

Miami-Dade County Public Schools

Norman S. Edelcup/Sunny Isles Beach K 8



2021-22 Schoolwide Improvement Plan

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Norman S. Edelcup/Sunny Isles Beach K 8

201 182ND DR, Sunny Isles Beach, FL 33160

<http://sib.dadeschools.net>

Demographics

Principal: Marc Schwam W

Start Date for this Principal: 7/27/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (73%) 2017-18: A (76%) 2016-17: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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201 182ND DR, Sunny Isles Beach, FL 33160

<http://sib.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2020-21 Title I School</p> <p>No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>41%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>42%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Working as a team, students, parents, staff, and the community of Sunny Isles Beach will improve student achievement and develop life long 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 be enriched by the community. As a result, student will understand the importance of becoming active citizens.

Provide the school's vision statement.

Our vision at 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 where all children can reach their full potential.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Mesa, Melissa	Principal	<p>The Principal oversees all higher-level operations in a school. She creates a safe learning environment and set performance goals both for students and teachers, and oversee the process so that those goals are attained.</p> <p>Critical responsibilities and duties of the principal include:</p> <ul style="list-style-type: none"> • Ensuring that academic policies and curriculum are followed • Developing and tracking benchmarks for measuring institutional success • Helping teachers maximize their teaching potential • Meeting and listening to concerns of students on a regular basis • Encouraging, guiding and assisting student leaders and teachers • Meeting with parents and administrators on a regular basis for problem resolution • Enforcing discipline when necessary • Providing an atmosphere free of any bias in which students can achieve their maximum potential
Tapia, Alissa	Assistant Principal	<ul style="list-style-type: none"> • Serve as an instructional leader by monitoring implementation of professional development in classrooms and grade level/content area meeting in accordance to the school improvement plan. • Implement and monitor school-wide behavioral expectations and policies including monitoring attendance trends and overseeing truancy interventions; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations. • Create partnerships with parents and community. • Supervise employees including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, disciplining and resolving issues. • Implement instructional and assessment strategies by attending meetings, facilitating discussions amongst teachers and staff and working with the Principal and District Instructional Coaches to plan professional development. • Collect and analyze student assessment data. • Collaborate and develop master schedule.
Ruiz, Monique	School Counselor	<ul style="list-style-type: none"> • Help overcome and manage different mental and emotional challenges. • Educate staff and clients on stress and trauma coping mechanisms. • Provide individuals with the resources they need to reach personal goals. • Monitor client progress and modify their treatment plans as needed. • Coordinate with social and medical agencies, healthcare providers and community outreach programs to provide clients with needed services. • Complete continuing education courses to maintain National Certified Counselor certification and stay up-to-date on the latest practices. • Monitors and supports school-wide behavioral expectations and policies including monitoring attendance trends and overseeing truancy interventions; address safety and welfare issues by holding meetings with parents,

Name	Position Title	Job Duties and Responsibilities
		<p>investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations.</p> <ul style="list-style-type: none"> • Create partnerships with parents and community. • Collaborate and develop master schedule.
Aguilar, Haydee	Curriculum Resource Teacher	<ul style="list-style-type: none"> • Model and support instructional and assessment strategies by attending meetings, facilitating discussions amongst teachers and staff and working with the Principal and District Instructional Coaches to plan professional development. • Collect and analyze student assessment data. • Collaborate and develop data driven targeted instruction.
Lumbi, Kelli	Curriculum Resource Teacher	<ul style="list-style-type: none"> • Model and support instructional and assessment strategies by attending meetings, facilitating discussions amongst teachers and staff and working with the Principal and District Instructional Coaches to plan professional development. • Collect and analyze student assessment data. • Collaborate and develop data driven targeted instruction.
Frieders, Debroah	Teacher, ESE	<ul style="list-style-type: none"> • Model and support instructional and assessment strategies by attending meetings, facilitating discussions amongst teachers and staff and working with the Principal and District Instructional Coaches to plan professional development. • Collect and analyze student assessment data. • Collaborate and develop data driven targeted instruction.
Martinez, Paola	Assistant Principal	<ul style="list-style-type: none"> • Serve as an instructional leader by monitoring implementation of professional development in classrooms and grade level/content area meeting in accordance to the school improvement plan. • Implement and monitor school-wide behavioral expectations and policies including monitoring attendance trends and overseeing truancy interventions; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations. • Create partnerships with parents and community. • Supervise employees including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, disciplining and resolving issues. • Implement instructional and assessment strategies by attending meetings, facilitating discussions amongst teachers and staff and working with the Principal and District Instructional Coaches to plan professional development.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Collect and analyze student assessment data. • Collaborate and develop master schedule.
Krueger, Lee	Assistant Principal	<ul style="list-style-type: none"> • Serve as an instructional leader by monitoring implementation of professional development in classrooms and grade level/content area meeting in accordance to the school improvement plan. • Implement and monitor school-wide behavioral expectations and policies including monitoring attendance trends and overseeing truancy interventions; address safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations. • Create partnerships with parents and community. • Supervise employees including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, disciplining and resolving issues. • Implement instructional and assessment strategies by attending meetings, facilitating discussions amongst teachers and staff and working with the Principal and District Instructional Coaches to plan professional development. • Collect and analyze student assessment data. • Collaborate and develop master schedule.

