

Miami-Dade County Public Schools

North Beach Elementary School



2016-17 Schoolwide Improvement Plan

North Beach Elementary School

4100 PRAIRIE AVE, Miami Beach, FL 33140

<http://northbeach.schoolwires.com>

School Demographics

| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Elementary School PK-5 | No | 31% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 54% |

School Grades History

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

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for North Beach Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

North Beach Elementary will develop internationally minded, independent, healthy, active, life-long learners by creating a global community. The teachers, students, staff and families will actively engage in implementing a curriculum that promotes and supports inquiry as a basis for an international education, developing knowledgeable, open minded, and caring individuals. Our students will be encouraged to positively impact the world as tolerant individuals who understand, accept, and respect inter-cultural differences.

b. Provide the school's vision statement.

North Beach Elementary will educate the whole child. We are committed to fostering responsible citizens of the world who will enjoy being life-long learners. We are also committed to preparing our students to meet the challenges of tomorrow.

2. School Environment

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

North Beach Elementary strives to keep all stakeholders informed and involved in their child's education. This community embraces the idea that "it takes a village to raise a child". Relationships are forged among teachers, students and parents that are on-going and lead to optimal student achievement. Upon registration a home language survey is given to parents so that we can support families through translators and multi-language support should they need it. Then as the year progresses there are many opportunities for parents to become involved with the school and share their expertise, background and culture, should they so desire. Additionally, students engage in cross curricular instruction within six International Baccalaureate (IB) interdisciplinary units of inquiry, which empowers students to research and share their individual cultures and heritage with the school community.

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

North Beach Elementary is an IB school where we create an environment based upon respect, cooperation and integrity. Beginning in PreKindergarten, students learn core values through IB Attitudes and Learner Profile. These attributes help to develop well-rounded internationally minded individuals. Emphasis is placed on respecting oneself, others and the school environment. Positive student actions are identified and recognized through our Student of the Month Ceremony and Jennifer Beth Turken Kindness Award. Teachers provide cooperative learning opportunities which encourage collaboration and respect towards others and their ideas. Teachers and students collaborate to develop essential agreements in order to maintain a safe learning environment throughout the school. Additionally, the school community has the presence of a school police liaison, who promote a safe school environment. In addition, we have full-time security and student safety patrol to foster a culture respect .

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

At North Beach Elementary teachers and students develop classroom essential agreements which are aligned with IB Learner Profile and Attitudes, as well as the Miami-Dade Student Code of Conduct, which will serve as a guide for behavioral expectations. Collaborative planning, the sharing of best practices and mentoring of new teachers ensure the implementation of positive classroom management techniques. Through differentiated instruction, teachers provide a productive and engaging instructional environment. Teachers participate in the Student Code of Conduct assemblies, opening of school meetings, in which the staff site handbook as well as the MDCPS employee handbook are reviewed in order to establish clear guidelines regarding student code of conduct and maintaining a safe learning environment.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

North Beach Elementary ensures the social-emotional needs of student are being met by utilizing the IB curriculum which promotes a well balanced lifestyle and positive self-concept. Children are given daily mini-lessons focusing on core values during morning announcements from the school counselor. Individual and group counseling are provided by our two school counselors, as well as, the school social worker as needed. North Beach promotes a culture of kindness as evident by the Jennifer Beth Turken Award which recognizes students monthly for random acts of kindness. North Beach Elementary also has a Kindness club that meets weekly with students in grades 2nd through 5th. The club works The Student of the Month Award recognizes students who demonstrate actions which exemplify the IB Learner Profile. The friendship bench was donated as a result of North Beach's friendly environment, which is a physical place for children to sit, when they feel they need a friend to talk to.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

North Beach Elementary School monitors attendance, academic progress and school climate through a variety of mechanisms including: daily attendance bulletin, on-going formative and summative assessment, and student case management forms and the annual climate survey.

During the 2015-2016 school year:

5% of students demonstrated an attendance rate below 90%.

0 students were suspended.

Less than 1 % in English Language Arts (ELA) and Mathematics failed a ELA or Math course.

.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|----|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 15 | 9 | 10 | 5 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 4 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|----|---|---|---|---|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 2 | 5 | 4 | 0 | 3 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | |

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

Small group and differentiated instruction were utilized as intervention for targeted students who received a level 1 on the statewide ELA and Math assessment. Additionally, before and during school tutorial programs and computer assisted instruction were utilized to propel student achievement.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

North Beach Elementary ventures to build positive relationships with families and the community through it's parental involvement organizations, North Beach PTA and Friends of North Beach. These two groups support the school through monthly meetings and community based events to foster a relationship amongst all stakeholders inclusive of the Miami Beach Community. Additionally, North Beach involves new parents with the school by inviting them to attend a meeting the day before school begins to orient them with the layout, the expectaions, the IB Programme and what to expect. Returning parents along with new parents are all welcome on campus from the first day and are encouraged to participate in Friends and PTA as well as school and community based events. North Beach Elementary School ventures to communicate with the school community through a variety of mechanisms both technological and traditional. Letters, newsletters, and flyers are used to communicate with the community as well as Connect-Ed which records messages and then follows up with telephone calls to each stakeholder's home, Constant Contact which e-mails important school announcements to the school community, and the school web site.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

