

Miami-Dade County Public Schools

# Key Biscayne K 8 Center



2017-18 Schoolwide Improvement Plan

## Key Biscayne K 8 Center

150 W MCINTYRE ST, Key Biscayne, FL 33149

<http://keybiscayne.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	11%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

### 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	10
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
<b>Appendix 1: Implementation Timeline</b>	<b>22</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>23</b>
Professional Development Opportunities	23
Technical Assistance Items	24
<b>Appendix 3: Budget to Support Goals</b>	<b>24</b>

## 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 Key Biscayne K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

At Key Biscayne K-8 Center our mission is to provide a nurturing, respectful and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well-being. The Key Biscayne Community is committed to developing critical thinkers and lifelong learners who make responsible decisions and embrace global citizenship.

##### b. Provide the school's vision statement.

At Key Biscayne K-8 Center we are committed to being a community of life-long learners and caring individuals. We provide a nurturing, respectful, and safe environment where all students have opportunities to achieve academic excellence and attain social-emotional well being. Key Biscayne K-8 Center is committed to developing critical thinkers and life-long learners who make responsible decisions and embrace global citizenship. Our school focuses on excellence by pursuing the highest standards in academic achievement and organizational performance; on integrity by building positive relationships through honesty, respect, and compassion, which enhances the self-esteem, safety, and well-being of our students, families, and staff; on equity by fostering an environment that serves all students and aspires to eliminate the achievement gap; and citizenship by honoring the diversity of our community by working as a team to ensure the educational success of all of our students. We recognize the inclusion model for instruction, which enables Exceptional Student Education (ESE) students to remain in the regular classroom with the regular classroom teacher and the ESE teacher working collaboratively to help these students attain desired levels of achievement. The Extended Foreign Language (EFL) program is being implemented in grades K-5 and allows both fluent and non-fluent Spanish speakers, to improve and extend their reading and language abilities to better prepare them to function in our multilingual, multicultural society. Through the newly implemented Cambridge Program, all students will attain a broader global perspective on learning and acquire new strategies to retain knowledge. In addition to the Advanced Academic courses of the gifted program, middle school offers Advanced Language Arts, Social Studies, Honors Algebra I, Honors Geometry (online), and Honors Physical Science to further develop and challenge those students performing at higher achievement levels.

#### 2. School Environment

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

Key Biscayne K-8 Center enrolls students from various countries throughout the school year. Due to our extremely diverse population, we pride ourselves in identifying student needs and ensuring these needs are met. Teachers collaborate to provide students access to learning by assigning peer-supporters or study buddies to help students through the adjustment period. Student Service professionals monitor this process to provide any additional needed support.

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

Key Biscayne K-8 Center closely adheres to district-mandated bullying prevention policies. It provides students, teachers, parents, and volunteers with presentations that educate them on maintaining a safe and respectful environment. This occurs throughout the year. This is evidenced by Student of the Month, Peace Ambassadors, parent workshops, Values Matter program, peer-support program,

group counseling, and other programs. Key Biscayne K-8 Center has been designated a No Place for Hate School by the Anti-defamation League for the past four years. We have also been named an All Star School by Informed Families. Our school has three basic rules: be safe, be responsible, be respectful, which carry throughout all activities in the school.

**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.**

Key Biscayne K-8 Center is committed to providing the best possible education for all students. Creating a safe, orderly and welcoming learning environment is critical to educating and preparing all of our students to achieve their potential and contribute to society. Each morning, students start their day reciting the school pledge against bullying along with words of wisdom from the principal. Rules, reminders, and positive messages are posted throughout the school to promote a culture of respect and success. The school provides and implements an array of services, program and strategies to ensure that all students are achieving at the highest levels. The school's Student Services Team (SST) comprised of the administrative team, student services personnel and teachers meet bi-monthly to collaborate on strategies to assist and address students' academic, social and behavioral needs. Counselors provide quality services and interventions for "at-risk" students and support the child's academic, emotional, behavioral and social success. Counselors are constantly collecting, interpreting and analyzing data to facilitate the development of intervention plans and to provide support for interventions. Administrators and counselors work closely with students who are in jeopardy of being retained. Individual, group and peer counseling programs are provided for students who are struggling academically. Mentoring programs such as the Listeners/ Oyentes program help students build their self-esteem and empower students to develop problem-solving skills. The school also has an extensive peer mentoring and peaceful problem-solving program that has earned the Anti-Defamation League's designation as a No Place for Hate school. The counselors provide training to staff, parents and students regarding the Code of Student Conduct and provide numerous parent workshops throughout the year on parenting skills and other important topics.

