

Miami-Dade County Public Schools

# Natural Bridge Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Natural Bridge Elementary School

1650 NE 141ST ST, North Miami, FL 33181

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

### School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

### 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.**

We, the stakeholders of Natural Bridge Elementary School, commit to providing reflective instructional practices, illustrated through cross curricular opportunities and research based effective teaching strategies that empower all stakeholders. Utilizing all current and evolving media, coaching, mentoring and effective approaches, we ensure all learners will become literate, proactive and responsible members of the community.

**Provide the school's vision statement.**

The vision of the Natural Bridge Elementary School community is for all stakeholders to become active participants in lifelong learning at the highest standards of rigor, utilizing proactive analytical and collaborative approaches to problem solving, while nurturing the individual needs and differences of all school community members.

### 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
Mesa, Melissa	Principal	Ensures data-based decision making, implementation of MTSS/ Rtl implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.
Thomas, Tammy	Assistant Principal	Ensures data-based decision making, implementation of MTSS/ Rtl implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.
Cavero-Santana, Carol	Reading Coach	Lead and evaluate school core content standards/programs: identify scientifically based curriculum and intervention approaches. Identify patterns of student needs to identify appropriate evidence-based intervention strategies; assist with programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; provide support for assessment and implementation monitoring; and implement the continuous coaching model.
Cukierkorn, Jesse	Curriculum Resource Teacher	Provides curriculum support and professional development for targeted teachers and activities for Tier 1, 2, 3 students; assists with the disaggregation of data; assists with curriculum planning.
Smith, Mayeva	Instructional Technology	The Digital Leader empowers teachers to implement technology in their classroom in order to enhance learning.
Brown, Rashawn	Curriculum Resource Teacher	The PLST Mentor, assists administration with supporting mentors and mentees at the school.

### 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 Leadership Team reviews the School Improvement Plan (SIP) with EESAC members and faculty. All stakeholders will provide feedback for adjustments to be made based on data analysis and students' needs. All SIP reviews and decisions will be documented in EESAC minutes. EESAC members also provide final approval of SIP.

**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 Leadership Team will monitor the School improvement Plan for effective implementation and impact on increasing the achievement of students by reviewing successes and areas of improvement. School performance data will be analyzed and stakeholders will review areas of focus and strategies to determine the effectiveness on student performance. Processes that will be used to monitor SIP include: classroom walkthroughs, i-Ready and FAST progress monitoring, ELA and Math Topic progress monitoring/assessments, quarterly Science assessments, staff feedback, and parental/community input

**Demographic Data**

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

<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	99%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<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 (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A  2019-20: B  2018-19: B  2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	0	5	7	4	1	3	0	0	0	20	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	0	12	8	4	1	0	0	0	25	
Course failure in Math	0	0	10	8	4	4	0	0	0	26	
Level 1 on statewide ELA assessment	0	0	0	6	8	10	0	0	0	24	
Level 1 on statewide Math assessment	0	0	0	3	6	8	0	0	0	17	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	9	17	13	14	0	0	0	65	
	0	0	0	0	0	0	0	0	0		

**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	0	0	8	8	7	8	0	0	0	31

**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	0	0	0	6	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	

#### **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	8	12	8	20	5	8	0	0	0	61	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	13	8	7	1	7	0	0	0	36	
Course failure in Math	0	10	6	2	1	15	0	0	0	34	
Level 1 on statewide ELA assessment	0	0	0	15	14	20	0	0	0	49	
Level 1 on statewide Math assessment	0	0	0	8	20	20	0	0	0	48	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	14	12	19	14	24	0	0	0	83	

**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	3	7	10	4	14	0	0	0	38

**The number of students identified retained:**

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

**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	5	7	3	4	3	5	0	0	0	27	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	13	5	9	1	3	0	0	0	31	
Course failure in Math	0	11	4	9	7	8	0	0	0	39	
Level 1 on statewide ELA assessment	0	0	0	14	13	12	0	0	0	39	
Level 1 on statewide Math assessment	0	0	0	9	11	12	0	0	0	32	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	10	12	20	17	23	0	0	0	95	

**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	9	2	14	12	13	0	0	0	50

**The number of students identified retained:**

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

**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*	60	60	53	56	62	56	40		
ELA Learning Gains				58			44		
ELA Lowest 25th Percentile				50			44		
Math Achievement*	67	66	59	63	58	50	39		
Math Learning Gains				72			39		
Math Lowest 25th Percentile				76			41		
Science Achievement*	79	58	54	62	64	59	26		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	69	63	59	53			56		

