

Miami-Dade County Public Schools

Silver Bluff Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	25
V. Reading Achievement Initiative for Scholastic Excellence	25
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	30

Silver Bluff Elementary School

2609 SW 25TH AVE, Miami, FL 33133

<http://silverbluff.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.

Our mission is to focus on academic and personal excellence through research-based instructional programs, expanding current teaching methodologies, increasing parental involvement, organizing available community resources, and planning to meet the needs of the whole child in the 21st Century.

Provide the school's vision statement.

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

School Leadership Team, 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
Barreira, Mayra	Principal	Ms. Barreira leads the school and ensures the implementation of our school's mission and vision by all stakeholders. As principal, she oversees all of the operations of Silver Bluff Elementary including MTSS and SIP implementation on a schoolwide scale. She also provides support to the teachers, instructional coaches and assistant principal as needed while revising policies and procedures and evaluates teaching methods. Additionally she reviews student data and conducts data chats.
Garcia, Christina	Assistant Principal	Ms. Garcia serves as assistant to the principal and is responsible for curriculum and testing. She oversees academic teachers, ensuring that the SIP strategies are implemented and students are challenged within a rigorous and safe learning environment. In addition, she monitors student achievement with data trackers and data chats amongst all stakeholders.
Herrera, Madeleyne	Other	Ms. Herrera is the instructional leader for the Reading and Language Arts teachers. She is responsible for providing support and professional development to all stakeholders to improve the reading program throughout our school. Her duties include actions such as facilitating planning sessions, modeling lessons, and observing instruction to provide constructive feedback and suggested practices. She will collaborate with both the administration and teachers to implement the reading and writing curriculum and intervention program effectively. Furthermore, as the reading coach she will assist all stakeholders in monitoring the reading and intervention data, while identifying existing trends.
Sardanas, Miriam	Math Coach	Ms. Sardanas is the instructional leader for the Math teachers. She is responsible for providing support and professional development to all stakeholders to improve mathematics. Her duties include actions such as facilitating planning sessions to include ELL, modeling lessons, and observing instruction to provide constructive feedback and suggested practices. She collaborates with both the administration and teachers to implement the mathematics curriculum effectively. Furthermore, she assists all stakeholders in monitoring the mathematics data and identifying trends.
Eidinger, Sonia	Other	Ms. Eidinger serves as the ESE Chair. She supports ESE students and their teachers in ensuring that all accommodations are met. She holds meetings with students and parents to ensure each child's success in the program. She also spearheads our on-campus tutorial efforts for our ELL subgroup, data-driven instructional initiatives, and participates in our data chats.
Meireles, Yinet	School Counselor	Ms. Meireles is the school's counselor. She is responsible for coordinating and communicating information regarding the Response to Intervention. She is responsible for coordinating 504 student plans and EPs. She works closely with other educators, parents, and community stakeholders to provide opportunities for students to develop the skills necessary to lead productive and fulfilling lives. She supports and advocates for students to provide them

Name	Position Title	Job Duties and Responsibilities
		with the opportunities necessary for them to be successful academically and interpersonally.
Espinosa, Yenni	Other	Ms. Espinosa is the coordinator of ESOL Program Compliance. She is responsible for coordinating the use of all ESOL forms at the school including referral, testing, ELL student plans, and FTE. She maintains and organizes ESOL LEP folders and coordinate the re-evaluation process of ESOL students. She also provides instructional support to the classroom teachers of ESOL students and acts as a resource to the principal, staff and parents regarding ESOL procedures.

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.

Our process for involving stakeholders and utilizing their input in developing our School Improvement Plan includes identifying the key stakeholders, consisting of administrators, instructional coaches, leadership team members, parents, and student representatives in EESAC. In addition, the 2022-2023 school data is shared and analyzed by identifying contributing factors, trends, priorities and areas of improvement. Opportunities are provided for all to share their ideas and suggestions for improving student achievement and school culture, and continuously use school achievement data to monitor and gauge the effectiveness of the school improvement plan. By involving stakeholders in the School Improvement Plan development process and incorporating their input, together we foster a sense of ownership, build collaborative relationships, and create a plan that addresses the diverse needs and goals of the entire school community.