**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.**

Key Biscayne K-8 Center is committed to the social-emotional welfare of all students. We maintain an "open door" policy with counselors and administrators that promote a positive school-home relationship. Counselors provide individual, small and large group counseling to the student population, including at-risk students. Parents are encouraged to take an active role in maintaining a healthy home environment throughout the year via parent presentations, parent-teacher conferences, as well as following up on outside resources provided by the school, when needed. Our school prides itself in having teachers and staff volunteer as mentors and has an active Listener's Program.

### 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.**

Key Biscayne K-8 Center's primary focus is the safety and well being of our students. We pride ourselves in maintaining a healthy learning environment. This is accomplished through daily monitoring of attendance bulletins along with administrators, counselors, and teachers collaborating on a daily basis to address student needs through grade-level meetings and a periodic review of the electronic gradebook. When students reach five tardies or absences, they are required to speak with a counselor. If students have behavioral concerns, counselors and teachers meet with parent to

discuss behavior modifications. Students in danger of failing are given opportunities to improve with morning tutoring by teachers. Students who score Level 1 on statewide assessments will be placed in remedial classes to receive enhanced instruction to help build proficiency.

**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	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	1	2	1	0	2	0	1	0	0	0	0	7
Level 1 on statewide assessment	0	1	6	5	6	27	11	15	18	0	0	0	0	89

**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	0	0	5	1	8	25	11	17	18	0	0	0	0	85

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

Students identified by the early warning system who are performing below expectations are referred to the guidance counselor by teachers. Some students receive individual counseling while others may benefit from small-group or peer interventions. During this time, they are provided with organizational skills and study skills which will help them become more successful. Most teachers provide homework help before or after school. Parents are invited to conference with teachers and counselors to gain a better understanding of academic and/or social needs. Teachers continue to monitor student progress and assign peer supporters to help students succeed.

**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**

Key Biscayne K-8 Center maintains a healthy relationship with parents and the community through numerous volunteer opportunities. Parents and community members are invited to attend our annual Volunteer Breakfast where they are provided with all information needed to assist in classes, participate in field trips and work with the Parent Teacher Association. We also provide parents with

ongoing updates through our parent communicator, sent home every Wednesday, and via the monthly school calendar, found on our school's website.

**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.**

Community partnerships are important to the administration and are well integrated in the school's mission vision, and goals. Key Biscayne K-8 Center collaborates with businesses, agencies, cultural and civic organizations and colleges and universities, to coordinate resources and services for families, students and the school community.

Key Biscayne K-8 Center is an integral part of the fabric of our community. We collaborate with community agencies such as the Boy Scouts and Girl Scouts, partner with the Village of Key Biscayne for use of the playing fields, work closely with our police and fire departments through the DARE program and safety courses, and most recently with the Active Seniors on the Key (ASK) organization. The ASK volunteers have become an integral part of our school community. This intergenerational program is a wonderful way for our students to interact with and to value the talents and resources of older generations. Seniors volunteer in classrooms working with students, in our media center reading to children, and started a recycling awareness program, which resulted in a grant from the Key Biscayne Community Foundation to purchase books to educate all of our students on the importance of recycling. The entire school community embraced the recycling program. Teachers included the book in their curriculum; students competed in an art competition, which eventually led to creating recycling bags that were sold as a Parent and Teacher Association (PTA) fundraiser at the local farmer's market. Funds raised were used to purchase books for the media center. Students participated in beach clean-up projects and parents and other community members can be seen using the shopping bags throughout the community. The ASK program continues to grow and volunteers have become an integral part of the Key Biscayne K-8 Center family.

