

Miami-Dade County Public Schools

Norman S. Edelcup/Sunny Isles Beach K 8



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	49%
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	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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	- 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 Corporal 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. Corporal 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 35% in reading in mathematics in grades 3-8
3. Students scoring Level 1 in reading and mathematics
3. Students in grades 1-2 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 with remedial indicators on i-Ready Diagnostics

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	3	5	3	9	17	13	22	24	16	0	0	0	0	112
Level 1 on statewide assessment	6	9	13	18	33	49	41	17	45	0	0	0	0	231

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	6	9	10	7	37	41	47	26	44	0	0	0	0	227

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
7. Title III before/after school tutoring (ELL)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 bi-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.

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

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
Tapia, Alissa	Assistant Principal
Aguilar, Haydee	Teacher, K-12
Ruiz, Monique	School Counselor
Figueroa, Leticia	Assistant Principal
Lumbi, Kelli	Teacher, K-12
Good, Paula	Assistant Principal

b. Duties

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

Dr. Adam Kosnitzky, Principal, is the Instructional leader of the school. His responsibilities include the assessment of needs and to allocate resources. He monitors the instructional program and the curriculum ensuring continuous improvement. Ms. Good, Assistant Principal ensures the fidelity of the process and allocates resources. Haydee Aguilar, and Kelli Lumbi are teachers, who focus on improving instruction for all students. They assist teachers with the planning process and model lessons as needed. 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 Leadership Team ensures that Data Chats are ongoing throughout the year. The administrators also ensure the arrangements are made to accommodate students who require additional support and those students who would benefit from enrichment programs.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-5)

Title I, Part C- Migrant

Norman S. Edelcup/Sunny Isles Beach K-8 currently has no migrant students. However, the school is prepared to provide services and support to migrant students and parents if needed.

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children at Norman S. Edelcup/Sunny Isles Beach K-8 by collaborating with parents, the school and the community.
- Project Upstart, Homeless Children & Youth Program assists the school with the identification, enrollment, attendance, and transportation of homeless students. Norman S. Edelcup/Sunny Isles Beach K-8 is eligible to receive services and do so upon identification and classification of a student as homeless.
- The District's Homeless Liaison provides training for the school's registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity awareness campaign to the school - The school is provided a video and a curriculum manual.
- Norman S. Edelcup/Sunny isles Beach K-8 has identified the Guidance Counselor as the School's Homeless Liaison. She ensures that appropriate services are provided to the homeless students.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by the classroom teachers and the Counselor.
- Training has been provided to the teachers, and counselors and the Counselor focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

The school also has a partnership with the City of Sunny Isles Beach Police Department who offers violence prevention, DARE and Internet safety.

The school participates in the 5000 Role Model initiative promoting positive attitudes. The students proudly wear white shirts with their red role model ties every Wednesday.

District Policy Against Bullying and Harassment

- Norman S. Edelcup/Sunny Isles Beach K-8 adheres to the Miami-Dade County Public School

District policy that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- The administrators at the school begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers have received training. Norman S. Edelcup/Sunny Isles Beach K-8 implements 5 curriculum lessons on Bullying and Violence Prevention per grade level - Pre-K thru 8.

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
Sandra Teramo	Education Support Employee
Ana Uran	Parent
Fabiola Stuyvesant	Parent
Wanda Dorra	Student
Larisa Svechin	Business/Community
Carla Mast	Business/Community
Katya Petroni	Parent
Juliet Rowe	Parent
Fabiola Vasconceslos	Parent
Virginie Sarfati	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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.

b. Development of this school improvement plan

The SAC participated in the End of Year Review of the 2016-2017 School Improvement Plan and made recommendations for the 2017-2018 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.

STEM funds: \$1500.00

Middle School Lab Equipment:\$1700.00

Civics EOC Resource Support: \$1495.00

Promethean Boards: \$3000.00

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
Tapia, Alissa	Assistant Principal
Good, Paula	Assistant Principal
Figueroa, Leticia	Assistant Principal
Lumbi, Kelli	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 2017-2018 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, support i-Ready, 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 New Teacher i3 Scale Up Grant 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 for 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, differentiated instruction is modified through Leveled Readers. In math, differentiated instruction is implemented through hands on lessons, small group instruction and i-Ready mini lessons. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 first 30 days of the school year teachers will administer the Star Early Literacy assessment as the Florida Kindergarten Readiness Screener (FLKRS), and the i-Ready 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. In addition, teachers will be monitoring student's response to i-Ready instructional lessons and Tier 2 students will receive i-Ready Ongoing Growth Monitoring Assessments every four weeks.