*\* 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)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	334
Total Components for the Federal Index	5

**2021-22 ESSA Federal Index**

Percent Tested	100
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	490
Total Components for the Federal Index	8
Percent Tested	100
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	32	Yes	2	
ELL	51			
AMI				
ASN				
BLK	67			
HSP	63			
MUL				
PAC				
WHT				
FRL	63			

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	39	Yes	1	
ELL	51			
AMI				
ASN				
BLK	61			
HSP	66			
MUL				
PAC				
WHT				
FRL	60			

### 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	60			67			79					69
SWD	22			41							3	
ELL	38			62			60				5	69
AMI												
ASN												
BLK	61			66			80				5	68
HSP	56			74							4	70
MUL												
PAC												
WHT												
FRL	59			64			82				5	56

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	56	58	50	63	72	76	62					53
SWD	29	38	38	23	48	64	31					
ELL	47	53	36	47	68	60	46					53
AMI												
ASN												
BLK	56	57	48	61	71	77	62					52
HSP	58	56		75	75							
MUL												
PAC												
WHT												
FRL	56	56	47	63	71	74	63					51

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	40	44	44	39	39	41	26					56
SWD	21	20		8	13		18					
ELL	33	45	45	32	45	50	13					56
AMI												
ASN												
BLK	38	46	47	38	41	44	26					55
HSP	52	40		44	30		30					
MUL												
PAC												
WHT												
FRL	40	45	44	38	38	41	27					56

### 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	55%	56%	-1%	54%	1%
04	2023 - Spring	62%	58%	4%	58%	4%
03	2023 - Spring	56%	52%	4%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	74%	63%	11%	59%	15%
04	2023 - Spring	61%	64%	-3%	61%	0%
05	2023 - Spring	65%	58%	7%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	69%	50%	19%	51%	18%

### 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.**

The data component that showed the lowest performance was the 3rd grade proficiency rate of 56% for Reading. Also, the 4th grade Math proficiency rate was 56% as well. Both areas were the lowest across the subject areas of reading and mathematics.

In comparison to the data from the 2021-2022 school year, the overall proficiency rate for reading combined across all grade levels was 56%.

The proficiency rate for the 2022-2023 school year is 58%, which is a two-percentage point increase from last school year.

Factors that contributed to last year's low performance are the consistent and ongoing aligning of instruction to the pacing guides, with adequate standards-based assessments, remediation of skills, and differentiated instruction to target state standards.

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

The data shows growth across all domains. Reading increased from 56% proficiency to 61% proficiency in grades 3-5; Math increased from 63% proficiency to 66% proficient in grades 3-5; and Science increased from 62% proficiency to 69% proficiency from the 2021-2022 school year to the 2022-2023

school year.

There are no factors that apply to a decline in this area. However, there is always room for ongoing improvement related to student achievement.

**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.**

There are no areas where a gap exists in comparison with the data. Natural Bridge outscored the state in all areas and met the equivalent of the state's score of 41% proficiency in Math in 4th Grade. The data are as follows: State Reading 3rd grade 50%, 4th grade 58%, 5th grade 54%; Natural Bridge Reading: 3rd grade 56%, 4th grade 63%, 5th grade 65%; State Math: 3rd grade 59%, 4th grade 61%, 5th grade 55%; Natural Bridge Math: 3rd grade 73%, 4th grade 61%, 5th grade 65%; Science State: 51%; Natural Bridge Science 69%.

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

The data component that showed the most improvement was Grade 3 FAST ELA Reading. During PM 1 only 13% of third grade students were proficient. During the administration of PM3, 3rd Grade students reached 56% proficiency which was an improvement of 46 percentage points from the initial administration.

Also, during this administration 34 students were a Level I during PM 1. During the PM 3 administration, only 14 students remained a Level I, moving proficiency from 13% to 56% over the course of the school year. The 3rd Grade students did not achieve the highest proficiency overall, but they showed the most improvement when compared to all the other grade levels from PM1 to PM 3.

All grade levels showed significant growth. The 4th Grade students progressed from 20% proficiency during FAST PM1 to 63%, which was an improvement of 43 percentage proficiency points. The 5th Grade students progressed from 20% proficiency during PM 1 to 65% during PM 3, which was 42 percentage proficiency points during PM3. Therefore, the data shows that 3rd Grade had the most overall improvement in reading.

The new actions taken included three daily push-out small group intervention classes that were provided intense instruction on state paralleled standards.

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

Reflecting on the EWS data number of students with a substantial reading deficiency is a potential area of concern.