The administrator participates in the Principals' Coalition for the Good of the Children, which provides annual community-wide opportunities for Key Biscayne residents to come together and strengthen families and schools on the island, for the benefit of our students. The Coalition has organized and sponsored symposiums on Child Lifestyles and Wellness, "Parenting in a High Tech World", "Empowering Parents to Understand How Their Children Learn", "How to Raise Children to Appreciate What They Have", "How to Talk to Your Children about Drugs and Alcohol", Bullying, CyberSafety, "Sex Has a Pricetag" and presentations and programs to assist parents on the road of parenting. The school also works closely with the Key Biscayne Community Foundation. The foundation along with the Village of Key Biscayne, the University of Miami Rosenstiel School Of Marine and Atmospheric Science (RMAS), the Knight Foundation, the Biscayne Nature Center, Google Earth, the Islander News, and all the schools on Key Biscayne, developed a Citizen Scientist Program to assist with the preservation of the natural resources of Key Biscayne. Through the program, students work with the different organizations and become "Citizen Scientists" to address the various challenges in the maintenance of the environmental riches of the Island Paradise.

The PTA is an incredible asset to our school as they assist in organizing several hundred school volunteers into committees, provide another means of communicating with the parents and build strong relationships among parents, teachers and the school, all in the support of students and student achievement. Volunteers support and recognize our students through the Student of the Month, Do the Right Thing, and Peace Maker programs and numerous awards ceremonies. To promote a spirit of family and community involvement, the PTA has an annual Winterfest. This old fashion carnival brings sponsors from the community as well as Dade County. Many of our sponsors become active participants in our school's career week as well as provide presentation on various topics throughout the year. Former students come back to participate in the fun and games, while earning community service hours. The PTA also sponsors the annual Dinner-Dance, which again, brings our school community together for an evening of dinner, dancing and an auction. These events, organized completely by parent volunteers, solidify our bond as a family.

Also, the PTA, The Key Biscayne Community Foundation and the school continue to partner to keep our Wellness in the Schools (WITS) program at Key Biscayne K-8 Center. Wellness in the Schools is a national nonprofit organization based in New York that promotes healthy eating, environmental awareness and fitness for children. The goal of the program is to provide nutrition and wellness education and encourage activities in the classroom which connect students with healthy food choices offered in the cafeteria and continuous physical engagement.

Our school's enrollment has steadily increased throughout the past few years. Fortunately, our school volunteer program is large and volunteers assist in all areas of the school. They can be found working with students in the garden, making copies, reading to children, and working in classrooms. Our school is truly a community school connecting the school, families and the community with one goal in mind-enhancing the academic, social and emotional well-being of all students.

## 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
Coto, Michelle	Principal
Hill, Charlesque	Assistant Principal
Bonachea, Luis	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.***

Administrative Team, Silvia Tarafa, principal, Luis Bonachea, assistant principal and Charlesque Hill, assistant principal: Provide a common vision for the use of data-based decision-making, ensures the implementation of MTSS/RtI through team building, needs assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Student Services: Provides quality services and expertise on intervention with at-risk students. In addition, school social workers continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success. Participate in collection, interpretation, and analysis of data; facilitates development of intervention plans and provides support for intervention fidelity and documentation. Provide counseling for students that are in jeopardy of being retained.

Media Specialist/ Reading Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding instructional planning; supports the implementation of Tier 1 intervention plans. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

All Grade Level/ Department Chairpersons: Represent each grade level and facilitate communication between teachers and administration. Chairpersons serve as liaisons to ensure needs are being met on an ongoing basis.

**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 MTSS/RtI Leadership Team will determine how to develop and maintain a data-analysis system to bring out the best in our school, teachers, and in our students. The team meets monthly to provide teachers with the ability to collaborate on strategies for dealing with students in need of enhanced instruction, review previous assessment data, modify instructional focus, and review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks. Based on the above information, the team will identify professional development opportunities and resources that should be made available to staff members.

