Norman S. Edelcup/Sunny Isles Beach K 8

2015-16 School Improvement Plan

Norman S. Edelcup/Sunny Isles Beach K 8

201 182ND DR, Sunny Isles Beach, FL 33160

http://sib.dadeschools.net

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Combination	No	45%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	52%

School Grades History

Year	**2014-15**	**2013-14**	**2012-13**	**2011-12**
Grade	A*	A	A	A

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Working as a team, students, parents, staff, and the community of Norman S. Edelcup Sunny Isles Beach K-8 will improve student achievement and develop lifelong learners who respect themselves and others. In a safe, supportive environment, students will experience reading, writing, mathematics, science, and technology. Norman S. Edelcup Sunny Isles Beach K-8 will enrich the community and will be enriched by the community. As a result, students will understand the importance of becoming active citizens.

Provide the school's vision statement

Our vision of Norman S. Edelcup Sunny Isles Beach K-8 is to work as a team to create a learning environment where students come first, academics are valued, and all children can reach their full potential.
The school seeks to accomplish these goals by implementing a rigorous curriculum, engaging the parents and the community, supporting the instructional staff with resources and materials and providing a wide variety of experiences and opportunities for its students.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school population is very diversified and enables both students and teachers to learn about other cultures. This is accomplished by providing students with opportunities to celebrate their language, their dress,their music, their literature and their foods both in class and throughout the school. Multicultural events are held throughout the year and students, dressed in traditional clothing, share food and pictures and relate stories about their culture. At our annual talent show students often present musical numbers that spotlight songs and instruments that are associated with their cultures. Students and teachers participate in the Hispanic Heritage Read-In as well as the African-American Read-In.

Describe how the school creates an environment where students feel safe and respected before, during and after school

From the "Good morning" greeting at the entry points to the "Have a great afternoon" at dismissal points, the administrative team and staff create an environment where students feel safe and respected. In addition, the school has community support from the Chief of Police who can often be found opening car doors in the carpool lane and from Officers Gonzalez and Cabal , the Sunny Isles Beach police officers assigned full time to the school. Safety patrols have been trained to walk our youngest students to class in the morning and the security team patrols the building throughout the day. Students know their voices are more than just heard and where to go for assistance with any concern. The entire staff has been informed regarding safety procedures, guests in the building and other security concerns. Officer Gonzalez conducts workshops for teachers on professional development days and visits the classrooms regularly. Our physical education department infuses safe walking and bicycling in their curriculum supporting a safe arrival and dismissal.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Discipline Committee has developed and shared a school wide discipline plan that provides an overall behavioral system for the school. This plan was presented to the EESAC who has endorsed it. The plan delineates the steps a teacher should take for each incident and what does and does not require a student discipline report. The Discipline Committee's plan is consistent with the Code of Student Conduct which serves as the resource for the plan's development. Then each teacher creates an individual classroom plan that supports the umbrella plan. These include color coded cards, Behavioral Contracts, Progressive Discipline Plans and lists of consequences. Parents are advised of the school plan as well as the individual classroom teacher's plan.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school ensures that the social-emotional needs of all students are being met by encouraging open lines of communication. When teachers sense or uncover a problem, students are directed to the grade specific counselor who provides counseling, makes recommendations to both the student and the teacher or establishes an intervention that will help the student. Often counselors arrange meetings with parents and recommend additional support outside the school. In addition, the school provides workshops on bullying, middle school orientation and a peer counseling/mentoring group that meets weekly. The school hosts a "Day of Inclusion" that provides an opportunity for students to interact with and learn about challenges that some students face.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school reviews data in many areas to identify students at risk. The list of early warning indicators includes:
1. Retainees
2. Students in the lowest 25% in reading in mathematics in grades 4-8
3. Students scoring Level 1 in reading and mathematics
3. Students in grades 1-3 scoring less than 50% on the SAT10
4. Students receiving failing grades in English Language Arts or mathematics -reviewed quarterly
5. Students identified by the teachers as struggling learners
6. Students with attendance below 90 percent
7. Students who have been suspended

Provide the following data related to the school's early warning system

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	3	1	1	1	4	2	3	2	0	17
One or more suspensions	0	0	0	0	0	0	0	0	6	6
Course failure in ELA or Math	4	8	12	11	13	10	13	8	16	95
Level 1 on statewide assessment	0	0	0	20	12	21	14	18	17	102

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Students exhibiting two or more indicators	11	16	1	3	21	11	21	21	105

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The school has numerous intervention strategies to improve the academic performance of students identified by the early warning system:
1. Parent conferences
2. Peer tutoring/mentoring for middle school students
3. Additional small group instruction during the school day for retainees and struggling students
4. Meetings with counselors
5. Before and after school support in the computer lab
6. Teacher mentoring