North Beach Elementary has developed strong ties with community partners. Local businesses support and reward student achievement through activities such as our Student of the Month breakfast sponsored by Roasters and Toasters, guest speakers during Health and Career Week, and scholarships awarded to outstanding fifth graders by local banks. This community embraces the idea that “it takes a village to raise a child”. Evidence of this is apparent in the two parental organizations: Friends of North Beach and Parent/Teacher Association (PTA) who assist in forging these relationships.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

| Name | Title |
|--------------------|---------------------|
| Fishman, Melanie | Principal |
| Townsley, Janine | Assistant Principal |
| Verite, Romy | Teacher, ESE |
| Gomez, Marilyn | Teacher, K-12 |
| Gonzalez, Maria T | Teacher, K-12 |
| Lozano, Jacqueline | Teacher, K-12 |
| Spagnola, Robert | Teacher, K-12 |
| Figarola , Lourdes | Teacher, K-12 |
| Adler , Jacqueline | Assistant Principal |
| Delgado, Marily | Teacher, K-12 |
| Melendez, Frances | School Counselor |
| Marmol, Marilyn | Teacher, K-12 |
| Green, Savitria | Teacher, K-12 |
| Monem , Teresa | Teacher, K-12 |
| Arias, Fabiola | Teacher, K-12 |

b. Duties

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

The school based leadership team is comprised of the following persons: Principal, Dr. Alice F. Quarles; Assistant Principals, Jacqueline Adler and Janine Townsley; IB Coordinator/Teacher and UTD Stewart Savitria Green; Guidance Counselor, Frances Melendez; ESE Teacher, Dina Clavijo; Grade Level Chairpersons, Terry Monem, Maria T. Gonzalez, Fabiola Arias, Marilyn Marmol, and Marily Delgado; Math Liaison, Robert Spagnola; Science Liaison, Jacqueline Lozano

Each team member fulfills the responsibility of their role. Administrators provide leadership and guidance, IB Coordinator provides guidance through the lens of the IB Programme, Guidance

Counselors, will provide input through the lens of mental health and well-being; Speech Therapists; ESE Teacher, Grade Level Chairs and Department Liaisons will be utilized for the expertise in their field; UTD Stewart will be utilized to assure contractual compliance and their expertise.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

North Beach Elementary's data based problem solving process involves the Leadership Team which addresses how the school can utilize the MTSS/ RtI process to differentiate assistance, monitor progress, data collection, data analysis, and problem solving. The Leadership Team and school psychologist will monitor academic and behavior interactions data, evaluating progress by addressing the following important questions: What will all students learn? (curriculum-based on standards); How will we determine if the students have learned? (common assessments); How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions); How will we respond when students have learned or already know? (enrichment opportunities). To begin to answer these important questions, staff will gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. Additionally, they will conduct regular team meetings and maintain communication with staff for input and feedback, as well as updating them on procedures and progress. The team will develop a support process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions and provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery using formative data. The team will also assist with monitoring and responding to the needs of subgroups within the expectations for Annual Measurable Objectives (AMOs) and students falling in the lowest quartile and not responding to specific interventions over the period of implementation. The school also receives additional support through the following personnel: School Psychologist Ana Stilwell Kohulkasocial, social worker Ms. Maria Arisso, speech therapist Mrs. Ginette Pirallo, and reading Coaches Julie Basner, and Pearl Chester

Furthermore, the Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. They will monitor the fidelity of the delivery of instruction and intervention. Based upon student data, levels of support and interventions will be provided to remediate specific student deficiencies.

Title III

North Beach Elementary School receives Title III funds which are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-5)
- reading and supplementary instructional materials(K-5)
- cultural supplementary instructional materials (K-5)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools

to be used by ELL students and recently arrived immigrant students (K-5th, RFP Process)

- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

Title X- Homeless

- When appropriate, North Beach Elementary School receives Title X funds from: Miami-Dade County Public Schools' School Board which approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- North Beach Elementary's school registrar receiving annual training on procedures and updates in regards to the enrollment of homeless students.
- In addition, North Beach Elementary school counselors receive annual training in the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements,.
- The school counselors are the School Homeless Liaisons and provide further details on the rights and services of students identified as homeless.

Violence Prevention Programs

- North Beach Elementary classroom teachers, school police liaison, and counselors annually implement the Safe and Drug-Free Schools Program, which addresses violence and drug prevention and intervention services for students through curriculum.
- North Beach Elementary counselors, teachers, and administrators receive Training on this program.
- NBE counselors focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami-Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which

bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

- Administrators or designees are required to begin any investigation of bullying or harassment within 24

hours of an initial report. North Beach Elementary annually trains all staff, students, and parents and volunteers. North Beach Elementary implements 5 curriculum lessons on Bullying and Violence Prevention

per grade level Pre-K thru 5th.