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))

Our monitoring the School Improvement Plan for effective implementation and its impact on increasing student achievement, especially for those with the greatest achievement gap, is crucial to ensure its success. The plan will be regularly monitored by collecting student performance data, tracking goals, analyzing and evaluating action steps, and engaging all stakeholders regularly. The first step is to collect student achievement data, after each assessment administration to assess student mastery of state standards. We will include academic achievement data from ongoing progress monitoring, attendance rates, and other relevant indicators to ensure we are nurturing the completed child. Other data will derive from what is observed by administration and the leadership team during classroom instructional walkthroughs and Literacy Walks. During collaborative planning sessions, the data will be disaggregated to identify specific student subgroups, including those with the greatest achievement gaps in order to make data-driven decisions. Quarterly review and data chats involving administrators, leadership team members, teachers, parents, and students are implemented to discuss the findings from the data

analysis. These data conversations provide an opportunity to assess the implementation of the plan, identify challenges or barriers, and revise individual student goals as needed. Based on the data analysis, feedback, and the input from our stakeholders, additions and adjustments will be made to the School Improvement Plan to enhance its effectiveness in narrowing the achievement gap and meeting the State's academic standards.

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	96%
2022-23 Economically Disadvantaged (FRL) Rate	95%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: A
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	9	12	9	7	6	8	0	0	0	51	
One or more suspensions	0	0	0	0	2	5	0	0	0	7	
Course failure in English Language Arts (ELA)	0	0	1	0	4	2	0	0	0	7	
Course failure in Math	0	1	6	1	3	4	0	0	0	15	
Level 1 on statewide ELA assessment	0	0	0	20	27	23	0	0	0	70	
Level 1 on statewide Math assessment	0	0	0	9	27	24	0	0	0	60	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	33	24	27	35	27	0	0	0	153	

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	3	13	22	20	0	0	0	58

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	5	0	0	0	0	0	5
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	0	12	11	5	10	9	0	0	0	47	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	3	4	4	2	0	0	0	15	
Course failure in Math	0	2	2	3	3	6	0	0	0	16	
Level 1 on statewide ELA assessment	0	0	0	5	19	20	0	0	0	44	
Level 1 on statewide Math assessment	0	0	0	5	41	16	0	0	0	62	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	14	14	26	19	0	0	0	75	

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	3	5	20	16	0	0	0	47

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	3	5	1	0	0	0	0	12
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	0	12	11	5	10	9	0	0	0	47	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	2	3	4	4	2	0	0	0	15	
Course failure in Math	0	2	2	3	3	6	0	0	0	16	
Level 1 on statewide ELA assessment	0	0	0	5	19	20	0	0	0	44	
Level 1 on statewide Math assessment	0	0	0	5	41	16	0	0	0	62	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	14	14	26	19	0	0	0	75	

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	3	5	20	16	0	0	0	47

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	3	5	1	0	0	0	0	12
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*	44	60	53	46	62	56	43		
ELA Learning Gains				55			63		
ELA Lowest 25th Percentile				36			88		
Math Achievement*	44	66	59	31	58	50	30		
Math Learning Gains				59			35		
Math Lowest 25th Percentile				56			27		
Science Achievement*	36	58	54	23	64	59	30		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	59	63	59	49			62		

* 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	234
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	355
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	26	Yes	2	2
ELL	42			
AMI				
ASN				
BLK				
HSP	46			
MUL				
PAC				
WHT				
FRL	44			

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	31	Yes	1	1
ELL	44			
AMI				
ASN				
BLK				
HSP	45			

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	41			

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	44			44			36					59
SWD	19			17			13				4	54
ELL	37			43			31				5	59
AMI												
ASN												
BLK												
HSP	42			43			36				5	59
MUL												
PAC												
WHT												
FRL	43			39			31				5	57