An Orientation for eighth grade students is held each year for our opening of school. Eighth grade students visit the Feeder Pattern High School for articulation.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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. If core instruction is increased in all content areas, then student achievement will improve.

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. If core instruction is increased in all content areas, then student achievement will improve. 1a

G096676

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, iPads, Smartboards, document cameras, 13 classroom computer carts 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 i-Ready Diagnostic assessments, baselines; computer based programs, formative assessments and classroom assessments

Person Responsible

Paula Good

Schedule

Quarterly, from 8/21/2017 to 6/5/2018

Evidence of Completion

Comparison charts to determine growth during data chats.

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. If core instruction is increased in all content areas, then student achievement will improve. 1

G096676

G1.B1 Need for more effective and collaborative planning 2

B260032

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

S275483

Strategy Rationale

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

Action Step 1 5

Provide teachers with P.D. focusing on differentiated instruction and effective planning.

Person Responsible

Haydee Aguilar

Schedule

On 10/2/2017

Evidence of Completion

Sign in Sheets, Minutes & Agenda

Action Step 2 5

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

Person Responsible

Kelli Lumbi

Schedule

Biweekly, from 8/21/2017 to 6/6/2018

Evidence of Completion

Sign in Sheets & lesson plans

Action Step 3 5

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

Person Responsible

Kelli Lumbi

Schedule

Biweekly, from 8/21/2017 to 6/6/2018

Evidence of Completion

Debriefing & Observation notes, Reading Modeling Log

Action Step 4 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 8/21/2017 to 6/6/2018

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

Paula Good

Schedule

Monthly, from 8/21/2017 to 6/6/2018

Evidence of Completion

Leadership Team meeting agendas and sign in logs.

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

Participation and involvement of Leadership team in all action steps as evidenced by data chats and student achievement.

Person Responsible

Paula Good

Schedule

Monthly, from 8/21/2017 to 6/6/2018

Evidence of Completion

Sign in sheets documenting the participation in and observation of the collaborative planning action steps by the Leadership team, observations of classroom lessons that reflect strategies developed in the planning sessions, and data chat protocols.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A1 A369888	Provide teachers with P.D. focusing on differentiated instruction and effective planning.	Aguilar, Haydee	10/2/2017	Sign in Sheets, Minutes & Agenda	10/2/2017 one-time
G1.MA1 M398307	Data from i-Ready Diagnostic assessments, baselines; computer based programs, formative assessments...	Good, Paula	8/21/2017	Comparison charts to determine growth during data chats.	6/5/2018 quarterly
G1.B1.S1.MA1 M398305	Participation and involvement of Leadership team in all action steps as evidenced by data chats and...	Good, Paula	8/21/2017	Sign in sheets documenting the participation in and observation of the collaborative planning action steps by the Leadership team, observations of classroom lessons that reflect strategies developed in the planning sessions, and data chat protocols.	6/6/2018 monthly
G1.B1.S1.MA1 M398306	Leadership team will hold monthly meetings to review status of action plan implementation.	Good, Paula	8/21/2017	Leadership Team meeting agendas and sign in logs.	6/6/2018 monthly
G1.B1.S1.A2 A369889	Implement effective collaborative planning to develop instructional strategies that focus on K-5...	Lumbi, Kelli	8/21/2017	Sign in Sheets & lesson plans	6/6/2018 biweekly
G1.B1.S1.A3 A369890	Provide follow up and support to teachers based on evidence retrieved from implementation...	Lumbi, Kelli	8/21/2017	Debriefing & Observation notes, Reading Modeling Log	6/6/2018 biweekly
G1.B1.S1.A4 A369891	Consistently monitor effective collaborative planning sessions and implementation of instructional...	Good, Paula	8/21/2017	Classroom walkthrough notes, sample student work	6/6/2018 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

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

Provide teachers with P.D. focusing on differentiated instruction and effective planning.

Facilitator

Kelli Lumbi, Reading Contact; Haydee Aguilar Math/Science Liaison

Participants

Teachers

Schedule

On 10/2/2017

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	Provide teachers with P.D. focusing on differentiated instruction and effective planning.	\$0.00
2	G1.B1.S1.A2	Implement effective collaborative planning to develop instructional strategies that focus on K-5 common planning and Grades 6-8 department meetings.	\$0.00
3	G1.B1.S1.A3	Provide follow up and support to teachers based on evidence retrieved from implementation observations by modeling and debriefing.	\$0.00
4	G1.B1.S1.A4	Consistently monitor effective collaborative planning sessions and implementation of instructional strategies by conducting classroom walkthroughs and analyzing student work.	\$0.00
Total:			\$0.00