Title III funds are used for personnel in before-school tutoring in the areas of Reading and Math for English Language Learners in grades 3 through 8.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Silvia Tarafa	Principal
Erica Cheva	Teacher
Ed Stone	Business/Community
Vivian Galego-Mendez	Business/Community
Eric Lang	Business/Community
Roger Lara	Teacher
Bret Berlin	Parent
Victoria Kenny	Parent
Elizabeth Londono	Parent
Alejandra Olea	Parent
Monica Ramirez	Teacher
Meme Ferre-Succar	Teacher
Natalie Diaz	Education Support Employee
Clarissa Furiati	Student
Sophia Garcia	Student

### 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**

The committee reviewed last year's school improvement plan during each monthly meeting. Members were given opportunities to provide feedback and make modifications to the plan, when necessary.

**b. Development of this school improvement plan**

The committee continuously provides feedback about current improvement strategies being implemented for the 2017-2018 school year and makes suggestions.

**c. Preparation of the school's annual budget and plan**

Members vote to approve utilization of EESAC budget and assist with planning key initiatives on an annual basis.

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

Accelerated Reader Program, \$6,278.00

**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
Coto, Michelle	Principal
Hill, Charlesque	Assistant Principal
Bonachea, Luis	Assistant Principal

**b. Duties**

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

The LLT will oversee the implementation of the LAFS and MAFS Standards by targeting student participation in Accelerated Reader and iReady, and other technology programs which will enhance fluency, vocabulary, and comprehension. Students with reading deficiencies will receive rigorous instruction utilizing the Wonder Works through pull-out in elementary and the Inside reading program during the secondary Intensive Reading block. Teachers will use the Wonders Reading series to provide comprehensive reading instruction in K-5.

**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.**

Key Biscayne K-8 Center administration encourages positive working relationships between teachers through common planning time and other collaboration opportunities. Grade-level leaders and

department chairpersons are provided numerous occasions to attend professional development workshops, meetings and conferences to gain current educational insight and share valuable information with their colleagues.

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

1. The principal reviews applicant's qualifications, conducts an extensive interview and matches candidates with the school's needs.
2. Teachers are provided with support from the administrative team, as well as, a mentor.
3. The principal provides a positive, professional work environment, and fosters relationships among staff.
4. Professional development opportunities will be made available to the teachers and are highly encouraged.

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

1. Newly hired teachers are provided a mentor teacher within their subject area and/or grade level to assist with understanding school policies and procedures.
2. New teachers are paired with veteran teachers who have been trained through the MINT program with Miami-Dade County Public Schools.
3. New teachers will be provided common planning time with their corresponding grade level and will participate in grade level meetings, data chats, and professional development.

## **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.***

Key Biscayne K-8 Center adheres to curriculum practices required by M-DCPS. Teachers follow district pacing guides and use complementary instructional materials with fidelity. Teachers receive monthly, in-house professional development and/or best practices which align to the Florida Standards and supports continuous improvement. The administration monitors the implementation of targeted instructional practices to ensure student success on the FSA and FCAT Assessments.

#### **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 administration meets with teachers to review data throughout all grade levels and content areas to ensure teachers identify students in need of remediation and targeted instruction. This model of differentiated instruction is evident by students being placed in reading circles and pull-out groups as a follow-up to whole group instruction. Teachers use numerous supplemental programs such as iReady, Reflex Math, Gizmos, Imagine Learning, and other programs. Also, struggling students are provided with tutoring opportunities before and after school to build math and reading proficiency.

***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: After School Program**

**Minutes added to school year: 3,500**

The administration will target before and after school participation in Gizmos, iReady and other technology programs to assist with remediation. Enrichment activities including: robotics, musical theater, chess, comic books and art are provided after school through STEAM programs. Grade-level teachers are provided with common time to plan, collaborate and complete professional development, as needed.

**Strategy Rationale**

Before and after school participation in Gizmos, iReady and other technology programs provide assistance in targeted areas of reading, mathematics, and science.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Coto, Michelle, pr68411@dadeschools.net

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

Reports from iReady and other programs are analyzed along with student work and teacher observations.

## 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.**

At Key Biscayne K-8 Center, all incoming kindergarten students are assessed within the first semester to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the assessments used to assess basic academic skill development and academic school readiness of incoming students are the Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation System (ECHOS), Comprehensive English Language Learners Assessment (CELLA), and the iReady Diagnostic Assessments. Data will be used to plan daily academic and social/emotional instruction for all students, individual students and groups of 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.

