

Miami-Dade County Public Schools

# Silver Bluff Elementary School



## 2022-23 Schoolwide Improvement Plan

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## 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: 8/21/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	95%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (44%) 2018-19: B (55%) 2017-18: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 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](http://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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## 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### School Grades History

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

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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.**

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**

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
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 teachers, instructional coaches and assistant principal as needed while revising policies and procedures and evaluates teaching methods. Additionally she reviews student data and conducts data chats.
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 strategies are 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.
Hernandez, Elvia	Reading Coach	Ms. Hernandez is the instructional leader for the Reading and Language Arts teachers. She provides diverse instructional initiatives to all teachers in the ELA department based upon student data, manages the gradebook, and is our PD Liaison. Additionally she reviews student data and conducts data chats.
Guerra, Marilyn	Math Coach	Ms. Guerra 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 and reviews student data to participate in data chats.
Eidinger, Sonia	Other	Ms. Eidinger serves as the ESE Chair. She supports ESE students and their teachers in ensuring that all accommodations are met. She holds meetings with students and parents to ensure each child's success in the program. She is also in charge of spearheading on-campus tutorial efforts for our ELL subgroup, data-driven instructional initiatives, and participates in our data chats.
Cherry-Mcdowell, Khurshiba	Other	Ms. Cherry is part of the Student Services Team. She coordinates and communicates information regarding the Response to Intervention School-Based Team. She 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 and is our Mental Health assessor .

### Demographic Information

#### Principal start date

Sunday 8/21/2022, Mayra Barre IR A

**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.*

3

**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.*

10

**Total number of teacher positions allocated to the school**

30

**Total number of students enrolled at the school**

402

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

10

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

11

### 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	47	59	65	49	70	55	0	0	0	0	0	0	0	345
Attendance below 90 percent	0	12	11	5	10	9	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	3	4	4	2	0	0	0	0	0	0	0	15
Course failure in Math	0	2	2	3	3	6	0	0	0	0	0	0	0	16
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	5	19	20	0	0	0	0	0	0	0	44
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	41	16	0	0	0	0	0	0	0	62
Number of students with a substantial reading deficiency	0	2	14	14	26	19	0	0	0	0	0	0	0	75

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	3	3	5	20	16	0	0	0	0	0	0	0	47



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	3	3	5	1	0	0	0	0	0	0	0	0	12
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

Sunday 8/21/2022

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	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	

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	57	67	51	75	58	72	0	0	0	0	0	0	0	380
Attendance below 90 percent	11	11	7	12	9	7	0	0	0	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	5	6	2	1	0	0	0	0	0	0	0	15
Course failure in Math	0	1	2	7	5	1	0	0	0	0	0	0	0	16
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	0	12	12	30	21	35	0	0	0	0	0	0	0	110

#### 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	2	4	25	17	23	0	0	0	0	0	0	0	71

#### 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	0	2	3	5	1	0	0	0	0	0	0	0	0	11
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	46%	62%	56%				62%	62%	57%
ELA Learning Gains	55%						68%	62%	58%
ELA Lowest 25th Percentile	36%						64%	58%	53%
Math Achievement	31%	58%	50%				49%	69%	63%
Math Learning Gains	59%						56%	66%	62%
Math Lowest 25th Percentile	56%						41%	55%	51%
Science Achievement	23%	64%	59%				42%	55%	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	50%	60%	-10%	58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	71%	64%	7%	58%	13%
Cohort Comparison		-50%				
05	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-71%				

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	33%	67%	-34%	62%	-29%
Cohort Comparison		0%				
04	2022					
	2019	61%	69%	-8%	64%	-3%
Cohort Comparison		-33%				
05	2022					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	40%	53%	-13%	53%	-13%
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	24	41	40	12	44	50	13				
ELL	44	53	36	33	60	50	23				
HSP	46	54	36	33	60	60	21				
FRL	43	51	35	28	54	56	14				
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				

### 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)	ATSI
OVERALL Federal Index – All Students	44
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	49
Total Points Earned for the Federal Index	355
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	44
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
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	41
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?