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	46	55	36	31	59	56	23					49
SWD	24	41	40	12	44	50	13					26
ELL	44	53	36	33	60	50	23					49
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												
HSP	46	54	36	33	60	60	21					49
MUL												
PAC												
WHT												
FRL	43	51	35	28	54	56	14					49

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	43	63	88	30	35	27	30					62
SWD	15	71		15	53		7					51
ELL	33	59	90	27	38	30	19					62
AMI												
ASN												
BLK												
HSP	42	62	87	29	33	21	29					63
MUL												
PAC												
WHT												
FRL	38	64	93	25	32	27	23					63

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	35%	56%	-21%	54%	-19%
04	2023 - Spring	40%	58%	-18%	58%	-18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	52%	-10%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	62%	63%	-1%	59%	3%
04	2023 - Spring	38%	64%	-26%	61%	-23%
05	2023 - Spring	35%	58%	-23%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	33%	50%	-17%	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 showing the lowest performance is fifth grade. The FAST PM3 for both ELA and Math results demonstrated proficiency of only 38%. A contributing factor is that all of our fifth grade students were taught by only one teacher in each subject. We also had 6 EBD students that did not have a consistent teacher during the 2022-2023 school year. We did see a positive trend where students increased in proficiency from PM1 to PM3 and also from AP1 to AP2. Additionally, the fifth grade student assessment averages in ELA Wonders was 43% and the Math Topic Assessments was 65%.

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

The data component which showed the greatest decline from last year's FSA to this year's FAST assessment is fifth grade. The fourth grade students in the 2022-2023 school year scored 39% proficiency on the 2022 ELA FSA and 59% on the Math FSA. The data in ELA and math dropped 1% and 21% respectively. The 2023 FAST PM3 results revealed 38% for ELA and 38% for Math. We contribute this decline to the lack of rigorous instruction and enrichment with our students that perform on grade level or above.

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.

When comparing the FAST proficiency scores to the state average, the data component with the greatest gap is fourth grade Math from the state score of 61% to our school proficiency score of 43%, a difference of 18%. A contributing factor is the lack of data-aligned planning for small group DI to reteach the benchmarks not mastered by students and the use of Achievement Level Descriptors during collaborative planning.

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

Based on the Topic Assessment Data reports of student assessment averages, Science is the data component which showed the most improvement. This year, students were averaging 64% proficient on all of the Science Topic Assessments and 56% proficient on the Science Mid-Year Assessment. Science small group intervention took place on a monthly basis with our district support specialist and our fifth grade teacher. We also contribute the increase in data to the monitoring of intervention on the Edusmart program and the fact that students received positive reinforcements when meeting their weekly usage.

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

Reflecting on the EWS data from Part I, attendance and students who scored a Level 1 on statewide ELA and Math assessments will be the areas of concern because the data revealed that 41 students were identified on the indicator of attendance below 90 percent and 46 students scored a level 1 of the 2023 ELA FAST PM3 and 34 scored a Level 1 on the 2023 Math FSA PM3.

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

After reviewing the 2022-2023 data, the leadership team discuss that our highest priorities for school improvement in the upcoming school year include 1) rigorous data-driven lesson planning and instruction, 2) teacher ownership of weekly or bi-weekly assessment data, 3) rigorous content-driven instructional coaching cycles, and 4) the delivery of intervention and differentiated instruction with fidelity. By focusing on rigorous data-driven lesson planning, we prioritize our students who are working on or above grade level so that subgroup of Tier 1 students does not regress and ultimately maintain or increase in proficiency.

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 Differentiation**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 Math PM3 data, 38% of our fifth grade students were proficient in Math as compared to the state average of 55% and district average of 57%. Based on the data and the identified contributing factors: 26% of the third to fifth graders are in the subgroup of Students with Disabilities and lack of rigorous instruction as reflected on our pacing guides. We will implement the Targeted Element of Differentiation. We are not meeting the unique needs of all learners, therefore it is evident that we must improve our ability to differentiate instruction based on the levels of our students.

Measurable Outcome:

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

With the implementation of Differentiated Instruction (D.I.), then our Math student proficiency performance in grades three through five will increase from 49% to 60% as evidenced on the FAST PM by May 2024.