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

The highest priority will be improvement of reading proficiency overall. The focus will be on differentiated instruction and effective intervention to support reading across all grade levels. Support will be provided to teachers along with professional development and common planning time to collaborate and plan. Classroom walkthroughs will focus on effective feedback and dialogue that will assist with areas of focus and improve student achievement. This process will be monitored with fidelity throughout the school year.

**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 Intervention****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.

According to the 2023 FAST PM 3 data, 56% of students in grade 3 are proficient in ELA. The 2022 FSA ELA data demonstrates 57% of students in grade 3 are proficient.. Based on the data, our school will implement the effective Targeted Element of Intervention in order to achieve optimal learning gains.

**Measurable Outcome:**

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

With the implementation of ELA intervention, an additional 4% of students in grade 3 will score proficient in the area of ELA on the 2023-2024 FAST PM 3.

**Monitoring:**

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

The Leadership Team will conduct bi-weekly/monthly walkthroughs, and review progress monitoring data to ensure quality intervention is taking place. This data will be analyzed by the Leadership Team and teachers to ensure students are demonstrating growth on all standards. Administrators will also observe strategies utilized to meet student reading deficiencies.

**Person responsible for monitoring outcome:**

Carol Cavero-Santana (ccavero-santana@dadeschools.net)

**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.)

Our school will focus on the evidence-based strategy of intervention. Intervention is a strategy used to teach a new skill, build fluency and apply the skill learned. Intervention will assist in accelerating achievement in all ELA subgroups.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Intervention strategies will ensure increased school achievement. When teachers use strategies designed to scaffold and remediate skills, student achievement will be reflect in the data.

**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.

Create intervention schedule and identify students.

**Person Responsible:** Carol Cavero-Santana (ccavero-santana@dadeschools.net)

**By When:** August 16-September 1

Conduct walkthroughs to monitor fidelity of intervention.

**Person Responsible:** Tammy Thomas (trthomas@dadeschools.net)

**By When:** September 5-September 29

Monitor progress of intervention groups.

**Person Responsible:** Carol Caverio-Santana (ccavero-santana@dadeschools.net)

**By When:** September 5-September 29

**#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 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.

The Students with Disabilities (SWD) Subgroup scored below the 41% threshold according to the Federal Index. Therefore, our school will implement the Targeted Element of Corrective Feedback for Students. We selected the overarching area of Corrective Feedback for Students based on our findings that demonstrated a deficiency in the SWD subgroup. We are not meeting the unique needs of all learners therefore it is evident that we must improve our ability to provide corrective feedback to ensure understanding of standards. We will provide the necessary strategies and action steps in order to make learning gains and move towards proficiency.

**Measurable Outcome:**

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

With the continued implementation of Corrective Feedback for Students, the SWD Subgroup will increase a minimum of 2% from 39% on the 2023-2024 FAST.

**Monitoring:**

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

The Leadership Team, will monitor the use of Corrective Feedback for Students when conducting walkthroughs. ELA, Math and Science data will also be monitored via FAST, Progress Monitoring Assessments and i-Ready reports to ensure students are demonstrating growth.

**Person responsible for monitoring outcome:**

Tammy Thomas (trthomas@dadeschools.net)

**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.)

Using targeted feedback to improve student achievement will guide students with understanding standards in a timely manner. Effective corrective feedback for students will also address individual needs in a specific manner and will provide teachers with knowledge of learners.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The Students with Disabilities (SWD) Subgroup scored below the 41% threshold according to the Federal Index. Corrective Feedback for Students eliminates the achievement gap while accelerating all students to their full academic potential. Teachers will utilize verbal and non-verbal strategies, and examples to provide learning opportunities, identify goals, and plan instruction based on students deficiencies. Student to student feedback will also be incorporated.

**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.

Teachers will model specific corrective feedback using text-to-world examples.

**Person Responsible:** Tammy Thomas (trthomas@dadeschools.net)

**By When:** Aug. 17- Sept. 29

Teachers will provide students with timely corrective feedback.

**Person Responsible:** Melissa Mesa (pr3661@dadeschools.net)

**By When:** Aug. 17- Sept. 29

Teachers will utilize verbal and non-verbal (written) forms of corrective feedback.

**Person Responsible:** Tammy Thomas (trthomas@dadeschools.net)

**By When:** Aug. 17- Sept. 29

**#3. Positive Culture and Environment specifically relating to Other****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.