Compared to the results of 2021 FSA, our 2022 FSA ELA student data demonstrate that 46% (43% in 2021) of our students are proficient, 55% (63% in 2021) of our students made Learning Gains, and 36% (88% in 2021) of students in the Lowest 25% subgroup made Learning Gains.

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

Compared to the results of the 2021 FSA, our 2022 FSA ELA student data demonstrates a regression in Learning Gains. Data for this component demonstrates that 63% (68% in 2021) of third-fifth grade students attained Learning Gains. That is a regression of 5%. For the subgroup of students in the Lowest 25%, 36% (88% in 2021) made Learning Gains in ELA. That is a regression of 52%.

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

When older learners have reading difficulties, it is often because they have gaps in the foundational decoding skills needed for fluent reading. The Reading Horizons Elevate program helps older learners fill these gaps with assessment-driven explicit phonics instruction based on the science of reading. The Reading Horizons Discovery solidly addresses phonemic awareness, phonics, sight word reading and includes decodable text to help students increase their fluency and automaticity. The new actions needed to address this need for effective intervention would be by monitoring closely the Intervention Progress Monitoring Assessments and daily walkthroughs by Admin focusing on the Daily Core 4 Components with fidelity.

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

Compared to the results of 2021 FSA, the students in grades 3-5 showed improvement in FSA Math. Data demonstrate an increase in all school grade components. An increase of 1% in Math Proficiency (from 30% to 31%), an increase of 24% in Learning Gains (from 35% to 59%), and an increase of 29% in Learning Gains for the Lowest 25% (from 27% to 56%).

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

Our school implemented Math Intervention with hourly interventionists with fidelity. Our Curriculum Support Specialist and Math Coach designated DI Day for Math, every other Wednesday, where teachers retaught the lowest performed standards aligned with Math Topic Assessments.

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

Standards-based instruction and Differentiated Instruction (D.I.) need to take place effectively and with fidelity. A more fluid grouping of students will help to accelerate all students' learning. Students will be exposed to all texts presented in the pacing guide and receive teacher feedback in their Response to Reading.

**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.**

PD opportunities will include Accelerating Learning, ESE inclusion best practices, Florida Assessment of Student Thinking (F.A.S.T.) aligned assessments based on the course content in Math and ELA, and the continuation of IPEGS process along with the Framework of Effective Instruction. Grade level representatives will attend monthly ICADS in both ELA and Math and share the information upon arrival to their teams. ESOL PD development on standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing will be provided to assist in the increase of student achievement in this subgroup.

**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, this includes extensive tutoring during our T.A.L.E.N.T.S. program. 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 school psychologist and EBD clinician.

**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 Standards-aligned Instruction****Area of Focus  
Description and****Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the data review of the 2022 FSA, our school will implement the Targeted Element of Standards-aligned Instruction. Data for our students demonstrates that the percentage of students scoring Level 3 or above in ELA is 39% for grade 3, 39% for grade 4 and 44% for grade 5. 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:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement Standards-Based Instruction, then our 2023 ELA student proficiency performance will increase 10%, Math student proficiency performance will increase 34%, and Science student proficiency performance will increase 27%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Administration will ensure that the schedule allows for teachers to meet weekly for collaboration and horizontal planning in order to enhance student achievement in all subject areas. Monthly data discussions will take place with teachers to ensure student mastery of standards.

**Person responsible for monitoring outcome:**

Mayra Barreira (pr5041@dadeschools.net)

**Evidence-based  
Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Within the Targeted Element of Standards-Based Instruction, our school will focus on the evidence-based strategy of: Standards-Based Collaborative Planning. Standards-based instruction targets the quality of performance we want from students. If we are to achieve the results of the standards-driven curriculum, we need to understand the rigor of standards-based instruction and develop the capacity of every teacher to carry it out effectively. Standards-Based Collaborative Planning begins with clarifying the standard, identifying the taxonomy of the standard, and then aligning the student product.

**Rationale for Evidence-based Strategy:  
Explain the rationale for selecting this specific strategy.**

Standards-Based Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. When teachers work collaboratively, everyone works together in unison and all students benefit academically. This strategy will assist in ensuring that the B.E.S.T. Standards are being implemented with fidelity.



