Norman S. Edelcup/Sunny Isles Beach K 8

2022-23 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: 7/15/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2021-22 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	2021-22: A (73%) 2018-19: A (73%) 2017-18: A (76%)
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	N/A
* 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.](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

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Mesa, Melissa	Principal	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. Critical responsibilities and duties of the principal include: • 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
Martinez, Paola	Assistant Principal	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.
Tapia, Alissa	Assistant Principal	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,

Name	Position Title	Job Duties and Responsibilities
		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.
Aguilar, Haydee	Curriculum Resource Teacher	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	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.
Ruiz, Monique	School Counselor	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, investigating incidents, documenting findings, contacting proper authorities and conforming to legal requirements and regulations. • Create partnerships with parents and community. • Collaborate and develop master schedule.

Demographic Information

Principal start date
Friday 7/15/2022, Marc Schwam W

Number of teachers with a 2022 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.*

60

Number of teachers with a 2022 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.*

44

Total number of teacher positions allocated to the school

115

Total number of students enrolled at the school

2,117

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

12

Identify the number of instructional staff who joined the school during the 2022-23 school year.

15

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	213	252	254	272	253	269	283	264	270	0	0	0	0	2330
Attendance below 90 percent	0	47	41	47	44	43	44	59	65	0	0	0	0	390
One or more suspensions	0	0	0	0	0	0	8	16	12	0	0	0	0	36
Course failure in ELA	0	1	10	27	15	8	17	14	2	0	0	0	0	94
Course failure in Math	0	1	2	13	8	12	29	16	19	0	0	0	0	100
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	14	24	37	51	57	53	0	0	0	0	236
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	27	33	44	23	26	0	0	0	0	163
Number of students with a substantial reading deficiency	0	3	23	60	42	49	72	75	91	0	0	0	0	415

Using the table above, complete the table below with the number of students by current grade level who have 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	2	7	26	29	29	54	48	38	0	0	0	0	233

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
---	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	4	16	0	0	10	4	0	0	0	0	0	38
Students retained two or more times	0	0	0	2	0	0	5	1	1	0	0	0	0	9

Date this data was collected or last updated

Monday 9/12/2022

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	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		
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	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	0	57
Students retained two or more times	0	0	0	1	0	0	3	4	0	0	0	0	0	8

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	220	229	236	235	250	260	253	259	238	0	0	0	0	2180
Attendance below 90 percent	45	43	41	50	45	35	65	67	79	0	0	0	0	470
One or more suspensions	0	0	0	0	0	4	20	12	40	0	0	0	0	76
Course failure in ELA	0	8	23	21	7	6	24	2	1	0	0	0	0	92
Course failure in Math	0	2	6	15	11	19	22	21	21	0	0	0	0	117
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	38	39	41	60	56	47	0	0	0	0	281
Level 1 on 2019 statewide FSA Math assessment	0	0	0	35	33	38	24	27	40	0	0	0	0	197
Number of students with a substantial reading deficiency	0	23	45	57	51	57	87	93	79	0	0	0	0	492
	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	6	13	43	31	41	54	41	60	0	0	0	0	289

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	0	4	4	14	0	0	10	4	2	0	0	0	0	38
Students retained two or more times	0	0	0	2	0	0	5	2	0	0	0	0	0	9