Based on the 2022-2023 Student School Climate Survey Results data review, our school will implement the Targeted Element of Family Engagement. We selected the overarching area of Family Engagement based on our findings that demonstrated an increased response of "neutral/disagree/strongly disagree" results when asked if teachers/adults are interested in their future (29% increase), care about them (27% increase) and help (36% increase). There is a need to equip families with strategies on how to engage, support, and make connections and build relationships in a caring, meaningful two-way communication with stakeholders to ensure educational growth.

**Measurable Outcome:**

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

The implementation of Family Engagement will lead to improvement of student relationships, support, and quality of education and our "neutral/disagree/strongly disagree" results in the Student School Climate Survey will decrease by 5 percentage points during the 2023-2024 school year.

**Monitoring:**

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

With the implementation of Family Engagement, The Leadership Team will ensure the implementation of empowering all stakeholders to be active participants and advocates in public education through monthly and quarterly activities such as consistent and effective parent communication and school events to encourage all stakeholders in achieving optimal quality of instruction.

**Person responsible for monitoring outcome:**

[no one identified]

**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.)

Family Engagement demonstrates that parent involvement is a major factor in student outcomes, including closing the achievement gap between various groups of students. Different families have different capacities for involvement, meaning schools should provide a range of ways for parents to be involved.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The implementation of the evidence based strategy Family Engagement will create important elements such as creating genuine and collaborative relationships with families, creating interactive sessions between staff and families, and linking all interactions to learning to help build families' capacities in supporting their students' academic growth.

**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.

Plan and host Meet and Greet and Open House event.

**Person Responsible:** Melissa Mesa (pr3661@dadeschools.net)

**By When:** Aug. 14 - Aug. 30

Schedule and conduct Title I/Parent Meeting.

**Person Responsible:** Tammy Thomas (trthomas@dadeschools.net)

**By When:** Aug. 30 - Sept. 29

Establish a schoolwide form of parent communication between parents and teachers.

**Person Responsible:** Mayeva Smith (smithmg@dadeschools.net)

**By When:** Aug. 16 - Sept. 29

**#4. Positive Culture and Environment specifically relating to Other****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.

Based on the data Student School Climate Survey Results data review, our school will implement the Targeted Element of Consistent Protocols to Maintain a Healthy and Safe School Environment. We selected the overarching area of Consistent Protocols to Maintain a Healthy and Safe School Environment based on our findings that demonstrated an increased response of "neutral/disagree/strongly disagree" when students were asked if they feel safe at school (32% increase), think the school is clean and in good condition (12% increase), and if students follow school rules (14% increase). There is a need to provide students with a healthy and safe school environment so that they may achieve learning gains and increase positive attitudes towards school.

**Measurable Outcome:**

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

The implementation of Consistent Protocols to Maintain a Healthy and Safe School Environment will lead to improvement of student adherence to school rules, feeling safe, and promote learning. Our "neutral/disagree/strongly disagree" results in the Student School Climate Survey will decrease by 5 percentage points during the 2023-2024 school year.

**Monitoring:**

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

With the implementation of Consistent Protocols to Maintain a Healthy and Safe School Environment, The Leadership Team will communicate clearly defined expectations via monthly faculty meetings, quarterly student assemblies, and parental involvement events that provide a supportive learning environment that is secure and clean for all students, staff and visitors.

**Person responsible for monitoring outcome:**

[no one identified]

**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.)

Consistent Protocols to Maintain a Healthy and Safe School Environment refers to the physical environment of school buildings and school grounds as a key factor in the overall health and safety of students, staff, and visitors. School buildings and grounds must be designed and maintained to be free of health and safety hazards, to promote learning.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Studies have shown that student achievement can be affected either positively or negatively by the school environment. Consistent Protocols to Maintain a Healthy and Safe School Environment must be in place to ensure food protection, sanitation, safe water supply, healthy air quality, good lighting, safe playgrounds, violence prevention, and emergency response, among other issues, that relate to the physical environment of schools.

**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.

Train faculty and staff on new Standard Response Protocol (SRP).

**Person Responsible:** Melissa Mesa (pr3661@dadeschools.net)

**By When:** August 14-September 6

Conduct schoolwide fire and emergency drills.

**Person Responsible:** Tammy Thomas (trthomas@dadeschools.net)

**By When:** August 21-September 29

Debrief with staff on required drills to identify areas of improvement.