**Describe the resources/ criteria used for selecting this strategy.**

**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.

Between 8/22/22 through 10/14/22, the PD Liaison will provide professional development on the Progression of the ELA B.E.S.T. Standards, Getting Started Resources for the Newly Adopted Instructional Materials for Math, Schoology, Collaborative activities that support teaching and learning in science classrooms, and Reading Horizons and Elevate intervention programs. As a result of attending PD, teachers will enhance their practices to support students' conceptual and procedural knowledge.

**Person Responsible** Elvia Hernandez (288462@dadeschools.net)

Between 8/22/22 through 10/14/22, the leadership team will identify new teachers and develop a schedule for them to partake in Teacher-Driven Observations to ensure Standards-Based Instruction. As a result, the mentor teacher facilitates a structured post-observation "debrief," in which action steps to improve teaching and learning are discussed.

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

Between 8/22/22 through 10/14/22, teachers will be provided with their personalized 2022 individual state-assessment data, identifying the lowest 35% for reading and math, Tier 2 and Tier 3 subgroups in order to provide DI in small group settings. As a result, teachers will have individual data conversations and set goals with their students.

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

Between 8/22/22 through 10/14/22, teachers and instructional coaches will develop an instructional framework highlighting key components and strategies to ensure quality Standards-Based Instruction is consistently taking place. As a result, students complete on grade level assignments independently, such as the Respond to Reading questions, demonstrating knowledge of the standards.

**Person Responsible** Mayra Barreira (pr5041@dadeschools.net)

Between 10/31/22 through 12/16/22, math teachers, instructional coaches and administration will analyze Math Topic Assessment data to identify secondary benchmarks, DI resources from District pacing guides and i-Ready Teacher Toolbox lessons to remediate.

**Person Responsible** Marilyn Guerra (mguerra@dadeschools.net)

Between 10/31/22 through 12/16/22, the ELA teachers, instructional coaches and administration will review Tier 1 and Tier 2 data to identify students needs proactively and intervene to increase tiered instructional support to accelerate learning.

**Person Responsible** Elvia Hernandez (288462@dadeschools.net)

**#2. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus**

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 the Students with Disabilities subgroup is performing at a rate of 31% which is 10% below the Federal Index of 41%. From 2021 to 2022, the Learning Gains data in this subgroup decreased from 71% to 41%. 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. As the groundwork of instruction, reading is a fundamental skill that is essential across all content areas. Differentiated Instruction is a responsive instruction designed to meet unique individual student needs so that they are proficient in reading and ultimately excel in all content areas.

**Measurable Outcome:****State the specific measurable****outcome the school plans to achieve.****This should be a data based, objective outcome.**

If we successfully implement Differentiation, then our subgroup of Students with Disabilities will demonstrate achievement. The 2023 ELA Learning Gains assessment data for the subgroup of Students with Disabilities will reflect an increase of 20%.

**Monitoring:****Describe how this Area of Focus will be monitored for the desired outcome.**

The Leadership Team will collaborate to implement research-based programs and model lessons addressing students' individual learning needs. Administration will conduct daily walkthroughs to ensure effective teaching that involves providing different students with different avenues to learning. Coaches will monitor, model and assist teachers with dissecting student data to reflect on strategies in place and revise if necessary.

**Person responsible for monitoring outcome:**

Mayra Barreira (pr5041@dadeschools.net)

**Evidence-based****Strategy: Describe the evidence-based strategy being**

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Differentiated Instruction (DI). Differentiated Instruction (DI) is an instructional framework that involves tailoring instruction based on the needs of students. Teachers will create learning pathways to support each individual student. Data is used to create fluid groups and develop accelerated learning lessons that will increase the percentage of students making learning gains on the 2023 ELA and Math state assessments.

**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based  
Strategy:  
Explain the  
rationale for  
selecting  
this specific  
strategy.  
Describe the  
resources/  
criteria used  
for selecting  
this  
strategy.**

Differentiated Instruction will produce students who are capable of skillful thinking as they complete complex tasks. DI assists teachers in ensuring that all students, regardless of their learning level, can ultimately achieve learning gains by using the District resources tiered for every subgroup of students to close achievement gaps and accelerate learning.