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	72%	62%	55%				79%	63%	61%
ELA Learning Gains	65%						73%	61%	59%
ELA Lowest 25th Percentile	56%						67%	57%	54%
Math Achievement	79%	51%	42%				86%	67%	62%
Math Learning Gains	78%						73%	63%	59%
Math Lowest 25th Percentile	76%						63%	56%	52%
Science Achievement	62%	60%	54%				69%	56%	56%
Social Studies Achievement	82%	68%	59%				81%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	72%	60%	12%	58%	14%
Cohort Comparison		0%				
04	2022					
	2019	74%	64%	10%	58%	16%
Cohort Comparison		-72%				
05	2022					
	2019	71%	60%	11%	56%	15%
Cohort Comparison		-74%				
06	2022					
	2019	76%	58%	18%	54%	22%
Cohort Comparison		-71%				
07	2022					
	2019	71%	56%	15%	52%	19%
Cohort Comparison		-76%				
08	2022					
	2019	74%	60%	14%	56%	18%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	85%	67%	18%	62%	23%
Cohort Comparison		0%				
04	2022					
	2019	83%	69%	14%	64%	19%
Cohort Comparison		-85%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	81%	65%	16%	60%	21%
Cohort Comparison		-83%				
06	2022					
	2019	80%	58%	22%	55%	25%
Cohort Comparison		-81%				
07	2022					
	2019	75%	53%	22%	54%	21%
Cohort Comparison		-80%				
08	2022					
	2019	66%	40%	26%	46%	20%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	65%	53%	12%	53%	12%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-65%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	46%	43%	3%	48%	-2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	73%	4%	71%	6%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	63%	33%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	54%	44%	57%	41%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	46	59	55	53	70	62	31	62			
ELL	59	66	55	74	77	73	57	67	83		
ASN	47	54		79	92						
BLK	64			73							
HSP	65	64	57	68	74	74	52	77	79		
MUL	89	75		89	100						
WHT	77	66	54	86	80	79	71	85	89		
FRL	69	66	57	76	79	75	63	75	80		
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		
ASN	79	82		93	73						

	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
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	718
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	67
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	68

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	69
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	88
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

2022 data findings:
The 2021 and 2022 FSA ELA and Math school achievement comparison data demonstrate an increase in the school achievement from 3rd to 5th grade in both ELA and Math. The ELA school achievement in grades 3-5 increased an average of 9 percentage points and the school Math achievement increased an average of 8 percentage points in grades 3-5. The ELA Achievement in grades 6-8 decreased an average of 16 percentage points and the Math Achievement decreased by an average of 8 percentage points in grades 6-8.
The 2021 to 2022 school NGSSS Science Assessment in grades 5 & 8 demonstrates an average increase of 1 percentage point in school achievement.
The 2021 to 2022 school Grade 7 Civics EOC comparison demonstrates an 11 percentage point increase in school achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2022 state assessments, the majority of our ELA Subgroups Learning Gains decreased 1-3 percentage points. Students with Free and Reduced lunch increased their achievement levels by 3 percentage points, ELL students decreased by 3 percentage points. ASN decreased by 24 percentage points, HSP decreased by 1 percentage point, MUL decreased by 3 percentage points and WHT maintained the same achievement percentage.

Data demonstrates an overall increase in subgroups for Math Achievement and Math LG. The focus will remain on this area in an effort to meet achievement levels achieved in school years (2018-2019).

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 2022 state assessments, showed the most improvement?

Based off progress monitoring and 2022 state assessments, 4 areas showed the most improvement. Data indicates a significant Math Achievement and Math LG. Overall Math Achievement increased on an average 11 percentage points in grades 3 through 8. Math LG in all subgroups increased 36 percentage points on an average. MS Accelerated Algebra increased 20 percentage points.
Civics increased 11 percentage points when compared to the 2021 state assessments.