Monitoring:

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

The math instructional coach will conduct weekly data chats, adjust groups based on current data in real time, and follow-up with regular instructional walkthroughs to ensure rigorous instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for mastery of state standards. Data Analysis of Topic assessments will be reviewed upon availability during Curriculum Team meetings to ensure students are demonstrating growth on remediated standards, and are retaught as needed.

Person responsible for monitoring outcome:

Miriam Sardanas (339179@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.)

With the Targeted Element of Differentiation, our school will focus on the evidence-based intervention of: Differentiated Instruction. Differentiated Instruction is an instructional framework that involves tailoring instruction based on the needs of each student. With the help of our instructional coaches, teachers will create learning pathways to support each individual student. Data will be used to create fluid groups and the use of district resources to develop accelerated learning lessons that will increase math proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing Differentiated Instruction, students will develop the ability to think critically while successfully tackling challenging assignments. This is achieved by leveraging the District's resources, which are tailored to address the specific needs of each subgroup of students, thereby narrowing the achievement gaps and fostering accelerated learning. This will ensure that teachers are using relevant, evidence-based, and aligned data to plan lessons that are customized to student needs.

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.

Professional Development will be provided for math teachers on effective pacing, rigorous instruction, and using data to make instructional decisions for DI. As a result, teachers will have the knowledge and insights to further improve future practice.

Person Responsible: Miriam Sardanas (339179@dadeschools.net)

By When: 8/16/23

Classroom observations and instructional walkthroughs will be conducted with a focus on differentiated instruction to see how teachers are applying the strategies learned in the professional development. As a result, admin and coaches will develop a schedule for coaching cycles based on teacher needs and student achievement data.

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

By When: 8/21/23 through 9/29/23

Weekly Curriculum Team meetings will take place to evaluate the effectiveness of coaching cycles targeting rigor, differentiated instruction, and make necessary modifications for optimal outcomes. As a result, coaches will build teacher capacity and increase student learning gains.

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

By When: 8/21/23 through 9/29/23

#2. 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.

According to the 2023 FAST PM3 data, 47% of third through fifth grade students were proficient in ELA as compared to the state average of 50% and district average of 51%. Based on the data and the identified contributing factors, there is evidence of lack of monitoring the intervention data, lack of the implementation of interventions with fidelity, and novice teachers in need of Reading Horizons training, therefore, we will implement the Targeted Element of Intervention.

Measurable Outcome:

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

With the implementation of Intervention, our student proficiency will increase from 47% to 60% on the FAST PM3 assessment by May 2024.

Monitoring:

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

The Reading Instructional Coach will conduct weekly data chats to examine individual student and grouping trends, patterns and identify strengths, areas of improvement, and potential adjustments to the reading intervention strategies. The Coach will also conduct regular classroom instructional walkthroughs to directly observe and model during the reading intervention block, observing how teachers are implementing the strategies, assess student engagement and progress, and provide feedback to administration to determine where assistance is needed.

Person responsible for monitoring outcome:

Madeleyne Herrera (319980@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.)

Within the Targeted Element of ELA, our school will focus on Evidence-based Intervention. Intervention will be utilized to close achievement gaps for all students. The Intervention program activates different learning styles by using kinesthetic cues, visual aids, and auditory representation for learning phonics and phonemic awareness. Data will be used to create fluid groups and the use of district resources to develop accelerated learning lessons that will increase reading proficiency.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The ultimate goal of the Reading Horizons intervention program is to help children learn how to use independent reading strategies successfully so that they attain grade level proficiency. This will affect students by building foundational skills in the areas of phonemic awareness, phonological awareness, phonics, and high-frequency words.

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.

Professional development will be provided for teachers on the Reading Horizons program, revisiting content, proper use of program materials, program goals, and resources. As a result, teachers will gain knowledge and insights to further improve future practice.

Person Responsible: Madeleyne Herrera (319980@dadeschools.net)

By When: 8/16/23

Classroom observations and instructional walkthroughs will be conducted with a focus on intervention to see how teachers are applying the strategies learned covered in the professional development and develop a schedule for coaching cycles based on teacher needs and student achievement data.