Screening tools will be re-administrated mid-year and at the end of the year to determine student learning gains in and determine the need for changes to the instructional/intervention programs. Eighth Grade students are provided with high school courses for possible advancement and are able to visit their feeder-pattern high school to become familiar with the environment. Student Service personnel also plan an Annual Magnet Fair to expose students to numerous high school options.

## 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.**

N/A

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

N/A

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

N/A

**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.**

N/A

## 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.

If core instruction is improved in all content areas, then student achievement will increase.

### 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.**      If core instruction is improved in all content areas, then student achievement will increase.

## 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 improved in all content areas, then student achievement will increase. 1a

G096700

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - White	
AMO Math - White	

**Targeted Barriers to Achieving the Goal** 3

- Increase use of text-based writing throughout all content areas.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Content area liaisons, common planning, Promethean boards, ELMO, Scope, Super Science, Gizmos, document cameras, 3-5 computers per classroom, AR, media specialist, media center, science fair, ESOL tutoring, Edgenuity, i-Ready, Robotics club.

**Plan to Monitor Progress Toward G1.** 8

The administration will monitor student progress on Mid-year Assessments, Unit Assessments and Teacher-created tests.

**Person Responsible**

Michelle Coto

**Schedule**

Quarterly, from 11/27/2017 to 3/1/2018

**Evidence of Completion**

Results of MYA's, Unit Assessments and Teacher-created tests.

## 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

 = Problem Solving Step    S123456 = Quick Key

**G1.** If core instruction is improved in all content areas, then student achievement will increase. **1**

 G096700

**G1.B1** Increase use of text-based writing throughout all content areas. **2**

 B260093

**G1.B1.S1** Implement academic writing as a part of an instructional framework in all content areas to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. **4**

 S275540

### **Strategy Rationale**

Teachers will increase the use graphic organizers and understanding writing rubric throughout the content areas in order to improve text-based, expository and argumentative writing.

### **Action Step 1** **5**

Provide effective journaling strategies training for teachers in order to enhance writing and learning opportunities for students in all grades with a focus in the areas of Mathematics and Sciences.

#### **Person Responsible**

Michelle Coto

#### **Schedule**

Quarterly, from 8/17/2017 to 1/19/2018

#### **Evidence of Completion**

Sign-in sheets, agenda, book of sample journal entries, ideas for assessing student work, student response journals, classroom walkthroughs.

### **Action Step 2** **5**

Provide teachers with an opportunity to learn new strategies in STEAM areas, which will enhance students' practical use of science in all content areas.

#### **Person Responsible**

Michelle Coto

#### **Schedule**

Quarterly, from 8/17/2017 to 3/23/2018

#### **Evidence of Completion**

Lesson plans, classroom walkthroughs, student work samples of STEAM activities.

### Action Step 3 5

Provide opportunities in all content areas for analytical writing using graphic organizers and rubrics that demonstrate understanding of information from multiple sources.

**Person Responsible**

Michelle Coto

**Schedule**

Every 2 Months, from 10/10/2017 to 4/25/2018

***Evidence of Completion***

Lesson plans, graded student work samples, classroom walkthroughs

### Action Step 4 5

Attend professional development and grade level meetings and conduct classroom walkthroughs to monitor the effective use of writing strategies during content-area instruction, utilizing a variety of instructional programs.

**Person Responsible**

Michelle Coto

**Schedule**

Biweekly, from 10/3/2017 to 4/30/2018

***Evidence of Completion***

Sign-in sheets , agenda, observation notes, classroom walkthroughs.

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

Administrators will attend professional development and grade level meetings and conduct classroom walk-throughs to monitor the effective use of writing strategies using graphic organizers and rubrics during content instruction.

**Person Responsible**

Michelle Coto

**Schedule**

Biweekly, from 9/11/2017 to 5/25/2018

***Evidence of Completion***

Grade level sign-in sheets, agenda notes, and observation notes.