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, Aligning resources to small group instruction, Tackling OPM data , making adjustments to groups as data becomes available 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 STEAM-based clubs.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-22 ELA FSA School proficiency report, data demonstrates various subgroups the ELA achievement for ELL students decreased 3 percentage points (62% to 59%) . The ASN decreased by 24 percentage points (66% to 47%), HSP decreased by 1 percentage point (66% to 65%), MUL decreased by 3 percentage points (92% to 89%) and WHT maintained the same achievement percentage of 77% when compared to the 2020-2021 FSA ELA school achievement. The 2022 Science data reveals a 1 percentage point decrease (53% to 52%) in the HSP subgroup when compared to the 2021 Science school state assessment achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiated instruction there will be an increase of 3% in Grades 3-8 Reading and Math as evidenced by 2022-2023 state assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team (Ms. Melissa Mesa, Principal, Ms. Alissa Tapia, Assistant Principal, Ms. Paola Martinez, Assistant Principal and Mr. Frank Torres, 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: Describe the evidence-based strategy being	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.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The data reveals 2021-22 ELA FSA School proficiency report, data demonstrates various subgroups the ELA achievement for ELL students decreased 3 percentage points (62% to 59%) . The ASN decreased by 24 percentage points (66% to 47%), HSP decreased by 1 percentage point (66% to 65%), MUL decreased by 3 percentage points (92% to 89%) and WHT maintained the same achievement percentage of 77% when compared to the 2020-2021 FSA ELA school achievement. The 2022 Science data reveals a 1 percentage point decrease (53% to 52%) in the HSP subgroup when compared to the 2021 Science school state assessment achievement. The rise in school diversity within our community calls for teachers to meet individual learning needs. Differentiated instruction will allow our teachers to meet meeting individual learning needs by considering students' readiness, interest, learning styles while ensuring that all students master essential knowledge, concepts, and skills remain the same for every student.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During Phase II of the SIP (August 22 - October 14, 2022), 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 22- October 14, 2022), 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 22- October 14, 2022), 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 III of the SIP (October 31-December 16, 2022), 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 (October 31-December 16, 2022),the leadership team will provide sustainment of targeted groups, and scaffolding support in preparation for standardized assessment.

Person Responsible	Alissa Tapia (alitapia2@dadeschools.net)

#2. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-22 Reading and Math FSA School proficiency report, data reveals Grades 3-8 FSA ELA achievement remained at 72% when compared the the 2021-22 FSA ELA school achievement. In Math the overall Math School achievement increased 9% when compared the the 2021-22 FSA Math school achievement. Collaborative planning will provide teachers the opportunity to work together and apply targeted data driven instruction promote effective further collaboration.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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% in Reading and Math Grades 3-8 proficiency as evidenced by 2022-2023 state assessment in June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team (Ms. Melissa Mesa, Principal, Ms. Alissa Tapia, Assistant Principal, Ms. Paola Martinez, Assistant Principal and Mr. Frank Torres, 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: Describe the evidence-based strategy being implemented for this Area of Focus.	Standards-Based Collaborative Planning 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 upon collectively and connections between goals to be leveraged to deliver expedited school improvement.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

According to the 2021-22 Reading and Math FSA School proficiency report, data revealed Grades 3-8 FSA ELA achievement remained at 72% when compared the the 2021-22 FSA ELA school achievement. In Math the overall Math School achievement increased 9% (70% to 79%) when compared the the 2021-22 FSA Math school achievement. Science demonstrated an increase of 1 percentage point on the Science state assessment. Since teachers play a pivotal role in the implementation of a lesson plan, collaborative planning will provide teachers the opportunity to attain a 3% increase on the overall school achievement in the 2022-23 Reading, Math and Science state assessment by June 2023.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During Phase II of the SIP (August 22- October 14, 2022), the Leadership Team will ensure weekly, high yield strategies to achieve learning gains and provide support for struggling students.

Person Responsible Alissa Tapia (alitapia2@dadeschools.net)

During Phase II of the SIP (August 22- October 14, 2022), 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 22- October 14, 2022), 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 II of the SIP (August 22- October 14, 2022), the Leadership Team will conduct monthly data-chats with teachers during collaborative planning to monitor data-driven instruction.

Person Responsible Melissa Mesa (pr0092@dadeschools.net)

During Phase III of the SIP (October 31-December 16, 2022), the Leadership Team will develop a schedule of events to improve the school climate through monthly team-building experiences.

Person Responsible Paola Martinez (pfmartinez@dadeschols.net)

During Phase III of the SIP (October 31-December 16, 2022), the Leadership Team will conduct focus group to analyze and monitor student performance data quarterly to determine student needs, planning, and decision-making to address learning barriers.