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

By When: 8/21/23 through 9/29/23

Weekly Curriculum Team meetings will take place to evaluate the effectiveness of coaching cycles targeting intervention and differentiated instruction. As a result, admin will make necessary modifications for coaching support for optimal outcomes.

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

By When: 8/21/23 through 9/29/23

#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.

According to the 2023 School Climate Survey results, 60% of staff feel that staff morale is high as compared to 78% reflected on the 2022 School Climate Survey. Based on the data and the identified contributing factor of new staff in the building, there is evidence they feel the lack of opportunities for staff to provide input and new staff members are still adapting to our work environment. Therefore we will implement the Targeted Element of Empowering Teachers & Staff.

Measurable Outcome:

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

With the implementation of Targeted Element of Empowering Teachers & Staff, an additional 15%, for a total of 75% of staff members, will agree that they feel that staff morale is high in the June 2024 School Climate Survey results.

Monitoring:

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

The Assistant Principal will email a survey to collect ideas on new initiatives or collaborative engagements that staff members would like to incorporate into the new school year. By securing teachers ideas, we expect they will feel a sense of empowerment.

Person responsible for monitoring outcome:

Christina Garcia (258170@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.)

Within the Targeted Element of Other, our school will focus on the Evidence-based Intervention of: Empower Teachers and Staff. Empower Teachers and Staff is when a leadership team provides support for teachers, students, and staff to be leaders, innovators, and designers of new ways to approach existing barriers and provide solutions to challenges that come up.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Empowered teachers are more likely to be motivated, engaged, and committed to their profession. When teachers feel supported and trusted, they can provide better instruction, cultivate positive learning environments, and effectively address individual student needs, resulting in improved academic performance and overall student success.

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.

Icebreaker activities will be provided to allow staff to get to know each other and to assist in setting the tone for staff. As a result, staff will build connections and feel welcomed.

Person Responsible: Yenni Espinosa (313800@dadeschools.net)

By When: 08/14/23 through 09/29/23

Clear expectations of responsibilities regarding weekly data-driven collaborative planning sessions and expected outcomes will be shared with leadership team members. As a result, team members are more likely to take ownership of their tasks and contribute actively to the planning sessions.

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

By When: 08/14/23 through 09/29/23

Acknowledge and celebrate specific accomplishments of teachers and staff during weekly announcements on Wacky Wednesdays. As a result, we reinforce the idea that their hard work and contributions are valued and appreciated.

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

By When: 08/14/23 through 09/29/23

#4. 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.

According to the 2023 FAST PM3 data, 21% of our Students with Disabilities (SWD) subgroup were proficient in ELA and 16% were proficient in math. Based on our findings that demonstrated the SWD subgroup is performing 20% below the Federal Index of 41% in ELA and 25% below the Federal Index of 41% in math, we will implement the Targeted Element of Benchmark-Aligned Instruction.

Measurable Outcome:

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

With the implementation of Benchmark-Aligned Instruction, the SWD subgroup will increase by 18% in ELA and 25% in math as evidenced by the PM3 assessment results in May 2024.

Monitoring:

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

The ESE chairperson and instructional coaches will host data-driven planning sessions on a biweekly basis with the ESE inclusion support teachers to collaborate on the progress on the SWD subgroup and share modifications that need to take place to ensure their continued growth. The instructional coaches will reinforce the data-driven decision making with the general education teachers. Administration will conduct daily walkthroughs to ensure effective coteaching involves exposing students to on grade level texts, standards-driven lessons, and acceleration of learning. Coaches will monitor, model, and assist teachers with dissecting student data to reflect on strategies in place and revise if necessary. Student work will be also be collected and analyzed to ensure benchmark-aligned instruction is taking place.

Person responsible for monitoring outcome:

Sonia Eidinger (eidinger@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.)