### **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.

Between 8/22/22 through 10/14/22, teachers will engage in data conversations with the Curriculum Team regarding PM1, i-Ready data from Diagnostic 1, Wonders, and Topic Assessments. As a result we will create instructional groups based on students' needs to differentiate instruction.

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

Between 8/22/22 through 10/14/22, Instructional Coaches will assist the teachers in planning for the rotation groups' differentiated skills with the District-aligned resources, such as i-Ready Teacher Toolbox, Enrichment lesson worksheets, and IXL provided in the pacing guides and problem-solving strategies. As a result, DI groups and a rotations chart will be evident in the classrooms.

**Person Responsible** Elvia Hernandez (288462@dadeschools.net)

Between 8/22/22 through 10/14/22, the Curriculum Team will monitor the delivery of Differentiated Instruction on a daily basis. As a result, i-Ready student usage will increase due to weekly rotations in the Technology center.

**Person Responsible** Mayra Barreira (pr5041@dadeschools.net)

Between 8/22/22 through 10/14/22, teacher-led center instruction will include reteach, scaffold, target, or enrichment needed to meet the demands of the standards. As a result, acceleration of student learning and the closing of student achievement gaps will take place.

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

Between 10/31/22 through 12/16/22, the science teachers and administration will dissect science quarterly standards assessment data to provide a differentiated approach based on student need and to ensure science standards are mastered at each grade level.

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

Between 10/31/22 through 12/16/22, the ESE teachers will engage in monthly collaborative planning sessions to ensure the growth and success of our ESE subgroup.

**Person Responsible** Sonia Eiding (eidinger@dadeschools.net)

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

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on qualitative data from the School Climate survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Leadership Development. The survey results reflect that 26% of teachers in the building agreed they like working at the school. We want to develop a school culture of joy, shared ownership and leadership so that buy-in from the students at the onset encourages them to engage more deeply in their learning.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement the Targeted Element of Leadership Development, School Climate Survey Results will reflect that 40% of teachers like coming to school. By building leadership capacity in our teachers, they will reflect on their own practices and progress. As a result, teachers' joy will transfer into the classroom, enhance student learning and reduce student achievement gaps.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Administration will provide Leadership Team members various leadership roles within their areas of strength to ensure that teachers are empowered to take ownership for student achievement. This will be monitored by the results of a School Culture survey given at the beginning, middle, and end of the year.

**Person responsible for monitoring outcome:**

Mayra Barreira (pr5041@dadeschools.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Within the Targeted Element of Leadership Development, we will focus on the evidence based strategy of: Take Ownership for Students' Learning. This will create a shift in school culture and teacher perspective towards student learning. The school culture will positively shift into taking accountability for student progress and outcomes will result in an improvement in teacher reflection and efficacy.

**Rationale for Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

When teachers take ownership for students' learning, by using data trackers to discuss student achievement data, we create a school culture that demonstrates commitment to students as it is a top priority. Joy is fueled by a sense of purpose that energizes motivation. Building leaders creates positive emotions and enhances job performance.

**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.

Between 8/22/22 through 10/14/22, the Curriculum Team created a school-wide system for tracking student data in Intervention, i-Ready, and Reflex Math. As a result, i-Ready and Reflex Math usage will increase and students will be held accountable for their data.

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

Between 8/22/22 through 10/14/22, the Student Services Team will develop and monitor a school-wide attendance incentive program for staff and students. As a result of the implementation of an attendance incentive program, staff and students are motivated to come to school daily.

**Person Responsible** Khurshiba Cherry-Mcdowell (khurshiba.cherry@dadeschools.net)

Between 8/22/22 through 10/14/22, the Leadership Team will recognize teachers on a weekly basis that have implemented effective strategies based on student proficiency data. As a result of teacher recognition, there is an increase in teacher commitment and the overall culture of the school.

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

Between 8/22/22 through 10/14/22, the Leadership Team will lead teachers in a quarterly reflective teaching practices activity that will enhance teaching methodologies. As a result, teachers gain new perspectives and insights to further improve future practice.