Person Responsible Haydee Aguilar (haydeeaguilar@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-22 School Climate Survey feedback 46% of stakeholders Strongly Agreed that morale is high at our school, in comparison to 43% during the 2020-21 School Climate Survey feedback, this indicates a increase of 3 percentage points. This data indicates there is a critical need to increase staff morale. Developing a culture where students, staff and families work together will promote a healthy development of engaged, self-aware, caring, respectful and responsible academic achievers.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Empowering Teachers and Staff, our staff morale will increase 10 percentage points (for a total of 56%) in the 2022-2023 Climate survey by June 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team (Ms. Melissa Mesa, Principal, Ms. Alissa Tapia, Assistant Principal, Ms. Paola Martinez, Assistant Principal and Mr. Frank Torres, Assistant Principal), will survey teachers to garner ideas on initiatives/strategies/systems they would like to have implemented in our school. Based on survey responses, teachers will volunteer to lead different initiatives and showcase their leadership skills. 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.
Person responsible for monitoring outcome:	Melissa Mesa (pr0092@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy	Within the area of focus of Positive Culture and Environment, we will focus on Empowering students, teachers and staff to ensure that our teachers have a voice and can participate in the decision-making process 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.

being implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Nurturing SEL competencies to empower 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.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During Phase II of the SIP (August 22- October 14, 2022), 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 22 - October 14, 2022), 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 22- October 14, 2022), 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 22 - October 14, 2022), 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 (October 31-December 16, 2022), the Administrative Team will celebrate quarterly student accomplishments to enhance student morale and motivate teacher involvement.

Person Responsible	Melissa Mesa (pr0092@dadeschools.net)

During Phase III of the SIP (October 31-December 16, 2022), the Administrative Team will Provide teachers with monthly opportunities to showcase their student's strengths to colleagues.

Person Responsible	Kelli Lumbi (klumbi@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Data from the 2021-22 School Climate Survey indicates 43% of our school personnel strongly agrees the administration team works as a team. To increase this percentage, we selected Shared Leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff. Promoting a culture of continuous improvement within a safe and secure environment will maximize staff & student potential.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	If the administration team successfully implements a Targeted Shared Leadership Team, there will be an increase of 5% in our school personnel strongly agreeing the administration team works as a team as evidenced by the 2022-23 School Climate Survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Leadership Team (Ms. Melissa Mesa, Principal, Ms. Alissa Tapia, Assistant Principal, Ms. Paola Martinez, Assistant Principal and Mr. Frank Torres, Assistant Principal), will implementation of targeted shared leadership teams, an additional 10% of the staff will strongly agree with the statement that the administration team works as a team by the mid-year point of the school year.
Person responsible for monitoring outcome:	Melissa Mesa (pr0092@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The Targeted Element of Shared Leadership will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating Committee Experts that include various stakeholders in the decision-making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The focus on Shared Leadership will support addressing the critical needs within our school. The data reveals 43% of school personnel strongly agree the administration team works as a team. To increase this percentage by 5%, we selected shared leadership because it will create teams of leaders that will share the principal's vision and mission in a positive manner with the staff.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During Phase II of the SIP (August 22- October 14, 2022), 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 22 - October 14, 2022), the Leadership Team will conduct data-chats with teachers during collaborative planning to monitor data driven decisions.

Person Responsible   Paola Martinez (pfmartinez@dadeschols.net)

During Phase II of the SIP (August 22 - October 14, 2022), the Leadership Team will conduct quarterly professional development opportunities for teachers on the various elements aligned to the effective targeted decision process.

Person Responsible   Haydee Aguilar (haydeeaguilar@dadeschools.net)

During Phase II of the SIP (August 22 - October 14, 2022), 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 22 - October 14, 2022), 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 (October 31-December 16, 2022), 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 III of the SIP (October 31-December 16, 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   Paola Martinez (pfmartinez@dadeschols.net)

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement   List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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