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The school, the PTSA and the community work collaboratively to provide opportunities to build positive relationships with families. There are monthly family fun nights that involve parents in a relaxed, non-academic environment; there are ongoing workshops for parents to demonstrate the technology, to ensure student safety and to help them support their children's learning; a weekly newsletter, the Parent Express, and a monthly PTSA calendar are distributed to parents. Through the newsletter and workshops, parents are encouraged to create portal accounts and monitor their child's progress. In grades 1-5, students maintain portfolios which are sent home with each Interim Progress Report and each report card so parents can understand the grades.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with various groups in the community including the Kiwanis Club which donates dictionaries, the City which supports our Student Government Association (SGA), the SIB Education Fund which supports our technology initiative, the Police department which supports our safety programs and the Mayor and Commissioners who support our Civics curriculum and attend everything from National Junior Honor Society installation and SGA Breakfast to Honor Roll assemblies and DARE graduation. The school is very proud of its unique relationship with the community and tries to

give to the community through participation in community events such as Veterans Day and Arbor Day programs.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Weissman, Annette	Principal
Fong, Julio	Assistant Principal
Tapia, Alissa	Assistant Principal
Good, Paula	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school's leadership team is composed of Dr. Annette Weissman, Principal, Julio Fong, Alissa Tapia and Paula Good, Assistant Principals, who will ensure the fidelity of the process and allocate resources; Haydee Aguilar, Karen Panerali and Bryna Berman, teachers, who will focus on improving instruction for all students; Ms. Acosta, Counselor, who will ensure that quality, relevant services are provided to the students; Deborah Freiders, special education teacher, who will ensure collaboration with general education teachers; and Ms. Sarauw, First Grade Chairperson, Ms. Disla, Fourth Grade Chairperson, and Ms. Morales, Eighth Grade Chairperson, Ms. Barbosa, Bilingual Chairperson, who will ensure that needs of our student population are represented and Officer Gonzalez from the community who will facilitate the link with the community including referrals to local agencies and parental involvement.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The SIP is generated based on data from student performance and teacher input regarding meaningful strategies and attainable goals. At regular intervals throughout the year, data from district and school generated assessments are reviewed to determine the progress of the students in achieving the goals delineated in the SIP. At the same time, classroom observations and grade level meetings provide additional insight into the effectiveness of instruction, the need for additional materials and professional development. In the beginning of the year, struggling students are identified and small group interventions are established. The Assistant Principals monitor this process to ensure that teachers are well prepared, and have the necessary materials and resources to deliver the curriculum. The administrators also ensure the arrangements are made to accommodate students who require additional support and those students who would benefit from enrichment programs. Nutrition Programs: The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The school Food Service Program, school breakfast, school lunch and after care snacks follows the Healthy Food and Beverage guidelines as adopted in the District's Wellness Policy.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lisa Taylor	Teacher
Dina Adler	Teacher
Margarita Melkumova	Teacher
Kathy Disla	Teacher
Ann Aquino	Teacher
Fabiola Stuyvesant	Parent
Pam Cohen	Business/Community
Pat Perrill	Education Support Employee
Larisa Svechin	Business/Community
Nathalie Coombs	Teacher
Annette Weissman	Principal
Isahuri Cathey	Teacher
Tricia-Maria Walton	Parent
Jodie Joseph	Parent
Maria-Victoria Ramirez	Parent
Lina Herrera	Parent
Sonji Lockhart	Parent
Carla Mast	Parent
Pam Cohen	Business/Community
Daniel Goodfriend	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's school improvement plan was addressed at each meeting. The EESAC participated in the end of year review specifically addressing the parent involvement goal. At the opening meeting of the 2015-2016 school year the EESAC was updated on the status of data for the 2015 administration of the FSA and EOCs.

Development of this school improvement plan

The SAC participated in the End of Year Review of the 2014-2015 School Improvement Plan and made recommendations for the 2015-2016 plan. The results of the staff needs assessment and the development of the action plan were reviewed at the EESAC meeting and members provided their input. The School Improvement Plan will be a part of the agenda for each meeting and members will continue to review and recommend each step of the process.

Preparation of the school's annual budget and plan

The principal will review the school's annual budget with the EESAC members at one of its meeting each year. Questions will be answered and the members will have a clear understanding of the funds available for various programs.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The SAC has approved allocating its resources to enhancing student achievement in a variety ways including, but not limited to, supporting enrichment clubs, tutoring, and technology improvements such as infrastructure upgrades and replacing projectors. The entire funding will be allocated to these projects.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Panerali, Karen	Teacher, K-12
Aguilar, Haydee	Teacher, K-12
Berman, Bryna	Teacher, K-12
Fong, Julio	Assistant Principal
Tapia, Alissa	Assistant Principal
Good, Paula	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives for the 2015-2016 school year will focus on the integration of technology and an intensification of writing across the curriculum and close reading strategies across the curriculum. Selected members of the Literacy team will conduct best practices workshops, implement a Figurative Language program and support iReady, Reading Plus and MyOnReader across the grade levels. The Literacy Leadership Team will monitor the implementation of collaborative planning in reading and will support in-class reading and novel reading incentive programs.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

NSE/SIB K-8 promotes positive working relationships between teachers, administration, and instructional coaches by collaborative planning on a weekly basis. The school provides common planning time in grades K-5 to facilitate this process. In grades 6-8, specific subject areas meet and selected dates are reserved for department meetings and common planning. Collaborative planning includes sharing best practices, modeling lessons, utilizing pacing guides, building instructional frameworks, and presenting of new strategies and ideas acquired at District Professional Development. In addition, during collaborative

planning the administration, instructional coaches, and teacher leaders ensure that the core instructional programs and materials are utilized by monitoring lesson plans and student work.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school provides a strong support system for professionals teaching less than 3 years in order to retain highly qualified personnel. The school offers support for early career teachers through Professional Development, grade level mentors and collaborative planning . Eligible teachers also participate in the MINT program. Each year the school accepts interns from the local universities and often recruits its staff from this pool of teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Whenever possible, the Nationally Board Certified teachers and the grade/department chairpersons serve as mentors for teachers who have changed grade levels, for teachers who would benefit from additional support and teachers new to the school. Mentor teachers also participate in District training. An Assistant Principal implements and monitors the monthly meetings of the paired teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures its core instructional programs and materials are aligned to Florida Standards by strictly adhering to the pacing guides. The curriculum support team and administrative team approve the purchase of supplementary materials and monitor their use ensuring that these materials are aligned. The presence of both the curriculum support team and administrative team in the classrooms for walk throughs and observations further ensures compliance.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The administrative team conducts data chats with each grade level and each department to review and analyze data. This in turn generates new instructional strategies to meet the diverse needs of students. In addition, collaborative planning meetings with departments in the middle school and collaborative planning meetings with grades 1 -5 examine student work and data to discover areas of strength and areas needing support. The school also conducts vertical articulation meetings to ensure that all teachers are aware of the teaching/learning goals for each grade level. In reading, instruction is modified through the use of Wonder Works and the Leveled Readers. In math, hands on lessons and small group instruction are implemented to assist students having difficulty attaining proficiency. Numerous technology programs are also incorporated into the process. Students are recommended for before/after school support based on data and advanced level students are also recommended for after school enrichment programs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 5,000

Instruction in core academic subjects: Selected teachers will provide before and/or after school support in core subjects in grades 3 through 8. The curriculum will include technology based programs as well as research based materials that are distinct from the classroom instructional materials. Student performance on interim tests and school site assessments will be collected to measure the effectiveness of the program.

Strategy Rationale

Some students need additional instructional time in a small setting that provides more individualized attention and a variety of learning tools to be successful. Other students need additional instructional time to be challenged to move beyond the curriculum and classroom lesson and enrich their learning with new strategies and materials.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Berman, Bryna, brynab@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from Interim Assessments, classroom assessments and reports from computer programs will be collected, analyzed and shared by the core instructional teacher and the remedial and/or enrichment instructors to determine the effectiveness of the strategy.

Strategy: Extended School Day

Minutes added to school year: 5,000

Enrichment activities are conducted after school and include music, art and technology instruction as well as SECME, Life Science and Robotics Clubs and Mathematics Competitions. Other organizations such as Future Educators, Student Government Association, National Junior Honor Society and Builders Clubs broaden student horizons and provide opportunities to tutor and support students in the school and to give back to the community.

Strategy Rationale

The school encourages students to grow and explore their interests in the fine arts and technology beyond the school day by providing opportunities for students to receive instruction, compete in contests and develop their skills to a higher level.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Berman, Bryna, brynab@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Class rosters, lists of contests in which groups participate, and feedback from parents, students and teachers are analyzed to determine if the student enrichment activities are effective.

Strategy: Extended School Day

Minutes added to school year: 3,000

Provide extensive professional development to support teacher collaborative planning, content knowledge and delivery of the curriculum to enhance student achievement. Teachers enroll in professional development offered at the school and through the District and then share information with their teams.

Strategy Rationale

Improved classroom instruction will result in increased student achievement and engagement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Aguilar, Haydee, haydeeaguilar@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Maintain a professional development log that is reviewed to ensure that all content areas are supported.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All incoming Kindergarten students are assessed prior to or upon entering Kindergarten to determine their individual needs and establish the most effective classroom teaching environments. Kindergarten teachers administer a site-developed screening tool which provides data on the student's oral language skills and academic readiness. The screening data will be collected and aggregated for a complete picture. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by screening data.

An Orientation for Kindergarten students is held each year prior to the opening of school. Parents and students have an opportunity to meet their Kindergarten teacher, visit their classroom and become familiar with the school environment before school starts. Parents also receive a brochure filled with suggestions for a successful school year.

During the year, teachers will administer the iReady Diagnostic test which measures student growth in the following domains: Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension of Informational Text and Comprehension of Literary Text. This diagnostic is administered three times during the year (Fall, Winter and Spring). In addition, teachers will be monitoring student response to iReady instructional lessons and Tier 2 students will receive iReady Ongoing Growth Monitoring Assessments every four weeks. All Kindergarten students also participate in the state's FLKRS/WSS screening which assesses students in the first 30 days of school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in all content areas. `1a`

🔍 G070422

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	87.0

Resources Available to Support the Goal `2`

- Curriculum support team including reading/writing and math/science contacts. Numerous technology programs including Edgenuity, Gizmo, i-Ready, Reading Plus,CPALMS, Imagine Learning, Achieve 3000, Ipads, Smartboards, document cameras, and 5 computer labs with rotating schedules. District Pacing Guides, Community support from PTSA and Education Fund. Before & After school Open Labs, K-8 Professional Development & K-8 Common Planning.

Targeted Barriers to Achieving the Goal `3`

- Need for more effective and collaborative planning

Plan to Monitor Progress Toward G1. `8`

Data from pre/post tests; District Interim, computer based programs, formative assessments and classroom assessments

Person Responsible

Paula Good

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Comparison charts to determine growth,

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in all content areas. 1

🔑 G070422

G1.B1 Need for more effective and collaborative planning 2

🔑 B183436

G1.B1.S1 Utilize effective, meaningful collaborative planning to develop instructional strategies that focus on LAFS in reading. Students will experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities. 4

🔑 S195127

Strategy Rationale

Based on Administrative observations of common planning, there is a need for more effective collaborative planning in reading.

Action Step 1 5

Introduce and reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.

Person Responsible

Haydee Aguilar

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Sign in Sheets, Minutes & Agenda

Action Step 2 5

Implement effective collaborative planning to develop instructional strategies that focus on LAFs in reading during K-5 common planning and Grades 6-8 department meetings.

Person Responsible

Karen Panerali

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in Sheets & lesson plans

Action Step 3 5

Implement effective instructional strategies developed during collaborative planning .

Person Responsible

Karen Panerali

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom observations notes, sample student work

Action Step 4 5

Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.

Person Responsible

Karen Panerali

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Debriefing & Observation notes, Reading Modeling Log

Action Step 5 `5`

Consistently monitor effective collaborative planning sessions and implementation of instructional strategies that focus on the LAFS by conducting classroom walkthroughs and analyzing student work.

Person Responsible

Paula Good

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walkthrough notes, sample student work

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Leadership team will hold monthly meetings to review status of action plan implementation.

Person Responsible

Julio Fong

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Minutes of Leadership Team meetings and sign in logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Participation and involvement of Curriculum Support team (Aguilar, Panerali, Berman) in all action steps.

Person Responsible

Julio Fong

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in sheets documenting the participation in and observation of the collaborative planning action steps by the Administrative team; observations of classroom lessons that reflect strategies developed in the planning sessions

G1.B1.S2 Utilize effective, meaningful collaborative planning to develop instructional strategies that focus on MAFs in mathematics. Students will experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities. 4

Strategy Rationale

🔍 S195128

Based on Administrative observations of common planning, there is a need for more effective collaborative planning in mathematics.

Action Step 1 5

Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.

Person Responsible

Haydee Aguilar

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Sign in Sheets, Minutes & Agenda

Action Step 2 5

Implement effective collaborative planning to develop instructional strategies that focus on MAFS in mathematics during; K-5 common planning and Grades 6-8 department meetings.

Person Responsible

Haydee Aguilar

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in sheets and lesson plans

Action Step 3 `5`

Implement effective instructional strategies developed during collaborative planning.

Person Responsible

Haydee Aguilar

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom observations notes, sample student work

Action Step 4 `5`

Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.

Person Responsible

Haydee Aguilar

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Debriefing and observation notes, Math Modeling Log

Action Step 5 `5`

Consistently monitor effective collaborative planning sessions and implementation of instructional strategies that focus on the MAFS by conducting classroom walkthroughs and analyzing student work.

Person Responsible

Paula Good

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walkthrough notes, sample student work

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Leadership Team will hold monthly meetings to review status of action plan implementation.

Person Responsible

Julio Fong

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Minutes of Leadership Team meetings and sign in logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Participation and involvement of Curriculum Support Team in all action plan steps.

Person Responsible

Julio Fong

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in sheets documenting the participation in and observation of the collaborative planning action steps by the Administrative Team; observations of classroom lessons that reflect strategies developed in the planning sessions

G1.B1.S3 Utilize effective, meaningful collaborative planning to develop instructional strategies that focus on Next Generation Science State Standards. Students will experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities. [4]

🔍 S195129

Strategy Rationale

Based on Administrative observations of common planning, there is a need for more effective collaborative planning in science.

Action Step 1 [5]

Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.

Person Responsible

Haydee Aguilar

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Sign in Sheets, Minutes & Agenda

Action Step 2 [5]

Implement effective collaborative planning to develop instructional strategies that focus on the Next Generation Science State Standards during; K-5 common planning and Grades 6-8 department meetings.

Person Responsible

Haydee Aguilar

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in Sheets & lesson plans

Action Step 3 5

Implement effective instructional strategies developed during collaborative planning.

Person Responsible

Haydee Aguilar

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom observations notes, sample student work

Action Step 4 5

Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.

Person Responsible

Haydee Aguilar

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Debriefing & Observation notes, Science Modeling Log

Action Step 5 5

Consistently monitor effective collaborative planning sessions and implementation of instructional strategies by conducting classroom walkthroughs and analyzing student work.

Person Responsible

Paula Good

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walkthrough notes, sample student work

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Leadership Team will hold monthly meetings to review status of action plan implementation.

Person Responsible

Julio Fong

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Minutes of Leadership Team meetings and sign in logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Participation and involvement of the Curriculum Support team in all action planning steps

Person Responsible

Julio Fong

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in sheets documenting the participation in and observation of the collaborative planning action steps by the Administrative Team; observations of classroom lessons that reflect strategies developed in the planning sessions

G1.B1.S4 Utilize effective, meaningful collaborative planning to develop instructional strategies that focus on Social Science Standards. Students will experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities. 4

Strategy Rationale

S195130

Based on Administrative observations of common planning, there is a need for more effective collaborative planning in social science.

Action Step 1 5

Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.

Person Responsible

Julio Fong

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Sign in Sheets, Minutes & Agenda

Action Step 2 5

Implement effective collaborative planning to develop instructional strategies that focus on Social Science Standards during K-5 common planning and Grades 6-8 department meetings.

Person Responsible

Julio Fong

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in Sheets & lesson plans

Action Step 3 5

Implement effective instructional strategies developed during collaborative planning.

Person Responsible

Julio Fong

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom observations notes, sample student work

Action Step 4 5

Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.

Person Responsible

Julio Fong

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Debriefing & Observation notes, Social Science Modeling Log

Action Step 5 5

Consistently monitor effective collaborative planning sessions and implementation of instructional strategies that focus on the Social Science Standards by conducting classroom walkthroughs and analyzing student work.

Person Responsible

Julio Fong

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom Walkthrough notes, sample student work

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Leadership Team will hold monthly meetings to review status of action plan implementation

Person Responsible

Julio Fong

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Minutes of Leadership Team meetings and sign in logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Participation and involvement of Curriculum Support Team in all action steps

Person Responsible

Julio Fong

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in sheets documenting the participation in and observation of the collaborative planning action steps by the Administrative team; observations of classroom lessons that reflect strategies developed in the planning sessions

G1.B1.S5 Utilize effective, meaningful collaborative planning to develop instructional strategies that focus on LAFS in writing. Students will experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities. 4

S195131

Strategy Rationale

Based on Administrative observations of common planning, there is a need for more effective collaborative planning in writing.

Action Step 1 5

Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.

Person Responsible

Karen Panerali

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Evidence of Completion

Sign in Sheets, Minutes & Agenda

Action Step 2 5

Implement effective collaborative planning protocols to develop instructional strategies that focus on LAFs in writing during; K-5 common planning and Grade 6-8 department meetings.

Person Responsible

Karen Panerali

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in Sheets & lesson plans

Action Step 3 `5`

Implement effective instructional strategies developed during collaborative planning during instructional time.

Person Responsible

Karen Panerali

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom observations notes, sample student work

Action Step 4 `5`

Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.

Person Responsible

Karen Panerali

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Debriefing & Observation notes, Reading Modeling Log

Action Step 5 `5`

Consistently monitor effective collaborative planning sessions and implementation of instructional strategies that focus on the LAFS in writing by conducting classroom walkthroughs and analyzing student work.

Person Responsible

Julio Fong

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walkthrough notes, sample student work

Plan to Monitor Fidelity of Implementation of G1.B1.S5 `6`

Leadership Team will hold monthly meetings to review status of action plan implementation

Person Responsible

Julio Fong

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Minutes of Leadership Team meetings and sign in logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

Participation and involvement of Curriculum Support Team in all action steps

Person Responsible

Julio Fong

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Sign in sheets documenting the participation in and observation of the collaborative planning action steps by the Administrative Team; observation of classroom lessons that reflect strategies developed in the planning sessions

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Introduce and reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.	Aguilar, Haydee	8/18/2015	Sign in Sheets, Minutes & Agenda	6/9/2016 monthly
G1.B1.S2.A1	Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.	Aguilar, Haydee	8/18/2015	Sign in Sheets, Minutes & Agenda	6/9/2016 monthly
G1.B1.S3.A1	Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.	Aguilar, Haydee	8/18/2015	Sign in Sheets, Minutes & Agenda	6/9/2016 monthly
G1.B1.S4.A1	Reinforce collaborative planning strategies to Grades K-8 through	Fong, Julio	8/18/2015	Sign in Sheets, Minutes & Agenda	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	professional development sessions and planning meetings.				
G1.B1.S5.A1	Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.	Panerali, Karen	8/18/2015	Sign in Sheets, Minutes & Agenda	6/9/2016 monthly
G1.B1.S1.A2	Implement effective collaborative planning to develop instructional strategies that focus on LAFs in reading during K-5 common planning and Grades 6-8 department meetings.	Panerali, Karen	8/24/2015	Sign in Sheets & lesson plans	6/9/2016 biweekly
G1.B1.S2.A2	Implement effective collaborative planning to develop instructional strategies that focus on MAFS in mathematics during; K-5 common planning and Grades 6-8 department meetings.	Aguilar, Haydee	8/24/2015	Sign in sheets and lesson plans	6/9/2016 biweekly
G1.B1.S3.A2	Implement effective collaborative planning to develop instructional strategies that focus on the Next Generation Science State Standards during; K-5 common planning and Grades 6-8 department meetings.	Aguilar, Haydee	8/24/2015	Sign in Sheets & lesson plans	6/9/2016 biweekly
G1.B1.S4.A2	Implement effective collaborative planning to develop instructional strategies that focus on Social Science Standards during K-5 common planning and Grades 6-8 department meetings.	Fong, Julio	8/24/2015	Sign in Sheets & lesson plans	6/9/2016 biweekly
G1.B1.S5.A2	Implement effective collaborative planning protocols to develop instructional strategies that focus on LAFs in writing during; K-5 common planning and Grade 6-8 department meetings.	Panerali, Karen	8/24/2015	Sign in Sheets & lesson plans	6/9/2016 biweekly
G1.B1.S1.A3	Implement effective instructional strategies developed during collaborative planning .	Panerali, Karen	8/24/2015	Classroom observations notes, sample student work	6/9/2016 weekly
G1.B1.S2.A3	Implement effective instructional strategies developed during collaborative planning.	Aguilar, Haydee	8/24/2015	Classroom observations notes, sample student work	6/9/2016 weekly
G1.B1.S3.A3	Implement effective instructional strategies developed during collaborative planning.	Aguilar, Haydee	8/24/2015	Classroom observations notes, sample student work	6/9/2016 weekly
G1.B1.S4.A3	Implement effective instructional strategies developed during collaborative planning.	Fong, Julio	8/24/2015	Classroom observations notes, sample student work	6/9/2016 biweekly
G1.B1.S5.A3	Implement effective instructional strategies developed during collaborative planning during instructional time.	Panerali, Karen	8/24/2015	Classroom observations notes, sample student work	6/9/2016 biweekly
G1.B1.S1.A4	Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.	Panerali, Karen	8/24/2015	Debriefing & Observation notes, Reading Modeling Log	6/9/2016 biweekly
G1.B1.S2.A4	Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.	Aguilar, Haydee	8/24/2015	Debriefing and observation notes, Math Modeling Log	6/9/2016 biweekly
G1.B1.S3.A4	Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.	Aguilar, Haydee	8/24/2015	Debriefing & Observation notes, Science Modeling Log	6/9/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A4	Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.	Fong, Julio	8/24/2015	Debriefing & Observation notes, Social Science Modeling Log	6/9/2016 biweekly
G1.B1.S5.A4	Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.	Panerali, Karen	8/24/2015	Debriefing & Observation notes, Reading Modeling Log	6/9/2016 biweekly
G1.B1.S1.A5	Consistently monitor effective collaborative planning sessions and implementation of instructional strategies that focus on the LAFS by conducting classroom walkthroughs and analyzing student work.	Good, Paula	8/24/2015	Classroom walkthrough notes, sample student work	6/9/2016 biweekly
G1.B1.S2.A5	Consistently monitor effective collaborative planning sessions and implementation of instructional strategies that focus on the MAFS by conducting classroom walkthroughs and analyzing student work.	Good, Paula	8/24/2015	Classroom walkthrough notes, sample student work	6/9/2016 biweekly
G1.B1.S3.A5	Consistently monitor effective collaborative planning sessions and implementation of instructional strategies by conducting classroom walkthroughs and analyzing student work.	Good, Paula	8/24/2015	Classroom walkthrough notes, sample student work	6/9/2016 biweekly
G1.B1.S4.A5	Consistently monitor effective collaborative planning sessions and implementation of instructional strategies that focus on the Social Science Standards by conducting classroom walkthroughs and analyzing student work.	Fong, Julio	8/24/2015	Classroom Walkthrough notes, sample student work	6/9/2016 biweekly
G1.B1.S5.A5	Consistently monitor effective collaborative planning sessions and implementation of instructional strategies that focus on the LAFS in writing by conducting classroom walkthroughs and analyzing student work.	Fong, Julio	8/24/2015	Classroom walkthrough notes, sample student work	6/9/2016 monthly
G1.MA1	Data from pre/post tests; District Interim, computer based programs, formative assessments and classroom assessments	Good, Paula	8/24/2015	Comparison charts to determine growth,	6/9/2016 quarterly
G1.B1.S1.MA1	Participation and involvement of Curriculum Support team (Aguilar, Panerali, Berman) in all action steps.	Fong, Julio	8/24/2015	Sign in sheets documenting the participation in and observation of the collaborative planning action steps by the Administrative team; observations of classroom lessons that reflect strategies developed in the planning sessions	6/9/2016 monthly
G1.B1.S1.MA1	Leadership team will hold monthly meetings to review status of action plan implementation.	Fong, Julio	8/24/2015	Minutes of Leadership Team meetings and sign in logs	6/9/2016 monthly
G1.B1.S2.MA1	Participation and involvement of Curriculum Support Team in all action plan steps.	Fong, Julio	8/24/2015	Sign in sheets documenting the participation in and observation of the collaborative planning action steps by the Administrative Team; observations of classroom lessons that reflect strategies developed in the planning sessions	6/9/2016 monthly
G1.B1.S2.MA1	Leadership Team will hold monthly meetings to review status of action plan implementation.	Fong, Julio	8/24/2015	Minutes of Leadership Team meetings and sign in logs	6/9/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.MA1	Participation and involvement of the Curriculum Support team in all action planning steps	Fong, Julio	8/24/2015	Sign in sheets documenting the participation in and observation of the collaborative planning action steps by the Administrative Team; observations of classroom lessons that reflect strategies developed in the planning sessions	6/9/2016 monthly
G1.B1.S3.MA1	Leadership Team will hold monthly meetings to review status of action plan implementation.	Fong, Julio	8/24/2015	Minutes of Leadership Team meetings and sign in logs	6/9/2016 monthly
G1.B1.S4.MA1	Participation and involvement of Curriculum Support Team in all action steps	Fong, Julio	8/24/2015	Sign in sheets documenting the participation in and observation of the collaborative planning action steps by the Administrative team; observations of classroom lessons that reflect strategies developed in the planning sessions	6/9/2016 monthly
G1.B1.S4.MA1	Leadership Team will hold monthly meetings to review status of action plan implementation	Fong, Julio	8/24/2015	Minutes of Leadership Team meetings and sign in logs	6/9/2016 biweekly
G1.B1.S5.MA1	Participation and involvement of Curriculum Support Team in all action steps	Fong, Julio	8/24/2015	Sign in sheets documenting the participation in and observation of the collaborative planning action steps by the Administrative Team; observation of classroom lessons that reflect strategies developed in the planning sessions	6/9/2016 monthly
G1.B1.S5.MA1	Leadership Team will hold monthly meetings to review status of action plan implementation	Fong, Julio	8/24/2015	Minutes of Leadership Team meetings and sign in logs	6/9/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Need for more effective and collaborative planning

G1.B1.S1 Utilize effective, meaningful collaborative planning to develop instructional strategies that focus on LAFS in reading. Students will experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities.

PD Opportunity 1

Introduce and reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.

Facilitator

Bryna Berman, Teacher; Karen Panerali, Reading Contact; Haydee Aguilar Math/Science Liaison

Participants

Teachers

Schedule

Monthly, from 8/18/2015 to 6/9/2016

G1.B1.S2 Utilize effective, meaningful collaborative planning to develop instructional strategies that focus on MAFs in mathematics. Students will experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities.

PD Opportunity 1

Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.

Facilitator

Haydee Aguilar, Math; Karen Panerali, Reading; Bryna Berman, Teacher

Participants

Teachers

Schedule

Monthly, from 8/18/2015 to 6/9/2016

G1.B1.S3 Utilize effective, meaningful collaborative planning to develop instructional strategies that focus on Next Generation Science State Standards. Students will experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities.

PD Opportunity 1

Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.

Facilitator

Haydee Aguilar, Science; Karen Panerali, Reading, Bryna Berman

Participants

Teachers

Schedule

Monthly, from 8/18/2015 to 6/9/2016

G1.B1.S4 Utilize effective, meaningful collaborative planning to develop instructional strategies that focus on Social Science Standards. Students will experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities.

PD Opportunity 1

Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.

Facilitator

Haydee Aguilar

Participants

Teachers

Schedule

Monthly, from 8/18/2015 to 6/9/2016

G1.B1.S5 Utilize effective, meaningful collaborative planning to develop instructional strategies that focus on LAFS in writing. Students will experience and master course content and skills as a result of rigorous, purposeful and engaging instructional activities.

PD Opportunity 1

Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.

Facilitator

Haydee Aguilar

Participants

Teachers

Schedule

Monthly, from 8/18/2015 to 6/9/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Introduce and reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.				$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0092 - Norman S. Edelcup/ Sunny Isles Beach K 8	General Fund		$9,000.00
			Notes: Purchased Site License for Reading Plus			
2	G1.B1.S1.A2	Implement effective collaborative planning to develop instructional strategies that focus on LAFs in reading during K-5 common planning and Grades 6-8 department meetings.				$0.00
3	G1.B1.S1.A3	Implement effective instructional strategies developed during collaborative planning .				$52,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0092 - Norman S. Edelcup/ Sunny Isles Beach K 8	General Fund		$3,000.00
			Notes: Supplies for hands-on science activities			
			0092 - Norman S. Edelcup/ Sunny Isles Beach K 8	General Fund		$9,000.00
			Notes: Staff computer labs before and after school to provide students access to online programs.			
			0092 - Norman S. Edelcup/ Sunny Isles Beach K 8	Other		$10,000.00
			Notes: EESAC funds are allocated for after school enrichment activities such as SECME and Robotics and for upgrades to technology that support online teaching and learning.			
			0092 - Norman S. Edelcup/ Sunny Isles Beach K 8	Other		$30,000.00
			Notes: Sunny Isles Beach Community Trust Fund purchases technology related resources such as computers and document camers			
4	G1.B1.S1.A4	Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.				$0.00
5	G1.B1.S1.A5	Consistently monitor effective collaborative planning sessions and implementation of instructional strategies that focus on the LAFS by conducting classroom walkthroughs and analyzing student work.				$0.00
6	G1.B1.S2.A1	Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.				$0.00

Budget Data

7	G1.B1.S2.A2	Implement effective collaborative planning to develop instructional strategies that focus on MAFS in mathematics during; K-5 common planning and Grades 6-8 department meetings.	$0.00
8	G1.B1.S2.A3	Implement effective instructional strategies developed during collaborative planning.	$8,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0092 - Norman S. Edelcup/ Sunny Isles Beach K 8	Other		$8,000.00
				Notes: PTSA purchased supplementary mathematics resources for grades 3-8		

9	G1.B1.S2.A4	Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.	$0.00
10	G1.B1.S2.A5	Consistently monitor effective collaborative planning sessions and implementation of instructional strategies that focus on the MAFS by conducting classroom walkthroughs and analyzing student work.	$0.00
11	G1.B1.S3.A1	Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.	$0.00
12	G1.B1.S3.A2	Implement effective collaborative planning to develop instructional strategies that focus on the Next Generation Science State Standards during; K-5 common planning and Grades 6-8 department meetings.	$0.00
13	G1.B1.S3.A3	Implement effective instructional strategies developed during collaborative planning.	$0.00
14	G1.B1.S3.A4	Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.	$0.00
15	G1.B1.S3.A5	Consistently monitor effective collaborative planning sessions and implementation of instructional strategies by conducting classroom walkthroughs and analyzing student work.	$0.00
16	G1.B1.S4.A1	Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.	$0.00
17	G1.B1.S4.A2	Implement effective collaborative planning to develop instructional strategies that focus on Social Science Standards during K-5 common planning and Grades 6-8 department meetings.	$0.00
18	G1.B1.S4.A3	Implement effective instructional strategies developed during collaborative planning.	$0.00
19	G1.B1.S4.A4	Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.	$0.00
20	G1.B1.S4.A5	Consistently monitor effective collaborative planning sessions and implementation of instructional strategies that focus on the Social Science Standards by conducting classroom walkthroughs and analyzing student work.	$0.00

Budget Data

21	G1.B1.S5.A1	Reinforce collaborative planning strategies to Grades K-8 through professional development sessions and planning meetings.	$0.00
22	G1.B1.S5.A2	Implement effective collaborative planning protocols to develop instructional strategies that focus on LAFs in writing during; K-5 common planning and Grade 6-8 department meetings.	$0.00
23	G1.B1.S5.A3	Implement effective instructional strategies developed during collaborative planning during instructional time.	$0.00
24	G1.B1.S5.A4	Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.	$0.00
25	G1.B1.S5.A5	Consistently monitor effective collaborative planning sessions and implementation of instructional strategies that focus on the LAFS in writing by conducting classroom walkthroughs and analyzing student work.	$0.00
		Total:	$69,000.00