Demographic Information

Principal start date

Friday 7/27/2018, Marc Schwam W

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

68

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

41

Total number of teacher positions allocated to the school

122

Total number of students enrolled at the school

1,825

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	105	179	186	222	214	230	241	247	201	0	0	0	0	1825
Attendance below 90 percent	1	37	25	36	20	30	37	57	36	0	0	0	0	279
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	7	7	2	20	19	4	0	0	0	0	63
Course failure in Math	0	2	1	5	13	10	29	35	16	0	0	0	0	111
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	21	21	16	0	0	0	0	60
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	17	12	5	0	0	0	0	35
Number of students with a substantial reading deficiency	3	25	54	59	44	32	76	81	70	0	0	0	0	444
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators		0	3	1	7	7	6	35	37	16	0	0	0	112

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		2	3	1	10	1	1	11	26	2	0	0	0	57
Students retained two or more times		0	0	0	1	0	0	3	4	0	0	0	0	8

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	214	221	246	258	252	262	274	262	245	0	0	0	0	2234
Attendance below 90 percent	38	29	33	25	30	30	51	54	51	0	0	0	0	341
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	0	14	3	13	10	19	5	0	0	0	0	68
Course failure in Math	0	3	0	19	11	22	17	42	23	0	0	0	0	137
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	18	21	20	14	0	0	0	0	75
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	12	14	10	11	0	0	0	0	48

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	0	14	7	24	23	41	27	0	0	0	0	141

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	4	1	9	1	1	11	26	2	0	0	0	0	58
Students retained two or more times	0	0	0	1	0	1	2	4	0	0	0	0	0	8

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				79%	63%	61%	78%	62%	60%
ELA Learning Gains				73%	61%	59%	71%	61%	57%
ELA Lowest 25th Percentile				67%	57%	54%	68%	57%	52%
Math Achievement				86%	67%	62%	86%	65%	61%
Math Learning Gains				73%	63%	59%	75%	61%	58%
Math Lowest 25th Percentile				63%	56%	52%	70%	55%	52%
Science Achievement				69%	56%	56%	72%	57%	57%
Social Studies Achievement				81%	80%	78%	82%	79%	77%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	60%	12%	58%	14%
Cohort Comparison						
04	2021					
	2019	74%	64%	10%	58%	16%
Cohort Comparison		-72%				
05	2021					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-74%				
06	2021					
	2019	76%	58%	18%	54%	22%
Cohort Comparison		-71%				
07	2021					
	2019	71%	56%	15%	52%	19%
Cohort Comparison		-76%				
08	2021					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	85%	67%	18%	62%	23%
Cohort Comparison						
04	2021					
	2019	83%	69%	14%	64%	19%
Cohort Comparison		-85%				
05	2021					
	2019	81%	65%	16%	60%	21%
Cohort Comparison		-83%				
06	2021					
	2019	80%	58%	22%	55%	25%
Cohort Comparison		-81%				
07	2021					
	2019	75%	53%	22%	54%	21%
Cohort Comparison		-80%				
08	2021					
	2019	66%	40%	26%	46%	20%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	65%	53%	12%	53%	12%
Cohort Comparison						
08	2021					
	2019	46%	43%	3%	48%	-2%
Cohort Comparison		-65%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	73%	4%	71%	6%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	96%	63%	33%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	54%	44%	57%	41%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The i-Ready is a web-based adaptive diagnostic assessment and instruction program will be used for AP1 for Fall, AP2 for Winter, and AP3 for Spring. i-Ready assesses students' reading skills to the sub-domain level, prescribing differentiated Common Core instruction so learners of all abilities can achieve success. The diagnostic assessment will identify which students are experiencing difficulties with specific skills, providing real-time, actionable data and reports to guide teachers in effective intervention. In addition, i-Ready provides intuitive resources for targeted instructional support, including downloadable, teacher-directed lesson