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

Between 10/31/22 through 12/16/22, teachers will engage students in individual data chat conversations and goal setting in preparation for FAST PM 2.

**Person Responsible** Mayra Barreira (pr5041@dadeschools.net)

Between 10/31/22 through 12/16/22, instructional coaches and administration will email teachers instructional usage reports on a weekly basis to ensure students complete the required usage of programs such as i-Ready, Imagine Learning, Reflex and IXL.

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

**#4. Positive Culture and Environment specifically relating to Attendance Initiatives**

**Area of Focus**  
**Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will implement the Positive Culture and Environment specifically relating Student Attendance. Through our data review of Student Attendance in the three year comparison, we noticed the increase of students with 30 or more absences doubled, from 10% in 2021 to 26% in 2022. We recognize the need to tailor our attendance initiatives and improve in making connections with families to ensure attendance is consistent.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the Targeted Element specifically relating to Student Attendance, our students will receive daily instruction with fidelity that will contribute to improved student outcomes. With consistent monitoring and implementation of incentives, our attendance data will reflect a decrease of 10% in students with 30 or more absences and 10% in students with 16-30 absences.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

The Attendance Review Committee (ARC) will meet biweekly to review attendance reports and results of i-Attend meetings and to modify our school-wide attendance plan, if necessary.

**Person responsible for monitoring outcome:**

Mayra Barreira (pr5041@dadeschools.net)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Student Attendance, we will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. The Attendance Review Committee will closely monitor student absences, this includes making personal calls to parents and more direct measures such as home visits, counseling, and referrals to outside agencies. Additionally, we have implemented a schoolwide monthly program for students with perfect attendance.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By monitoring daily student absences, we will proactively prevent students from reaching more than 16 absences. Studies have shown that student attendance is important because it promotes academic success and student citizenship. We will promote an increase in student attendance and individual accountability by implementing a school-wide incentive program.



**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.

Between 8/22/22 through 10/14/22, when new families register their student at our school, an administrator greets them and welcomes them personally to the Home of the Shining Stars. As a result, the administrator will take the opportunity to brief parents in the importance of daily attendance.

**Person Responsible** Mayra Barreira (pr5041@dadeschools.net)

Between 8/22/22 through 10/14/22, the student and staff Attendance Incentive Plan will be reviewed with all staff and implemented. As a result, individual students and staff will be celebrated and recognized on the morning announcements monthly.

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

Between 8/22/22 through 10/14/22, our school counselor will review the Daily Attendance Bulletin to plan for and host Attendance Review Committee meetings. As a result, parents will be invited to meet with the Attendance Review Committee to understand the importance of students attending school on a daily basis and be provided with opportunities to diminish barriers.

**Person Responsible** Khurshiba Cherry-Mcdowell (khurshiba.cherry@dadeschools.net)

Between 8/22/22 through 10/14/22, students with 100% attendance will be invited to the Principal's Ice cream Social and will receive attendance certificates at their Honor Roll Ceremony. As a result, students are extrinsically motivated to achieve 100% attendance every quarter.

**Person Responsible** Sonia Eiding (eiding@dadeschools.net)

Between 10/31/22 through 12/16/22, the ARC committee will continue working on the school's attendance action plan to decrease the school's percentage of absenteeism.

**Person Responsible** [no one identified]

Between 10/31/22 through 12/16/22, facts about school attendance will be emailed to parents weekly and posted on social media to remind parents of the importance of bringing their students to school.

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

**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**

Based on the 2021-2022 end of year screening and progress monitoring data, 52% of students in kindergarten through grade 2 were not on track to score on grade level. As reflected on the i-Ready Diagnostic 3 assessment, at the end of the 2021-2022 school year only 45% of first grade students were reading on grade level and only 48% of second grade students were reading on grade level.

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

Based on the 2022 FSA data review, our school will implement an Instructional Practice specifically relating to Reading/ELA. Data for our students demonstrate that the percentage of both third and fourth grade students below Level 3 on the 2022 statewide, standardized English Language Arts assessment is 61% and of fifth grade students is 56%. The data for the third i-Ready Diagnostic assessments demonstrates that Vocabulary and Literature Comprehension are the weakest ELA domains.