Within the Targeted Element of Benchmark-Aligned Instruction, our school will focus on the Evidence-based Intervention of: Data-Driven Decision Making. Data-Driven Decision Making is a process embedded in the culture of the school where data is used with every planning session to make informed decisions on what is best for each student. Data-Driven instruction will be monitored through the use of lesson plans, data trackers, data driven conversations to include ongoing Progress Monitoring and student work samples.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Support to teachers across all content areas and grade levels will be provided and analysis of student work will enable students to demonstrate growth towards grade level mastery. By aligning lesson plans with individualized education plans (IEPs) and implementing high-yield strategies, educators can create a learning environment that caters to the unique requirements of SWD, ultimately promoting their academic growth and success.

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.

Last year's data will be shared with all teachers during Opening of Schools meetings. As a result, this will promote a culture of data-informed decision-making and empowers teachers to use data to identify instructional strategies, interventions, and differentiated approaches to meet the diverse needs of their students.

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

By When: 8/16/23

Last year's individual student data will be distributed in a data binder for each teacher. As a result, teachers had the opportunity to reflect on instructional practices, curriculum effectiveness, and areas for improvement. Ultimately, best practices can be shared with all.

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

By When: 8/16/23

Data-driven planning sessions will be conducted on a biweekly basis with the ESE inclusion support teachers to collaborate on the progress of the students in the SWD subgroup. As a result, this will allow us to restructure teaching practices that need to take place to ensure the students' continued growth.

Person Responsible: Sonia Eidinger (eidinger@dadeschools.net)

By When: 8/21/23 through 9/29/23

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).

The first step in reviewing school improvement funding allocations and ensure resources are allocated based on needs is to conduct a comprehensive needs assessment to identify areas where additional resources are required. This assessment includes student performance data, subgroup achievement gaps, and teacher feedback. The assessment will help determine the specific needs of the school and prioritize resource allocation accordingly. Based on the 2022-2023 FAST PM3 data, the subject area of Reading, Math, and the Students with Disabilities subgroup are of utmost importance. This will involve the hiring of a reading interventionist to assist with teacher led centers, hiring of teachers for extended learning opportunities such as before school tutoring, and using our math coach to provide Math intervention for our third through fifth graders during special area blocks.

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

The area of focus will be Intervention with a focus on instructional delivery. This will affect students by building foundational skills in the areas of phonemic awareness, phonological awareness, phonics, and high-frequency words. According to the 2023 FAST STAR Reading PM3 data, 58% of students in 1st Grade scored below 40th percentile and 64% of students in 2nd grade scored below 40th percentile. These students are not on track to score within the 50th percentile therefore it is crucial that the Daily Core 4 of the Reading Horizons intervention program is carried out with fidelity.

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

The area of focus will be Standards-Based Collaborative Planning with an emphasis on Intervention and Differentiated Instruction (D.I.). This will affect students' learning gaps and acceleration in grade-level standards. According to the 2023 FAST Reading PM3 data, 52% of students in 3rd grade scored below level 3, 57% of students in 4th grade scored below level 3, and 63% of students in 5th grade scored below level 3. During collaborative planning, we will purposefully strategize how to help struggling readers become strong and fluent readers and collaborate on best practices to ensure Intervention and DI take place with fidelity.

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

With the implementation of Intervention with a focus on instructional delivery, then our Kindergarten through Grade 2 Reading student proficiency performance in Reading will increase to 50% as evidenced on the FAST PM3 Star Early Literacy and Star Literacy by May 2024.

Grades 3-5 Measurable Outcomes

With the implementation of Standards-Based Collaborative Planning, then our 3rd-5th grades student proficiency performance in Reading will increase to 50% as evidenced on the FAST PM3 Reading assessment by May 2024.

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.

Administration will take part in weekly data chats where teachers and instructional coaches adjust groups based on current data in real time, and follow-up with regular instructional walkthroughs to ensure rigorous instruction is taking place. Administrators will review bi-weekly lesson plans for indication of standards-based lessons, units, materials and resources. Intervention data will also be closely monitored to ensure student growth.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Barreira, Mayra, mbarreira@dadeschools.net

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?