plans (included with purchase of i-Ready Diagnostic), and highly engaging online lesson modules in i-Ready Instruction (optional). The assessment can also be leveraged at the classroom, school, and district levels to evaluate the effectiveness of the instruction or intervention measures. The system provides adaptive progress monitoring assessments between administrations of the full diagnostic to inform the student's growth trajectory and support teachers in determining which students are not on track for end-of-year targets.

i-Ready automatically updates data reports every time a student completes a diagnostic assessment in the system so teachers can keep track of each student's skills progression, adjust instruction if needed, and gauge each student's growth alongside targets and projected for the 2021-22 school year.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.6	61.9	70
	Economically Disadvantaged	53.2	62	68.8
	Students With Disabilities	45.5	36.4	45.5
	English Language Learners	29.7	40	45.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57.1	43.6	59.2
	Economically Disadvantaged	53.8	37.2	54.4
	Students With Disabilities	63.6	33.3	36.4
	English Language Learners	40	30.6	44.4
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.5	64	75.5
	Economically Disadvantaged	54.7	63.2	73.8
	Students With Disabilities	46.2	38.5	75
	English Language Learners	11.1	10	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.5	55.9	71.9
	Economically Disadvantaged	42.9	50.5	69.8
	Students With Disabilities	23.1	50	58.3
	English Language Learners	33.3	20	50

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	63.7	74.1	79.6
	Economically Disadvantaged	59.8	75	73.6
	Students With Disabilities	56.3	43.8	50
	English Language Learners	14.3	7.1	46.2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.1	57.5	72
	Economically Disadvantaged	27.8	49.5	63
	Students With Disabilities	31.3	33.3	37.5
	English Language Learners	8.3	21.4	61.5
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	61.9	64
	Economically Disadvantaged	39	57.1	58
	Students With Disabilities	22.2	40.7	37
	English Language Learners	11.1	11.1	37.5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33.2	60.9	75.2
	Economically Disadvantaged	31.4	59	74.5
	Students With Disabilities	15.4	44.4	41.7
	English Language Learners	11.1	40.7	50

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.5	56.2	60.4
	Economically Disadvantaged	39.4	45.7	51.1
	Students With Disabilities	23.5	10.5	13.3
	English Language Learners	10.5	26.7	16.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53.4	62.1	76.1
	Economically Disadvantaged	46.2	55.9	65.6
	Students With Disabilities	35.3	26.7	46.7
	English Language Learners	44.4	21.1	61.1
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	46	0
	Economically Disadvantaged	0	38	0
	Students With Disabilities	0	20	0
	English Language Learners	0	7	0

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59.4	65.2	62.3
	Economically Disadvantaged	59	61.1	57.7
	Students With Disabilities	35.7	28.6	21.4
	English Language Learners	5.7	8.6	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57	66.2	67.6
	Economically Disadvantaged	48.1	58.8	60.8
	Students With Disabilities	21.4	25	46.2
	English Language Learners	13.9	23.5	25.7

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.9	53.7	62.7
	Economically Disadvantaged	58.4	50	63.2
	Students With Disabilities	25	16.7	25
	English Language Learners	4.3	0	17.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65.3	64.4	68
	Economically Disadvantaged	61.8	60.8	64.4
	Students With Disabilities	33.3	41.7	33.3
	English Language Learners	16	16	41.7
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	20	0
	Economically Disadvantaged	0	15	0
	Students With Disabilities	0	6	0
	English Language Learners	0	0	0

