15	0	0	0	0	0	0	0	40
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

Friday 9/2/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	58%	56%				47%	59%	57%
ELA Learning Gains	67%						55%	60%	58%
ELA Lowest 25th Percentile	57%						44%	54%	53%
Math Achievement	63%	54%	50%				61%	65%	63%
Math Learning Gains	91%						62%	66%	62%
Math Lowest 25th Percentile	76%						57%	53%	51%
Science Achievement	25%	59%	59%				42%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	40%	60%	-20%	58%	-18%
Cohort Comparison		0%				
04	2022					
	2019	50%	62%	-12%	58%	-8%
Cohort Comparison		-40%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	48%	59%	-11%	56%	-8%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	54%	65%	-11%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	70%	67%	3%	64%	6%
Cohort Comparison		-54%				
05	2022					
	2019	52%	64%	-12%	60%	-8%
Cohort Comparison		-70%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	49%	-8%	53%	-12%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	23		46	85						
ELL	31	54		63	96		19				
BLK	45	72	54	60	93	83	13				
HSP	53	57		69	89		39				
FRL	45	66	54	63	92	76	24				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

ELA proficiency is low as are science proficiency scores

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA proficiency and Science proficiency

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

Absenteeism with teachers.. Assign intervention teachers to both intermediate and primary grades, Increase morale to increase teacher attendance.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains
Math proficiency
Math lowest quartile gains

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

The math teacher not only worked with students he worked with teachers in grades 3-5.

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 in reading 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 continue to look at data. We will also put an emphasis on ELA proficiency througout all grade levels. .

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Proficiency scores for grades 3-5 were 48%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, 52% or more of students in grades 3 -5 will be proficient as measured by the FAST ELA assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will use the PM1-PM3 to monitor students proficiency in grades 3-5.
Person responsible for monitoring outcome:	Jennel Mayers (jennel.mayers@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teachers must continually observe and asses 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ongoing ELA PD for teachers

Person Responsible	Dominique Dumervil (dominiquedumervil@browardschools.com)

Monthly ELA data chats with grades K-5

Person Responsible	Dominique Dumervil (dominiquedumervil@browardschools.com)

Intervention teachers work with selected students

Person Responsible	Dominique Dumervil (dominiquedumervil@browardschools.com)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our science proficiency was 25%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By May 2023, 40% or more of students will be proficient on the SSA assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Science assessments after each unit.
Person responsible for monitoring outcome:	Dominique Dumervil (dominiquedumervil@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Collaborative planning with district personnel and use of hands on materials to teach science concepts.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	New teachers to 5th grade and/or to Miramar Elementary need assistance with planning and implementing science lessons.

Action Steps to Implement	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Monthly collaboration with district science staff	
Person Responsible	Dominique Dumervil (dominiquedumervil@browardschools.com)
Monthly collaboration with district science staff	
Person Responsible	Dominique Dumervil (dominiquedumervil@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Increase ELA proficiency. ELA proficiency for grades 3-5 was 48% according to the PM1.

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

Increase ELA proficiency, ELA proficiency for grades 3-5 was 48%

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By May 2023, 55% of students in K-2 will be proficient on the ELA FAST PM3 assessment.

Grades 3-5: Measureable Outcome(s)

By May 2023, students in grades 3 -5 will increase ELA proficiency to 52% according to the FAST PM3 assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will use the PM1-PM3 to monitor students proficiency in ELA

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Mayers, Jennel, jennel.mayers@browardschools.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We will use Horizons in grades K-2 for foundational skils, 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 g decoding and encoding strategies that help the reader sound out the word and find its meaning in the text.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

We will use Horizons in grades K-2 and LLI a.ddresses the needs of our students in the area of reading. We used various data to determine what program to use CORE and ORR.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Meet with leadership team weekly to discuss classroom visits/PD and or data	Schlissel, Joanne, joanne.schlissel@browardschools.com
Monthly team leader release days/PD for ELA	Mayers, Jennel, jennel.mayers@browardschools.com
Literacy Coach conducts classroom visits for teachers in grades K-5	Mayers, Jennel, jennel.mayers@browardschools.com
Literacy Coach provides tiered support based on classroom visits and data results	Mayers, Jennel, jennel.mayers@browardschools.com
Monitor growth using the PM1-PM3 data for all grades	Mayers, Jennel, jennel.mayers@browardschools.com
We will monitor the data using the Benchmark Unit Assessments for all grade levels.	Mayers, Jennel, jennel.mayers@browardschools.com
We will provide trainings for intervention programs such as Horizons and LLI	Heidinger, Cheryl, cheryl.heidinger@browardschools.com
We will provide training on Benchmark Universe	Scollon, Glory, glory.scollon@browardschools.com
Reviewing all key data points and ensuring the fidelity of all PD.	Schlissel, Joanne, joanne.schlissel@browardschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our motto at Miramar Elementary School is Together we are stronger! Every student counts and every moment matters! This motto reflects our school culture it is imperative that students come first. In order to facilitate that structures must be in place so teachers can be effective in delivering quality instruction. We address the social emotional learning needs of both students and staff. It's the small thinks that make the greatest impact. Greeting students as the come to school and at the door and checking their moods as they enter really does impact their mindsets for learning. Our teachers are do an amazing job of communicating to parents for positive as well as negative incidents. This furthers the bond and allows the teacher to lead his/her class with grace, respect and compassion. A positive school culture doesn't just happen it is everyone's job to help cultivate a positive school culture from the principal to the custodial team everyone

plays a part including parents. I think Ms. Schlissel's leadership has made a huge impact on building and maintaining a positive school culture. She has very high expectations of all stakeholders and she holds everyone accountable to produce results which is reflected in our
growth in academic scores, (B+ school grade) and reduced school referrals.

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

Happy students! Happy teachers! Happy Parents!Ms. Schlissel, the Principal and visionary has very high expectations for students and staff. She also checks in daily with key stakeholders to ensure they are on track and focused on the vision and mission of the school.
Ms. Dumervil as the Assistant Principal guides and encourages the students and staff to continue to build effective relationships. The Support Team works collaboratively with Administration is creating a work atmosphere that is peaceful, productive, and professional. They are also the core members of the Sunshine Committee. Their roles is to bring staff together. Building effective relationships with staff will decrease transiency and increase commitment to the school, to the students and to the community.
The teachers and ESP's are closest to the students they provide fun and creative ways to engage students and keep them engaged as they partner in the learning process. The office staff keeps an orderly environment and exemplary customer service. The cafeteria team feeds the school with a smile and lots of love. The custodial staff makes sure our school is clean and clutter free. Our school is beautiful inside and out. The personalized murals which grace the walls truly enhance the natural beauty of our campus.