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Miramar Elementary School

6831 SW 26TH ST, MIRAMAR, FL 33023

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 wellbeing of each 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Schlissel, Joanne	Principal	Oversee overall academic and operational functions of the school. Build relationships; Class Visits are Administrators 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 and 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 are implementing Science of Reading and balanced 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 teacher/support/ESP's to maximize instructional time.
Dumervil, Dominique	Assistant Principal	Builds relationships; Check into classes; Meet with Leadership Professional Development Team to gauge need for training; Monitor student engagement/ensure attendance/ create plan meet with school social worker and school counselor. Ensure grades /HW procedures are met; Monitor science in all grades with emphasis on Fourth & Fifth Grades. Monitor referral incidents. Monitor the effectiveness of our schoolwide positive behavior plan including the use of manatee money and the manatee store; Data Chats Grades Kindergarten through Second Grades; 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	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-aloud/small group instruction/shared reading; Create/Provide differentiated Professional Development 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 Science of Reading and 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 promotion; Work with select students in Grades 2-5 Monitor progress in reading of selected students using FAST Data and STAR Reading Data and Unit Benchmark Assessment Data; Assist in providing differentiated professional development for staff; Monitor Data of students in small group; Utilize data to improve instruction; Work with coaches to ensure teachers implementing Science of Reading and balanced literacy components effectively.

Name	Position Title	Job Duties and Responsibilities
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 selected students in Grades 2-5; Monitor progress in reading of selected students using FAST Assessments and Unit Benchmark Assessment Data; Assist in providing differentiated professional development for staff; Monitor data of students in small group; Utilize data to improve instruction; Work with other coaches to ensure teachers are implementing the Science of Reading and balanced literacy components effectively.
RojoCampos, Daniella	Curriculum Resource Teacher	Give tests to students in Grades K-2 Works closely with Literacy Coach to determine good cause promotions; Work with selected students in Grades K-2; Monitor progress in reading of selected students using Early STAR Reading and STAR Reading Data; Assist in providing differentiated professional development for staff; Monitor data of students in small group; Utilize data to improve instruction; Work with other coaches to ensure teachers are implementing the Science of Reading and balanced literacy components effectively.
Green, Deriel	School Counselor	Monitors 3rd grade retentions students; Works closely with Literacy Coach to determine good cause promotions; Work with selected students in Grades 3. Monitor progress in reading of selected students using FAST Assessments and Unit Benchmark Assessment Data; Monitor data of students in small group; Utilize data to improve instruction; Work with other coaches to ensure teachers are implementing the Science of Reading and balanced literacy components effectively.. Monitor students well being through the Life skills and Wellness materials available on ReThink ED. Providing parents, guardians, teachers resources to help struggling students in both academics and behaviorally, and socially.
Yassen, Robin	Teacher, ESE	ESE Specialist- Ensures all students IEP's are in compliance. To oversee ESE student services to ensure each student is getting appropriate services; ESE Specialist also conducts meetings with all stakeholders to ensure that all ESE decisions are recorded and implemented with fidelity..

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders includes the entire school leadership team in conjunction with the teachers/staff, parents and students. We also reach out to local business and community leaders to be participate in our School Advisory Council. Our School Advisory Council comprised of the Principal, SAC Chair, Instructional,staff, Non-Instructional staff and parents (from diverse groups ELL, ESE, Pre-K,) As

we meet monthly we review our targets with our stakeholders and get their input on any decisions that will impact our school and our students.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Team will use data to drive the instruction. Data to show if the interventions are working, and data to show whether we are increasing student achievement or is student achievement declining. If it is declining what are we doing to mitigate those gaps.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	30	23	20	17	20	18	0	0	0	128
One or more suspensions	1	0	0	4	1	6	0	0	0	12
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	5	13	20	17	13	23	0	0	0	91
Level 1 on statewide Math assessment	0	12	24	27	9	10	0	0	0	82
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	13	13	11	9	0	0	0	49

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	15	23	24	15	19	0	0	0	101

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	4	13	11	15	17	0	0	0	64
Students retained two or more times	0	2	4	0	5	5	0	0	0	16

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	28	23	26	18	21	19	0	0	0	135
One or more suspensions	0	0	0	4	1	8	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	27	20	21	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	27	13	20	0	0	0	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	3	9	1	7	0	0	0	23