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		59.9	63.3	67.5
	Economically Disadvantaged		54.7	58.5	58
	Students With Disabilities		9.1	18.2	25
	English Language Learners		22.7	16.7	16.7
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		59.9	66.5	66.3
	Economically Disadvantaged		52.5	60.6	57
	Students With Disabilities		9.1	16.7	27.3
	English Language Learners		22.7	22.7	31.3
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	20	0
	Economically Disadvantaged		0	15	0
	Students With Disabilities		0	0	0
	English Language Learners		0	6	0
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	39	39	34	38	37	29	19	33			
ELL	62	59	46	65	45	39	46	65	68		
ASN	71			64							
BLK	60			60							
HSP	66	56	41	57	32	26	53	64	73		
MUL	92			85							
WHT	77	66	47	81	52	55	70	75	83		
FRL	66	55	44	62	36	28	53	66	72		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	56	56	55	58	52	24	53			
ELL	70	74	66	83	72	63	57	67	62		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	79	82		93	73						
BLK	59	58		68	58						
HSP	74	71	65	80	69	59	62	72	61		
WHT	85	76	71	92	78	73	76	89	75		
FRL	73	70	63	80	67	55	63	73	64		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	40	59	61	45	48	44	18	73			
ELL	60	71	68	77	75	68	53	65	56		
ASN	75	64		93	100						
BLK	79	64		89	79						
HSP	73	69	68	81	71	66	67	81	77		
WHT	82	73	70	91	77	76	77	84	82		
FRL	73	68	63	80	70	62	68	74	76		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	599
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	89
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2021 data findings:

The 2019 school to 2021 school comparison shows a decrease in the Achievement gap widening from 3rd to 7th grade in both ELA and Math. The ELA Achievement in grades 3-7 decreased an average of 10 percentage points and the Math Achievement decreased an average of 25 percentage points in grades 3-8.

The 2019 school to 2021 school NGSSS Science Assessment in grades 5 & 8 demonstrate an average decrease of 23 points in Achievement.

The 2019 school to 2021 school Grade 7 Social Studies comparison show a decrease in the Achievement gap of an average of 14 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The majority of our ELA Subgroups Learning Gains increased. Students with Free and Reduced lunch maintained their same achievement levels of 73%, ELL students increased by 10 percentage points, Hispanic students increased 1 percentage point, white students increased by 3 percentage points.

Data demonstrates a significant decrease of our ELA Subgroups Learning Gains of 20 percentage points among black students and 5 percentage points for Asian students.

The majority of our Math Subgroups Learning Gains increased. Students with Free and Reduced lunch maintained their same achievement level of 80% and Asian students of 93%, ELL students increased by 6 percentage points and white students increased by 1 percentage points.

Data demonstrates a significant decrease of our Math Subgroups Learning Gains of 21 percentage points among black students and Hispanic students decreased 1 percentage point.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For the last 3 years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our L25 subgroup. We will also develop teachers using strategies that focus on scaffolding and intervention for lower performing students to help them access grade level content. We will be strategic with aligning resources and include OPM in our data chats.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Learning Gains increased from 71 percentage points in 2018 to 73 percentage points on the 2019 FSA Reading Assessment..

In 2021, students in the ELL subgroup achieved an average growth of 28 points in Grades 1-8 when comparing i-Ready AP1 to AP3 data. ELL subgroup in Math showed an average growth of 22 points in Grades 1-8 when comparing i-Ready AP1 to AP3 data.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We created a collaborative planning schedule that allotted time to plan for DI. Administrators will now attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

What strategies will need to be implemented in order to accelerate learning?

Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions- RTI

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction (September/21), Aligning resources to small group instruction (October/21), Tackling OPM data (November/December/21), making adjustments to groups as data becomes available (2/21) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning will be scheduled weekly and a member of the LT will attend to ensure fidelity to the strategies being implemented school- wide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions as well as Saturday Academies, Spring Break Academy, and special camps and STEM-based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

The current ethnic composition of the 2021 students presently enrolled in our school is 58.4% White, 1.2% Black, 37.5% Hispanic, 1.5% Asian, and 1.2% Multiracial. There are 209 (10%) gifted students, 125 (6%) Special Education (SPED) students and 1209 (58.1%) English Language Learners (ELL) in Levels I – V. The number of students on free or reduced lunch is 780 (37.5%). The rise on diversity within our community calls for teachers to meet individual learning needs. Differentiated instruction will allow our teachers to meet the growing diversity of individual learning needs by considering students’ readiness, interest, and learning styles. The instructional practice will include modification of instruction as needed Diversity within our school requires to successfully implement different materials, arrangements, and strategies, primary, secondary, and sustained essential practices to increase our student proficiency levels.

Measurable Outcome:

Providing students with continuous learning opportunities that make allowances for differences in how individual students learn will be implemented to ensure equal access to important academic content and increase proficiency levels by 3% on the 2021-22 Reading and Math Topic Assessments in Performance Matters.

Monitoring:

The Leadership Team (Ms. Melissa Mesa, Principal, Ms. Alissa Tapia, Assistant Principal, Ms. Paola Martinez, Assistant Principal and Mr. Lee Krueger, Assistant Principal), will monitor progress using Power BI, Performance Matters, and i-Ready data to capture student performance trends, sustainment of targeted groups, scaffolding support and preparation for standardized assessments.