**Person Responsible:** Melissa Mesa (pr3661@dadeschools.net)

**By When:** September 23-September 27

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Schoolwide data such as i-Ready, FAST and content progress monitoring is analyzed to identify areas of improvement. Groups of students needing additional support across all subgroups are also identified. The Leadership Team reviews allocations and resources to address areas of focus for school improvement. All identified subgroups are provided with set instructional time and intervention with highly qualified teachers. Standards aligned instruction is targeted along with research based strategies to ensure rigorous content. All action steps and funding are reviewed with stakeholders at faculty, grade level chair and EESAC meetings. Stakeholders are provided with opportunities to provide feedback and revise SIP as needed. Progress monitoring from the instructional coach and counselor is utilized to determine additional needs and support.

### 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.

The Leadership Team reviews The School Improvement Plan (SIP) with students, parents, faculty/staff and community partnerships through EESAC and faculty meetings several times a year. This includes a mid-year and end-of-year reflection where areas of focus and action steps are monitored utilizing school



data such as i-Ready, FAST and content progress monitoring. The final draft of the SIP is updated and posted on the school website at: [nbe.dadeschools.net](http://nbe.dadeschools.net)

**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))

Our school creates experiences throughout the year to engage families and ensure communication. Students are supported through counseling, intervention and tutoring as well as enrichment programs. Staff are provided opportunities to share ideas and provide feedback during formal and informal meetings. Informal conferences are also ongoing and conducted to garner information about student progress. We also ensure information is provided to all stakeholders through grade level chair, faculty and EESAC meetings to connect across grade levels and content areas. We continue to ensure our classrooms are highly engaging and effective on fostering the highest level of learning. Parents are informed of their child's progress throughout the school year via Progress Report, Report Cards, parent-teacher conferences, progress monitoring data and written/digital communication. The stakeholders involved in building a positive school culture and environment oversee all the school's initiatives, and respond to concerns as well as ensuring all information is shared in a timely manner. Group and individual counseling sessions are conducted as needed to ensure social-emotional needs are met as well as Response to Intervention. Parents and Community Partnerships also participate in EESAC/Title I meetings. The Family Engagement Plan is also available at : [nbe.dadeschools.net](http://nbe.dadeschools.net)

**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))**

The Leadership Team will analyze data and identify areas of focus to create intervention groups and schedules. FAST, i-Ready and progress monitoring assessments will be utilized to monitor student progress. Action steps such as intervention, standards-aligned instruction and corrective feedback will be monitored with fidelity via walkthroughs and observations to ensure implementation. Before and after-school tutoring will also be implemented to increase amount of learning time as well as enrichment activities/programs.

**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))**

Not Applicable

**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))**

Natural Bridge Elementary has a full time counselor who implements group and individual counseling sessions and coordinates all student services. In addition, the counselor visits the classroom and works closely with teachers, students, parents, and the community to ensure social-emotional needs are met.

We implement the district's zero tolerance policy for bullying and address any concerns promptly. A mental health counselor also works with therapeutic cases. The school also participates in such programs as Values Matter and Do The Right Thing to promote outstanding citizenship and positive role models for 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))**

Not Applicable

**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).**

The MTSS/RTI team set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year. Tier 2, the second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 MTSS/RTI meetings occur bi-monthly. Tier 3, the third level of support consists of supplemental research based instruction and interventions for selected individual students in addition to Tier 2 support and in alignment with core instruction and behavioral supports for students with continued insufficient progress and areas of deficiency in academic and/or behavioral target goals. The MTSS/RTI team will meet to review data trends and make recommendations for possible evaluation. Tier 3 MTSS/RTI meetings occur monthly.

**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))**

Selected teachers will attend ICAD's and share content information as well as best practices via grade level/faculty meetings. Teachers will also plan and develop instructional routines across all content areas to include data driven small group instruction, whole group instruction, intervention, collaborative conversations, aligned resources and enrichment. In addition, the school will recruit and retain effective teachers by posting available positions on employee portal/social media and be interviewed by a committee. The New and Early Career Lead Mentor will provide support to new teachers. New teachers will also attend district training on BEST Standards. Instructional Coach will implement classroom walkthroughs to assist with rigor in the classroom and provide content support.

**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))**

Strategies used for assisting students with the transition from preschool into kindergarten include the administration of the statewide progress monitoring tool (FAST) to determine the readiness of each child coming into kindergarten. In addition, parental involvement is encouraged through participation in EESAC/PTA/Title I meetings, Parent Academy, and school wide events. Kindergarten registration is advertised beginning in the Spring and parents are invited to a Meet and Greet as well as Open House at the beginning of the school year. Parents are notified through announcements in flyers, the Connect Ed Program as well as announcements on our school's marquee.