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	4	25	14	25	0	0	0	70

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	6	18	1	15	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	28	23	26	18	21	19	0	0	0	135
One or more suspensions	0	0	0	4	1	8	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	27	20	21	0	0	0	68
Level 1 on statewide Math assessment	0	0	0	27	13	20	0	0	0	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	3	9	1	7	0	0	0	23

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	4	25	14	25	0	0	0	70

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	6	18	1	15	0	0	0	40
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	51	56	53	48	58	56	44		
ELA Learning Gains				67			31		
ELA Lowest 25th Percentile				57			27		
Math Achievement*	64	62	59	63	54	50	43		
Math Learning Gains				91			20		
Math Lowest 25th Percentile				76			13		
Science Achievement*	24	48	54	25	59	59	20		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	64	59	59	64			50		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	61

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	491
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	1	1
ELL	38	Yes	1	
AMI				
ASN				
BLK	46			
HSP	59			
MUL				
PAC				
WHT				
FRL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	55			
AMI				
ASN				
BLK	61			
HSP	61			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	61			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	51			64			24					64
SWD	28			34							3	
ELL	35			57			0				5	64
AMI												
ASN												
BLK	47			60			24				5	52
HSP	59			84			9				5	80
MUL												
PAC												
WHT												
FRL	52			61			20				5	71

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	48	67	57	63	91	76	25					64
SWD	13	23		46	85							
ELL	31	54		63	96		19					64
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	45	72	54	60	93	83	13					71
HSP	53	57		69	89		39					57
MUL												
PAC												
WHT												
FRL	45	66	54	63	92	76	24					65

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	44	31	27	43	20	13	20					50
SWD	25			13								
ELL	44	28		51	33		18					50
AMI												
ASN												
BLK	42	33	33	40	20	8	18					45
HSP	45	27		44	9		27					54
MUL												
PAC												
WHT												
FRL	44	30	33	44	20	15	22					49

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	56%	-14%	54%	-12%
04	2023 - Spring	63%	61%	2%	58%	5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	46%	53%	-7%	50%	-4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	62%	-17%	59%	-14%
04	2023 - Spring	69%	65%	4%	61%	8%
05	2023 - Spring	71%	58%	13%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	22%	46%	-24%	51%	-29%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science data showed the lowest performance. Our Science achievement level was at a 25%. One of the contributing factors was the teacher who teaches Science to two thirds of our students was on leave. Although Science was being taught the rigor of instruction was not evident. We instituted a Science class as a special class so students would get additional science instruction and be exposed to science concepts that would provide science enrichment for students in Grades K-5.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science data has shown a decline. We had difficulty in filling a 5th grade position. When we ultimately did find someone they were unable to effectively instruct students in Science and as a result left teaching. As students were assessed in science content they were making progress but the assessments lacked rigor. When we used more challenging assessments we were able to see student's deficiencies and remediate instruction as needed.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Science data had the greatest gap when compared to the State Average. Then our ELA proficiency was the next subject area where we had a gap in comparison to the state average. We are continually

seeing students make progress in the foundational aspects of reading. As they improve in the fundamentals of reading we anticipate students to grow and make academic gains towards proficiency.

Which data component showed the most improvement? What new actions did your school take in this area?

Math has shown the most growth. Our math scores in proficiency was 63% and in learning gains in math 91% were in the top rankings in our region and District overall. Our math resource teacher works diligently with our teachers providing support, modeling and works with both students and teachers in building math capacity in our school.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We must work on student attendance. If students are not in school they can not learn the fundamental skills necessary to meet academic proficiency.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

ELA to increase proficiency to 55%

Science to increase proficiency from 25% to 35%

Attendance to decrease the chronic absenteeism

Writing to integrate writing across all curriculum areas.

Math to continue to excel and use the resources available to strengthen effective math practices in our primary grades as well.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 June 2024 52% or more of students in grades 3-5 will be proficient in ELA as measured by the FAST ELA PM 3 Assessment.

Monitoring:

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

We will use the PM 1-PM 3 to monitor student proficiency. We will also track their Benchmark Unit Assessments to ensure ongoing progress monitoring.

Person responsible for monitoring outcome:

Jennel Mayers (jennel.mayers@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use Benchmark Advance as our intervention tool for the Intermediate Grades. Teachers have been trained in UFLI and will use UFLI strategies while using Benchmark as an intervention tool.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers must continually observe and assess reading behaviors to identify areas of difficulty and tailor instruction for individuals, groups and whole classes. (Bell & Dolanski 2012;IES 2016NCTE 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)

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify targeted students who are at a Level 2 and monitor their performance for each ELA assessment.ie FAST PM #1, 2 & 3 , Benchmark Unit Assessments and iReady Diagnostic.

Person Responsible: Jennel Mayers (jennel.mayers@browardschools.com)

By When: This process is all throughout the year starting with FAST PM #1 and iReady Diagnostic

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our motto at Miramar Elementary 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 emotional wellness and life skills needs of students and staff. It's the small things that make the greatest impact. Greeting students and staff at the door as they come to school/classroom while checking their mindsets/moods at the door really does make a difference and sets up the student and teacher to create a mindset for learning.

Measurable Outcome:

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

By June 2024, we plan on retaining the number of new staff by 50%. In doing this we will increase our staff morale and teacher retention rate. We will also provide opportunities for incentives for teachers/staff who go above and beyond to ensure the wellness of our school community.

Monitoring:

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

Students and Staff participation in School Spirit Week events will be how we can monitor the schoolwide initiatives that promote active student/staff participation and overall positive school climate. We can also track our discipline referrals to ensure students are using the pro-active approach to solving problems.

Person responsible for monitoring outcome:

Dominique Dumervil (dominiquedumervil@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Integrating Professional Learning Communities ensure teachers have a safe place to discuss teacher instructional practice and grow as professionals. Also teachers get a chance to share best practices that impact student growth and achievement. As students are being more successful academically and socially this will also impact teacher growth and success over time. Professional Learning Communities (PLC) at Work: Best Practices for Enhancing Student Achievement(1988) Dufour outlined strategies for creating PLC in K-12 schools

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

As professionals we are continually "sharpening the saw" it is imperative that we continue to grow so we can offer our students a quality instructional program. Using our PLC's appropriately we should be able to collaborate and find staff and students strengths in order to see improvement and growth both academically and socially.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Instructional teams will meet weekly during their Professional Learning Community(PLC) time teachers will collaborate and on data and share best practices that advance student achievement and growth.

Person Responsible: Dominique Dumervil (dominiquedumervil@browardschools.com)

By When: This is an ongoing process that will begin in September 2023 and continue through May 2024.

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We have targeted Science as an area of focus. Our Science scores went from 20% in 2021-2022 to 25% in 2022-2023.

Measurable Outcome:

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

By May 2024, 5th-grade students will score at 40% or above as measured by the State Science Assessment.

Monitoring:

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

We will be giving students micro assessments as they finish a unit of standards. Students in Grades K-5 will also be assessed at the Beginning of the Year-Mid Year- and End of Year to see if students have grown in Science.

Person responsible for monitoring outcome:

Dominique Dumervil (dominiquedumervil@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Hands on Experiments and Hands on activities will be vital in getting our Science scores to an acceptable level. Students learn from the concrete, to the pictorial, to the abstract. This is why students need the Hands On Activities to best understand the Nature of Science and how things work.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Hands-on science typically uses physical materials to give students first-hand experience in scientific methodologies, but the recent availability of virtual laboratories raises an important question about whether what students' hands are on matters to their learning. The overall findings of two articles that employed simple comparisons of physical and virtual materials suggest that virtual materials could be an effective and efficient alternative to physical materials when teaching with explicit instruction and discovery learning methods. (This paper is a summary of Klahr, Triona, & Williams, 2007 and Triona & Klahr, 2003) How should we teach science? Hands-on science teaching brings the scientific methods used to produce new scientific knowledge to the forefront. In hands-on science, students' concrete, kinesthetic actions are related to abstract concepts and these activities tend to increase student motivation and engagement (Flick, 1993; Haury & Rillero, 1994).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Data Chats will be held at the end of each instructional cycle.

Person Responsible: Dominique Dumervil (dominiquedumervil@browardschools.com)

By When: At the end of each instructional cycle

We have met with our District Science Support person and they are meeting with our Science teachers, planning with our teachers, giving feedback on present level of performance/practice. I am also there to give feedback after each visit.

Person Responsible: Dominique Dumervil (dominiquedumervil@browardschools.com)

By When: At the end of each visit.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

We will be focusing on Benchmark Advance for all students. We will also push in Haggerdy, SIPPS and UFLI when needed. Teachers have used UFLI strategies and will receive assistant as needed. Teachers are also pushing in and doing phonics to help build up and fortify the foundational literacy skills. Teachers have been instructed on how to use Cool Tools as well.

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

We will be using Benchmark Advance as the instructional tool and the intervention piece for students who are struggling with reading comprehension. The teachers have also been instructed on how to use Cool Tools as well.

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 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 Measurable Outcomes

We will be using PM 1-PM 3 on the FAST Assessment as well as Benchmark Advance Unit Assessments to progress monitor students in Reading/ELA. We anticipate by PM 3 students 70% of students in Grades K-2 will receive a level 3 or higher on the PM 3 FAST Assessment.

Grades 3-5 Measurable Outcomes

We will be using PM 1-PM 3 on the FAST Assessment as well as Benchmark Advance Unit Assessments to progress monitor students in Reading/ELA. We anticipate by PM 3 students 60% of students in Grades 3-5 will receive a level 3 or higher on the PM 3 FAST Assessment.

Monitoring

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 impact student achievement outcomes.

During our Leadership Team Meetings we will discuss our targeted students to ensure that we are making progress with the near to proficient as well as maintaining the rigor for the students who are continuing to be proficient. Students have been targeted and are getting additional remediation from curriculum support team.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Mayers, Jennel, jennel.mayers@browardschools.com

Evidence-based Practices/Programs

Description:

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. §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 are using Benchmark Advance and the BEST ELA Standards are aligned to this program. The evidence based program is aligned with our Districts K-12 Comprehensive Reading Plan. Benchmark Advance provides a rigorous evidence based program that builds effective readers.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The resource is being used District wide and within the components of this research based program it meets the needs of on-level learners, below level learners and accelerated learners.

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
Professional Learning is essential for teacher efficacy and for teacher growth. As teachers get the necessary support they need. In turn the professional development provided to teachers/staff can ensure staff has the necessary tools to ensure student growth.	Mayers, Jennel, jennel.mayers@browardschools.com
Assessments are happening after each Unit in Benchmark Advanced Series and following those assessment data chats are had both individually and by grade group ton ensure transparency and acute progress monitoring.	Mayers, Jennel, jennel.mayers@browardschools.com
Literacy Leadership- Meeting weekly with leadership team to discuss classroom visits and share progress on targeted students' progress from informal assessments and/or work samples	Schlissel, Joanne, joanne.schlissel@browardschools.com
Literacy Coaching- Providing our teachers/staff personnel an opportunity to be a reflective teacher. A reflective teacher will always ask the questions about their own pedagogy of practice and seek to improve their classroom instruction to help students meet or surpass their learning goals.	Mayers, Jennel, jennel.mayers@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
 This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

- School webpage-www.browardschools.com/miramarelem
- School newsletter distributed and given to students.
- Notices posted at the Miramar Public Library
- Parent Link messages sent out to parents

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

- School webpage-www.browardschools.com/miramarelem
- School newsletter distributed and given to students.
- Notices posted at the Miramar Public Library
- Parent Link messages sent out to parents
- Invite parents to become a part of the School Advisory Council, the PTA, or School Advisory Forum

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Instructional time is sacred and is not interrupted. We maximize the instructional time in order to give students the quality tier instruction needed for students to succeed. Within our schedules there is also a block for remediating skills and accelerating skills based on the students level of performance as measured by their assessments.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

All plans are developed with the whole child in mind. All services from nutrition programs to health and wellness programs, to transition programs from housing programs all have their place to ensure student basic needs are met in order for students to focus on academic achievement.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Along with physical health, mental health is equally important to ensure students are maximizing the learning community. We have a school counselor available for students everyday. We also have mentoring programs that adopt our school and work with our students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

At the elementary level we celebrate School Spirit Days during that time we are asked to wear clothes from different colleges. This is a source of pride for our families. Secondly we have a Career Day, where school partners volunteer to share their workforce experience with our students.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

MtSS or the Collaborative Problem Solving Team meets weekly to prevent, plan and/or address problems in behavior and academics. Through this process we find the most candidates with the right intervention are being serviced and needs are met. But when we come to a place where students are not given the tools they need to be successful then we push further for students to be evaluated by the District School Psychologist assigned to our school.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional Development is essential to build capacity at grade grade levels, Our team must be lifelong learners in order to meet the changing needs of our students. Data Driven Instruction is necessary to pinpoint if the intervention we used is working. If so keep it going. If not , use the data and find a different strategy or program that will give you a return on your investment.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

At our school we host a K-Splash where we invite neighboring preschools and parents of students who want to register at Miramar Elementary. It has been very successful to go and invite the preschools to come and join us. Students from the surrounding preschools are happy to come and visit the school and provide parents with information about our school.