Person responsible for monitoring outcome:

Melissa Mesa (pr0092@dadeschools.net)

Evidence-based Strategy:

Differentiating instruction involves responding constructively to what students know. It is the practice of providing multiple learning pathways so that students can have access to the most appropriate learning opportunities commensurate with their capacity to learn. It involves matching students’ approach to learning with the most appropriate pedagogy, curriculum goals and opportunities for displaying knowledge gained.

Rationale for Evidence-based Strategy:

The rise on diversity within our community calls for teachers to meet individual learning needs. Differentiated instruction will allow our teachers to meet the growing diversity of individual learning needs by considering students’ readiness, interest, and learning styles. The primary educational objective is to ensure that all students master essential knowledge, concepts, and skills remain the same for every student, but teachers may use different instructional methods to help students meet those expectations.

Action Steps to Implement

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will ensure weekly high yield strategies to achieve learning gains and provide support for struggling students.

Person Responsible

Melissa Mesa (pr0092@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will conduct monthly data-chats with teachers during collaborative planning to monitor data- driven instruction.

Person Responsible Kelli Lumbi (klumbi@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will conduct quarterly professional development opportunities for teachers on the various elements aligned to the Effective Instructional Framework.

Person Responsible Alissa Tapia (alitapia2@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will provide biweekly instructional resources to staff so they can effectively collaborate and plan standard aligned lessons.

Person Responsible Haydee Aguilar (haydeeaguilar@dadeschools.net)

During Phase III of the SIP (November 1- December 21, 2021), the Leadership Team will review Growth Monitoring Data with teachers during the school year and implement a tracking system for ongoing progress monitoring; Analyze data after each assessment with teachers during common planning and data chats; Provide follow-up support for teachers.

Person Responsible Melissa Mesa (pr0092@dadeschools.net)

During Phase III of the SIP (November 1- December 21, 2021), the leadership team will provide sustainment of targeted groups, and scaffolding support in preparation for standardized assessment.

Person Responsible Lee Krueger (lkrueger@dadeschools.net)

During Phase V of the SIP (January 31-April 29, 2022), the leadership team will expand on a monthly the use of varied methods of reteaching, assessment to evaluate student mastery of the content.

Person Responsible Lee Krueger (lkrueger@dadeschools.net)

During Phase V of the SIP (January 31-April 29, 2022), the leadership team will use data from biweekly assessments to focus remediation and after school tutoring for recovery students.

Person Responsible Haydee Aguilar (haydeeaguilar@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus	Collaborative planning provides opportunities for teachers to work together during the school day to make those connections through examining their practice, consulting with colleagues, and developing their skills.
Description and Rationale:	
Measurable Outcome:	If teachers come together to share information, resources, ideas, and expertise, evidence of learning will become more accessible resulting in an increase of 3% student learning and achievement on the weekly Performance Matters Reading and Math Topic Assessments .
Monitoring:	The Leadership Team (Ms. Melissa Mesa, Principal, Ms. Alissa Tapia, Assistant Principal, Ms. Paola Martinez, Assistant Principal and Mr. Lee Krueger, Assistant Principal), will conduct weekly walk-throughs to capture common grade level/department planning, standard-based instruction, and data-driven assessments that will promote effective collaboration and data driven lessons.
Person responsible for monitoring outcome:	Melissa Mesa (pr0092@dadeschools.net)
Evidence-based Strategy:	Collaboration is observable when Teachers develop goals with peers guided by school performance data and nuanced by student feedback and observations of practice. Collaboration enables priorities to be agreed collectively and connections between goals to be leveraged to deliver expedited school improvement.
Rationale for Evidence-based Strategy:	Teachers play a pivotal role in the implementation of a lesson plans and the attainment of higher and more equitable improvements in student outcomes. In addition to supporting teachers to share practices, participation in the department collaborative process allows teachers to role model a commitment to professional growth, life-long learning and greater equitable improvements in student outcomes.

Action Steps to Implement

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will ensure weekly, high-yield strategies to achieve learning gains and provide support for struggling students.

Person Responsible Melissa Mesa (pr0092@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will conduct monthly data-chats with teachers during collaborative planning to monitor data-driven instruction.

Person Responsible Alissa Tapia (alitapia2@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will conduct quarterly professional development opportunities for teachers on the various elements aligned to the Effective Instructional Framework.

Person Responsible Haydee Aguilar (haydeeaguilar@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will provide instructional resources to staff so they can effectively collaborate and plan standard aligned lessons.

Person Responsible Paola Martinez (pfmartinez@dadeschols.net)

During Phase III of the SIP (November 1- December 21, 2021), the Leadership Team will develop a schedule of events to improve the school climate through monthly team-building experiences.

Person Responsible Alissa Tapia (alitapia2@dadeschools.net)

During Phase III of the SIP (November 1- December 21, 2021), the Leadership Team will conduct focus group to analyze and monitor student performance data quarterly to determine student needs, planning, and decision-making to determine learning barriers.

Person Responsible Paola Martinez (pfmartinez@dadeschols.net)

During Phase V of the SIP (January 31-April 29, 2022), the Leadership Team will monitor biweekly data from formative and summative assessments to focus remediation and after school tutoring for recovery students.

Person Responsible Lee Krueger (lkrueger@dadeschools.net)

During Phase V of the SIP (January 31-April 29, 2022), the Leadership Team will analyze and use data biweekly from formative and summative assessments to prioritize areas of need to ensure the use appropriate instruction resources and High-yield math instructional strategies for re-teaching skills and concepts.

Person Responsible Paola Martinez (pfmartinez@dadeschols.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus
Description and Rationale: Develop a culture where students, staff and families work together to support the healthy development of engaged, self-aware, caring, respectful and responsible academic achievers.

Measurable Outcome: Continuous access to ongoing wellness activities and resources for emotional support will increase opportunities for meaningful student/teacher relationships to develop. The combination of SEL and culturally responsive-sustaining education practices allows for a multiplier effect for richer and deeper experiences and increase the effectiveness, and enjoyment of instruction for both students and adults. Evidence supporting this area of focus will be demonstrated with an increase of 2% in the activity participation surveys and a 3% increase in student learning and achievement on the weekly Performance Matters Reading and Math Topic Assessments.

Monitoring: The Leadership Team (Ms. Melissa Mesa, Principal, Ms. Alissa Tapia, Assistant Principal, Ms. Paola Martinez, Assistant Principal and Mr. Lee Krueger, Assistant Principal), will gather monthly review of participation surveys, team building activities, and participation of school initiatives will demonstrate improvement in school climate.

Person responsible for monitoring outcome: Melissa Mesa (pr0092@dadeschools.net)

Evidence-based Strategy: SEL is essential to creating schools that effectively prepare all students to succeed in school and in life. This process through which children, youth, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. A school's culture is based on students' strengths, providing tiered supports as needed, all students in the school community benefit.

Rationale for Evidence-based Strategy: Nurturing SEL competencies in both adults and young people will allow them to better recognize and manage biases, appreciate diversity, develop rich relationships with diverse individuals and groups, and make responsible, ethical decisions. The combination of SEL and culturally responsive-sustaining education practices can provide a multiplier effect for richer and deeper experiences and increase the effectiveness and enjoyment of instruction for both students and adults

Action Steps to Implement

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will, provide meaningful and relevant SEL professional development opportunities and resources.

Person Responsible Haydee Aguilar (haydeeaguilar@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will provide regular, constructive, and personalized feedback on their practice that is formative in nature.

Person Responsible Melissa Mesa (pr0092@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will provide tailored, individualized support and feedback to enhance their growth related to SEL.

Person Responsible Monique Ruiz (mdruiz@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will provide access to ongoing wellness activities and resources for emotional support.

Person Responsible Monique Ruiz (mdruiz@dadeschools.net)

During Phase III of the SIP (November 1- December 21, 2021), the Administrative Team will celebrate quarterly student accomplishments to enhance student morale and motivate teacher involvement.

Person Responsible Kelli Lumbi (klumbi@dadeschools.net)

During Phase III of the SIP (November 1- December 21, 2021), the Administrative Team will Provide teachers with monthly opportunities to showcase their student's strengths to colleagues.

Person Responsible Melissa Mesa (pr0092@dadeschools.net)

During the Phase V of the SIP (January 31-April 29, 2022), the Administrative Team will plan with Community Involvement committee to create Parent and student Family Engagement Plan and garner monthly input from all stakeholders to ensure the needs of the parents and students are addressed.

Person Responsible Melissa Mesa (pr0092@dadeschools.net)

During the Phase V of the SIP (January 31-April 29, 2022), the Administrative Team will utilize various modes of communication i.e. School Messenger, Twitter, Instagram, local media, and the school's website) to virtually promote and inform students, parents community about school club upcoming activities, meetings and successes on a monthly basis.

Person Responsible Haydee Aguilar (haydeeaguilar@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: Promote a culture of continuous improvement within a safe and secure environment, which will maximize staff & student potential.

Measurable Outcome: If our school successfully implements the continuous use of the Continuous Improvement Model, then we will sustain a variety of learning experiences, instructional approaches, and a 3% increase in our student proficiency levels on the weekly Performance Matters Reading and Math Topic Assessments.

Monitoring: The Leadership Team (Ms. Melissa Mesa, Principal, Ms. Alissa Tapia, Assistant Principal, Ms. Paola Martinez, Assistant Principal and Mr. Lee Krueger, Assistant Principal), will conduct weekly walk-throughs to capture common grade level/department planning, standard-based instruction, and data-driven assessments that will promote effective collaboration and data-driven lessons.

Person responsible for monitoring outcome: Melissa Mesa (pr0092@dadeschools.net)

Evidence-based Strategy: The continuous use of the FCIM Model will ensure that the practice of Data-Driven Instruction that promotes high achievement. This continuous quality of improvement is a complete process of identifying, analyzing strengths and needs, testing, implementing instructional strategies, continuous feedback, and revising solutions..

Rationale for Evidence-based Strategy: Creating an environment with high expectations for teachers and students promotes instructional focus and a safe and orderly climate that is conducive to learning.

Action Steps to Implement

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will conduct data-chats with teachers during collaborative planning to monitor data-driven instruction.

Person Responsible: Alissa Tapia (alitapia2@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will conduct quarterly professional development opportunities for teachers on the various elements aligned to the Effective Instructional Framework.

Person Responsible: Haydee Aguilar (haydeeaguilar@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will analyze and monitor student performance data quarterly to determine student needs, planning, and decision-making to determine learning barriers.

Person Responsible: Melissa Mesa (pr0092@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will provide teachers consistent feedback and opportunities to contribute and participate in our school vision and shared goals.

Person Responsible Melissa Mesa (pr0092@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will conduct data-chats with teachers during collaborative planning to monitor data driven instruction.

Person Responsible Alissa Tapia (alitapia2@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will conduct quarterly professional development opportunities for teachers on the various elements aligned to the Effective Instructional Framework.

Person Responsible Haydee Aguilar (haydeeaguilar@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will analyze and monitor student performance data quarterly to determine student needs, planning, and decision-making to determine learning barriers.

Person Responsible Melissa Mesa (pr0092@dadeschools.net)

During Phase II of the SIP (August 30- October 11, 2021), the Leadership Team will provide teachers consistent feedback and opportunities to contribute and participate in our school vision and shared goals.

Person Responsible Melissa Mesa (pr0092@dadeschools.net)

During Phase III of the SIP (November 1- December 21, 2021), the Administrative Team will initiate a professional learning community to create a systematic process in which teachers work together to improve their student's cultural self awareness and understand how to embrace cultural differences.

Person Responsible Haydee Aguilar (haydeeaguilar@dadeschools.net)

During Phase III of the SIP (November 1- December 21, 2021), the Administrative Team will create a master schedule for a common school wide intervention block and build a calendar to accommodate changing and diverse student needs.

Person Responsible Melissa Mesa (pr0092@dadeschools.net)

During Phase V of the SIP (January 31- April 29, 2022), The administrative team will monitor attendance input from teachers and attendance clerk to ensure that all students have an attendance code recorded by their teachers for every period of each school day. Monitoring the number of attendance codes per student helps to improve attendance record keeping practices within the school and identify students that may be exhibiting a pattern of nonattendance.

Person Responsible Alissa Tapia (alitapia2@dadeschools.net)

During Phase V of the SIP (January 31- April 29, 2022), The administrative team will monitor attendance reports weekly to implement guidance from one or more support teams, CollaborativeProblem-Solving Team and/or Response-to-Intervention team.

Person Responsible Monique Ruiz (mdruiz@dadeschools.net)

#5. -- Select below -- specifically relating to**Area of Focus Description and Rationale:****Measurable Outcome:****Monitoring:****Person responsible for monitoring outcome:**

[no one identified]

Evidence-based Strategy:**Rationale for Evidence-based Strategy:****Action Steps to Implement***No action steps were entered for this area of focus***Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Data demonstrates NSE Sunny Isles Beach K-8 ranked low in the school incident rankings. The school report in the 2019-20 school year demonstrated 0.5 incidents per 100 students. The school wide improvement priorities for the 2021-22 school year is to maintain the relationship between students' mental and emotional wellbeing and focussing on the domains of safety, social relationships and school connectedness. Social Emotional Learning (SEL) will remain a priority since it encompasses many aspects of the whole child and adult. Through SEL, adults and children can learn to manage emotions, show compassion for others, maintain positive relationships, and make positive decisions. According to the Collaboration for Academic, Social, and Emotional Learning, there are five components of social-emotional learning in classrooms, schools and communities. They include self-awareness, self-management, responsible decision making, relationship skills, and social-awareness. These topics will be embedded through a curriculum and also through school-wide practice and policies. The administrative team will develop a schedule of events to improve the school climate through monthly team building experiences, celebrating success & accomplishments, creating a systematic process in which students and staff work together to improve their cultural self awareness and how to embrace cultural differences.

School culture and environment will be monitored through the lens of behavior or discipline data which include participation surveys, team building & participation of school initiatives, observations and student work.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our school addresses building a positive school culture and environment by cultivating a systemic relationship between our leaders' values and vision and how much everyone else gets on board.

The leadership team highlights building trust at NSE Sunny Isles Beach K-8 an essential prerequisite to a more positive climate. This allows staff, and students to have a voice in the process. In addition the leadership team leaders ensures to guide the process and never miss an opportunity to prove themselves trustworthy and to facilitate trust-building between all stakeholders.

Every year we assess the current climate. The leadership team needs to be aware of where we are starting from in order to know where to go. It is important identify the supportive stakeholders vs the less-than-enthusiastic about creating a positive school climate. Ultimately the goal is to include all stakeholders to voice their current mindset in effort to help get them on board because they'll feel like their voice is being heard.

We proceed to create a shared vision together. It is critical to create a safe space where our stakeholders feel comfortable sharing their ideas. Positive emotions are generated, which will help to cultivate trust amongst staff members and also allow for everyone's thinking be more creative and flexible.

Finally together we carry out the shared vision of our positive school climate that is ongoing and never really ends.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

We consider school stakeholders not just the particular people who a child sees face to face, but everyone in the in our students' school, district and beyond for that matter. Every adult within our school community listens and values our students for their strengths and gifts, has much to offer directly and indirectly to the growth and development each our students. Our stakeholders include our staff, families, school administrators, and neighboring communities. All stakeholders within our school community play a critical role that creates the conditions for our students to thrive now and in the future. Within each of our stakeholders lie the resources, information, and opportunities, the love, caring and wisdom needed to support the goals of the education system.

Our Staff / School Stakeholders includes school board members, administrators, teachers, counselors,

para-professionals, principal, psychologist, bus driver, cook, custodian, volunteer, school resource officers.

Role:

- Work to have a positive impact on children,
- Increased academic motivation;
- Increased social-emotional growth and learning;
- Increased sense of personal responsibility; and
- Reduced engagement in a variety of high-risk behaviors.

Our Community Stakeholders include tutors, librarians, police, firefighters, doctors, nurse, entrepreneurs, friends. People employed in all local organizations, businesses and industries.

Role:

- Community is resource,
- Provide opportunity and experience to rich yet surprisingly disconnected from school and family networks.

Our Parents / Family Stakeholders are the essential sources of connection and love, resources and opportunities, learning and socialization for our students. They are sources of expertise in careers, hobbies and much more. They are sources of inspiration, hope and resilience.

Role:

- Support your child/ward and collaborate with the school to resolve any issue
- Note ways and warning signs
- Support the student when help is needed
- Encourage engagement
- Discuss and negotiate the amount of time in various school & personal activities to ensure the child maintains a balance.
- Encourage and support your son in developing his talents and participating in extra-curricular activities or school initiatives that will build confidence and friendships.
- Collaborate with staff in developing or utilizing strategies

Our Students / Learning Community Stakeholders

Role:

- Respecting individual differences and diversity
- Take care of school property and respect the property of others
- Follow school rules in all school environments including excursions
- Be responsible digital citizens
- Voice concerning any important issues
- Vessels of raising funds for various school activities
- Involvement in the management of their educational process
- Build relationships other stakeholders such as the educators, board of governance, the government/ ministry, the community

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
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2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
5	III.A.	Areas of Focus: -- Select below --:	\$0.00
Total:			\$0.00