Based on the Reading data where 50% or more of 1st-5th grade students scored below 40th percentile, we will implement the Evidence Based Intervention of Standards-Based Collaborative Planning. Standards-Based Collaborative Planning brings teachers and instructional coaches together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness and student achievement.

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?

Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback, so ultimately we eliminate the achievement gap while accelerating all students to their full academic potential.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Between 08/14/23-09/29/23, teachers will meet with the reading coach during standards-based collaborative planning, and bring their B.E.S.T. Handbook, pacing guides, Planning Cards, RWC, and Teacher Edition to make sure all instructional materials will be utilized and incorporated into their lessons.	Herrera, Madeleyne, 319980@dadeschools.net
Between 08/14/23-09/29/23, the reading coach and administration will dissect the MGH Wonders Progress Monitoring assessment data and Intervention assessment data to monitor students' mastery of grade level standards and growth in reading skills.	Garcia, Christina, garciachristina@dadeschools.net
Between 08/14/23-09/29/23, administrators will look in the RWC for evidence of completed graphic organizers, Respond to Reading, and Making Connection question items with the necessary corrected feedback from the teachers. Administration will also conduct walkthroughs to ensure the use of the Daily Core 4 during the intervention block.	Barreira, Mayra, mbarreira@dadeschools.net

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.

Disseminating our school improvement plan to stakeholders, including parents, is essential for fostering transparency and collaboration. The School Improvement Plan is reviewed at every EESAC and PTA meeting. We leverage social media platforms to announce the dates and times of these meetings. The

SIP is also published on the school's website in multiple languages, ensuring it is easily accessible by all under our Parents tab. During the Annual Parent Meeting for the Title I Schoolwide Program, the SIP is also highlighted. Parents and families are provided the opportunity to ask questions and seek clarification. The school's webpage where the SIP is made publicly available is: <https://silverbluffelementary.net/title-1/>.

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))

We are committed to building positive relationships with parents, families, and community stakeholders in order to fulfill its mission, support the needs of students, and keep parents well-informed of their child's progress. To create an open and welcoming environment, our teachers and staff ensure that every parent and family member feels valued and comfortable when visiting the school. Customer service begins at the security desk at the front of the school. The staff greets parents warmly, provides assistance when needed, and fosters a sense of belonging within the school community. Effective communication channels are established to keep parents informed and engaged through social media platforms, a monthly school calendar and the Class Dojo app. Parent-teacher conferences are held regularly, providing a platform for detailed discussions about each child's academic and social progress. We utilize parent portals and online platforms, offering access to real-time information on grades, assignments, and attendance records. School messenger emails and phone calls are sent out regularly, sharing important updates, upcoming events, and student achievements. Parent workshops sessions are organized by our counselor and student services members, covering topics such as homework support, assessment understanding, and promoting positive behavior at home. These sessions equip parents with knowledge and skills to effectively support their child's educational journey. We also host an annual STEAM event to showcase student accomplishments in science and math. The school's webpage where the school's Family Engagement Plan is made publicly available is: <https://silverbluffelementary.net/title-1/>.

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)

We will conduct a thorough review of student performance data to ensure an alignment with rigorous academic standards. Gaps in standards not mastered will be addressed with all teachers to provide a solid foundation for student learning. To cater to our diverse student needs, the instructional coaches and teachers will plan rigorous weekly differentiated lesson plans, tailoring their teaching to individual learning styles and abilities to ensure the delivery of enrichment lessons by following the district evidence-based resources for our students performing on or above grade level. This approach promotes personalized learning and maximizes student potential. In order to provide an enriched and accelerated curriculum, differentiated instruction groups will be kept fluid and aligned to student performance data after each Wonders assessment in ELA and Topic assessment in Math. To create more learning opportunities, we will explore options for extending learning opportunities in our before or after school care. This may involve adjusting schedules or offering additional academic support before or after school program. The extra time will be used to reinforce concepts and engage students in hands-on activities.

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))

n/a

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))

.

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))

.

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).

.

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))

.

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))

.

Budget to Support Areas of Focus**Part VII: Budget to Support Areas of Focus**

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes