Norman S. Edelcup/Sunny Isles Beach K 8

2016-17 Schoolwide 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 and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	45%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Norman S. Edelcup/Sunny Isles Beach K 8

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

b. 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 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.

c. 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.

d. 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.

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

a. 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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	1	1	1	4	2	3	2	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	6	0	0	0	0	6
Course failure in ELA or Math	4	8	12	11	13	10	13	8	16	0	0	0	0	95
Level 1 on statewide assessment	0	0	0	33	43	27	39	32	26	0	0	0	0	200

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	8	9	10	11	12	
Students exhibiting two or more indicators	11	16	1	3	21	11	14	12	0	0	0	0	0	89

c. 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

B. Family and Community Engagement

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).

1. 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).

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

1. PIP Link

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

2. 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.

2. 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.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Kosnitzky, Adam	Principal
Fong, Julio	Assistant Principal
Tapia, Alissa	Assistant Principal
Good, Paula	School Counselor
Aguilar, Haydee	Teacher, K-12
Panerali, Karen	Teacher, K-12
Ruiz, Monique	School Counselor

b. Duties

1. 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. Adam Kosnitzky, Principal, Julio Fong, Alissa Tapia and Paula Good, Assistant Principals, who will ensure the fidelity of the process and allocate resources; Haydee Aguilar, and Karen Panerali are teachers, who will focus on improving instruction for all students. Ms. Ruiz, Counselor will ensure that quality, relevant services are provided to the students.

2. 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
	Teacher
Adam Kosnitzky	Principal
Daniel Goodfriend	Teacher
Jeff Stanaford	Teacher
Natalie Coombs	Teacher
Rosa Carvajal	Teacher
Christine Todd-Gibson	Teacher
Wendy Green	Teacher
Anne LaRoche	Teacher
Berania Sosa	Teacher
Pat Perrill	Education Support Employee
Sandra Teramo	Education Support Employee
Tricia Walton	Education Support Employee
Jodie Joseph	Parent
Stephanie Claros	Parent
Ana Uran	Parent
Carla Mast	Parent
Fabiola Stuyvesant	Parent
Nozomi Kugita	Parent
Milan Lugones	Parent
Michael Carvajal	Student
Wanda Dorra	Student
Larisa Svechin	Business/Community
Michaela Tomova	Business/Community

b. Duties

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

a. 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 2016-2017 school year the EESAC was updated on the status of data for the 2016 administration of the FSA and EOCs.

b. Development of this school improvement plan

The SAC participated in the End of Year Review of the 2015-2016 School Improvement Plan and made recommendations for the 2016-2017 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.

c. 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.

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

The State of Florida allocates $5 per student which added up to roughly $10,000 to the EESAC. A consensus allocated these funds to go toward clubs, tutoring, projectors, infrastructure, and technology improvements.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives for the 2016-2017 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, Accelerated Reader, 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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

2. 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: Before School Program

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 i-Ready Diagnostic Assessments and school site formative 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

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Good, Paula, pgood1@dadeschools.net

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

Data from i-Ready Diagnostic Assessments, formative 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: After School Program

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 Class 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
Good, Paula, pgood1@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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

🔑 G087541

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	87.0

Targeted Barriers to Achieving the Goal 3

- Need for more effective and collaborative planning

Resources Available to Help Reduce or Eliminate the Barriers 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.

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 8/22/2016 to 6/8/2017

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]

🔑 G087541

G1.B1 Need for more effective and collaborative planning [2]

🔑 B232717

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]

🔑 S245641

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 8/22/2016 to 6/8/2017

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 8/22/2016 to 6/8/2017

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 8/22/2016 to 6/8/2017

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 8/22/2016 to 6/8/2017

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 8/22/2016 to 6/8/2017

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 8/22/2016 to 6/8/2017

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) in all action steps.

Person Responsible

Julio Fong

Schedule

Monthly, from 8/22/2016 to 6/8/2017

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M331272	Data from pre/post tests; District Interim, computer based programs, formative assessments and...	Good, Paula	8/22/2016	Comparison charts to determine growth,	6/8/2017 quarterly
G1.B1.S1.MA1 🔑 M331262	Participation and involvement of Curriculum Support team (Aguilar, Panerali) in all action steps.	Fong, Julio	8/22/2016	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	6/8/2017 monthly
G1.B1.S1.MA1 🔑 M331263	Leadership team will hold monthly meetings to review status of action plan implementation.	Fong, Julio	8/22/2016	Minutes of Leadership Team meetings and sign in logs	6/8/2017 monthly
G1.B1.S1.A1 🔑 A318065	Introduce and reinforce collaborative planning strategies to Grades K-8 through professional...	Aguilar, Haydee	8/22/2016	Sign in Sheets, Minutes & Agenda	6/8/2017 monthly
G1.B1.S1.A2 🔑 A318066	Implement effective collaborative planning to develop instructional strategies that focus on LAFs...	Panerali, Karen	8/22/2016	Sign in Sheets & lesson plans	6/8/2017 biweekly
G1.B1.S1.A3 🔑 A318067	Implement effective instructional strategies developed during collaborative planning .	Panerali, Karen	8/22/2016	Classroom observations notes, sample student work	6/8/2017 weekly
G1.B1.S1.A4 🔑 A318068	Provide follow up and support to teachers based on evidence retrieved from implementation...	Panerali, Karen	8/22/2016	Debriefing & Observation notes, Reading Modeling Log	6/8/2017 biweekly
G1.B1.S1.A5 🔑 A318069	Consistently monitor effective collaborative planning sessions and implementation of instructional...	Good, Paula	8/22/2016	Classroom walkthrough notes, sample student work	6/8/2017 biweekly

V. 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

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

Participants

Teachers

Schedule

Monthly, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

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	2016-17
			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	2016-17
			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
					Total:	$61,000.00