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

Administrators will monitor student progress on writing assessments throughout all content areas and grade levels.

**Person Responsible**

Michelle Coto








**Schedule**

Quarterly, from 9/11/2017 to 5/25/2018

***Evidence of Completion***

Writing grades, Writing samples, Writing Assessment results

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S1.A1  A370031	Provide effective journaling strategies training for teachers in order to enhance writing and...	Coto, Michelle	8/17/2017	Sign-in sheets, agenda, book of sample journal entries, ideas for assessing student work, student response journals, classroom walkthroughs.	1/19/2018 quarterly
G1.MA1  M398460	The administration will monitor student progress on Mid-year Assessments, Unit Assessments and...	Coto, Michelle	11/27/2017	Results of MYA's, Unit Assessments and Teacher-created tests.	3/1/2018 quarterly
G1.B1.S1.A2  A370032	Provide teachers with an opportunity to learn new strategies in STEAM areas, which will enhance...	Coto, Michelle	8/17/2017	Lesson plans, classroom walkthroughs, student work samples of STEAM activities.	3/23/2018 quarterly
G1.B1.S1.A3  A370033	Provide opportunities in all content areas for analytical writing using graphic organizers and...	Coto, Michelle	10/10/2017	Lesson plans, graded student work samples, classroom walkthroughs	4/25/2018 every-2-months
G1.B1.S1.A4  A370034	Attend professional development and grade level meetings and conduct classroom walkthroughs to...	Coto, Michelle	10/3/2017	Sign-in sheets , agenda, observation notes, classroom walkthroughs.	4/30/2018 biweekly
G1.B1.S1.MA1  M398450	Administrators will monitor student progress on writing assessments throughout all content areas...	Coto, Michelle	9/11/2017	Writing grades, Writing samples, Writing Assessment results	5/25/2018 quarterly
G1.B1.S1.MA1  M398451	Administrators will attend professional development and grade level meetings and conduct classroom...	Coto, Michelle	9/11/2017	Grade level sign-in sheets, agenda notes, and observation notes.	5/25/2018 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 improved in all content areas, then student achievement will increase.

**G1.B1** Increase use of text-based writing throughout all content areas.

**G1.B1.S1** Implement academic writing as a part of an instructional framework in all content areas to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

### PD Opportunity 1

Provide effective journaling strategies training for teachers in order to enhance writing and learning opportunities for students in all grades with a focus in the areas of Mathematics and Sciences.

#### Facilitator

Ms. Maria Babani, 2nd Grade Chairperson

#### Participants

All faculty K-8.

#### Schedule

Quarterly, from 8/17/2017 to 1/19/2018

### PD Opportunity 2

Provide teachers with an opportunity to learn new strategies in STEAM areas, which will enhance students' practical use of science in all content areas.

#### Facilitator

Erica Cheva, Science department chair Elizabeth Benito, fifth grade chair Diana Raposo, 5th grade teacher Roger Lara, secondary science teacher

#### Participants

All faculty K-8.

#### Schedule

Quarterly, from 8/17/2017 to 3/23/2018

## 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 effective journaling strategies training for teachers in order to enhance writing and learning opportunities for students in all grades with a focus in the areas of Mathematics and Sciences.				\$0.00
2	G1.B1.S1.A2	Provide teachers with an opportunity to learn new strategies in STEAM areas, which will enhance students' practical use of science in all content areas.				\$0.00
3	G1.B1.S1.A3	Provide opportunities in all content areas for analytical writing using graphic organizers and rubrics that demonstrate understanding of information from multiple sources.				\$0.00
4	G1.B1.S1.A4	Attend professional development and grade level meetings and conduct classroom walkthroughs to monitor the effective use of writing strategies during content-area instruction, utilizing a variety of instructional programs.				\$14,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	120-Classroom Teachers	2741 - Key Biscayne K 8 Center	General Fund		\$2,500.00
			Notes: Magazine subscriptions: Scope, Time for Kids, UpFront, Science Today.			
	7300	120-Classroom Teachers	2741 - Key Biscayne K 8 Center	General Fund		\$12,000.00
			Notes: Accelerated Reader Program			
Total:						\$14,500.00