**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)**

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, the 2023 statewide data will show an increase of 7% points.

**Grades 3-5: Measureable Outcome(s)**

Upon completion of action steps, students scoring Level 3 or higher on the 2023 statewide standardized English Language Arts assessment in grades 3-5 will increase 15% points from the 45% FSA ELA Proficiency scored in 2022.

### **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.

Data will be discussed during Collaborative Planning and Faculty Meetings. Administration will engage K-5 teachers in monthly Data Chats to address and plan for students' needs in ELA. Coaches and administration will monitor implementation of reading interventions through daily walk-throughs and dissection of on-going progress monitoring data.

### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Barreira, Mayra, pr5041@dadeschools.net

### **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?

Within the Targeted Element of ELA, our school will focus on the evidence-based strategy Before, During, and After (BDA) Reading Strategies. Reading involves connecting new text to prior knowledge. Students activate existing knowledge, and create a mental framework to which new knowledge can be attached. This process begins before reading, is strengthened as students interact with the text during reading, and is reflected upon after reading as students incorporate what they have read into their existing knowledge.

### **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?

Teaching BDA Reading Strategies enables students to become active and strategic readers. This is a process that engages students in the use of active reading strategies before, during, and after reading and can assist student in all of their content area classes. Teachers must teach students not only to use specific comprehension strategies but also when to use them.

**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
Between 8/22/22 through 10/14/22, the goals and expectations for collaborative planning sessions will be established with all teachers. As a result, teachers will be provided with content and methods of teaching that support effective instruction.	Barreira, Mayra, pr5041@dadeschools.net
Between 8/22/22 through 10/14/22, with assistance from the ELA Curriculum Support Specialist, administration and coaches will develop a Professional Learning Plan for Faculty Meetings. As a result, administration will observe teachers using a variety of strategies to engage students in higher-order learning tasks.	Barreira, Mayra, pr5041@dadeschools.net
Between 8/22/22 through 10/14/22, administration will hold data discussions with teachers regarding student achievement data and the strategies in place that affect that data. As a result, teacher reflection practices will provide insight and necessary modifications.	Garcia, Christina , 258170@dadeschools.net
Between 10/31/22 through 12/16/22, the instructional coaches and content area teachers will plan for reading strategies in the social studies classroom.	Garcia, Christina , 258170@dadeschools.net
Between 10/31/22 through 12/16/22, the Literacy team will conduct literacy walks focusing on students' engagement in response to instruction to provide professional learning opportunities to help teachers make necessary changes.	Barreira, Mayra, mbarreira@dadeschools.net

**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.**

We believe in building a positive school culture and environment by encouraging our teachers to celebrate successes and conduct data chats to inform and encourage students about their performance. A culture shift focusing on a shared vision/mission will reinforce that teacher camaraderie is vital for a successful school improvement plan implementation to sustain and accelerate our school's endeavors. Our administrative team ensures that all teachers feel safe and welcome by celebrating their successes on Wacky Wednesdays, on the morning announcements and on our social media. Additionally, our community partners get involved with our student successes. For example, the City of Miami Police partners personally come to congratulate students who "Do the Right Thing". 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 Schoology, Messengers, and social media platforms. School and classroom rules are clear, concise, and uniform to all students, and are well-regulated to ensure our students success daily.

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

Administration, counselors, office staff, instructional leaders, teachers, parents & guardians, school resource officer, school monitors, custodians , and cafeteria staff all play a vital part in promoting a positive school culture and environment. We adhere to the 10-Foot Rule and ensure the best quality service is provided by all stakeholders. Student safety patrols welcome our PreK and Kindergarten students every morning with a huge smile and assist them with arriving to the cafeteria for breakfast. Parents and guardians are given the opportunity to join PTA and become volunteers 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 Student Services team works to maximize student success, promoting access and equity for all students daily. Teachers cultivate a positive classroom culture by conducting a Daily Check-in with students' mental health and promoting the Values Matter Miami and Do the Right Thing to ensure that students feel valued and supported in their learning. Administration will assist all new staff members by assigning them effective mentors, providing tools to manage a classroom, guiding them in using data effectively, and supporting them by staying visible. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.