Nutrition Programs

1) North Beach Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.

Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the

Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Health Connect In Our Schools

- North Beach Elementary School has also benefitted from Health Connect Services.

- Health Connect in Our Schools (HCiOS) offers North Beach Elementary a coordinated level of school-based

healthcare which integrates education, medical and/or social and human services on school grounds.

- North Beach Elementary is staffed by a full time nurse and a School Social Worker (shared between schools).

- HCiOS provides North Beach Elementary with services that reduces or eliminate barriers to care, connects

eligible students with health insurance and a medical home, and provides care for students who are not

eligible for other services.

- North Beach Elementary's partnership with HCiOS enhances the health education activities.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-----------------------------|----------------------------|
| Alice F. Quarles | Principal |
| Savitria Green | Teacher |
| Marilyn Marmol | Teacher |
| Terri Monem | Teacher |
| Michele Rivera | Teacher |
| Lourdes West | Teacher |
| Anat Schwartzbaum | Teacher |
| Karen Edelstein | Parent |
| Lori Nieder | Parent |
| Guiselle Castillo | Education Support Employee |
| Susan Schaffer | Business/Community |
| Julie Basner | Parent |
| Leslie Tobin | Parent |
| Eric Chavez | Student |
| Olivia Moore | Student |
| Alice Haxton | Teacher |
| Diana Breslow | Parent |
| Christine Klingspor -Grieco | Parent |
| Farid Suleman | Business/Community |

b. Duties

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

a. Evaluation of last year's school improvement plan

The school improvement plan was given to each SAC member to peruse, review and discuss. A unanimous consensus was reached based on the reflection of last year's SIP.

b. Development of this school improvement plan

The SAC participated in the development of the 2016-2017 SIP as stipulated in the minutes of the SAC meetings.

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

The school annual budget has generated: 1 Principal, 2 Assistant Principals, 50 Classroom Teachers, 4 Spanish Teachers, 2 Counselors, 1.6 Art and Music Teachers, 2.3 Physical Education Teachers, 1 ESOL Teacher, 2 Special Education Teachers, 1 Media Specialist, 4 Office Personnel, 7 Custodial Workers, and 8 Cafeteria Workers. After these positions were accounted for the remaining funds were used for hourly teachers for tutorials, substitute teachers, and supplies. This budget was reviewed with the SAC and their input was considered.

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

Last year, the SAC used the amount of \$5177. The total amount was used to secure supplemental materials for intervention and enrichment support occurring during school.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

| Name | Title |
|--------------------|--------------------------|
| Fishman, Melanie | Principal |
| Townsley, Janine | Assistant Principal |
| Arisso, Maria | Attendance/Social Work |
| Verite, Romy | Teacher, ESE |
| Gonzalez, Maria T | Teacher, K-12 |
| Green, Savitria | Teacher, K-12 |
| Lozano, Jacqueline | Teacher, K-12 |
| Spagnola, Robert | Teacher, K-12 |
| Figarola , Lourdes | Teacher, K-12 |
| Haxton, Alice | Instructional Technology |
| Arias, Fabiola | Teacher, K-12 |
| Melendez, Frances | School Counselor |
| Delgado, Marily | Teacher, K-12 |
| Adler , Jacqueline | Assistant Principal |
| Marmol, Marilyn | Teacher, K-12 |

b. Duties

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

The major initiative of the LLT this year is to adjust the reading/writing curricular materials to align with the CCSS and the IB standards. The LLT also develops the grade level focus calendars and make adjustments using topic assessments and iReady results. To accomplish these tasks the team meets monthly.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Efforts are made to establish a weekly common planning time. These weekly sessions provide opportunities for collaborative planning and the sharing of best practices within the grade level. Quarterly, vertical planning occurs with core curricular areas. The promotion of PLC across grade levels to encourage best practices and cooperation amongst staff.

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

1. Regular meetings with new teachers and the principal- Principal is responsible
2. Partnering new teachers with veteran staff- Assistant Principals are responsible
3. Soliciting referrals from district staffing specialist, other administrators and from current staff members- Principal is responsible.
4. Serving as a host school for student internships from local universities- Assistant Principals are responsible

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

Romy Verite ELEM ED Kindergarten - Teacher is new to school and will be partnered with Mrs. Fernandez to assist her with curriculum planning, and instruction for kindergarten students.

Gabriella Barona ELEM ED First Grade - Teacher is new to the school and will be partnered with Mrs. Galan to assist her with curriculum planning, and instruction for first grade students.

Lourdes West ELEM ED Second Grade - Teacher is new to the grade level and will be partnered with Mrs. Mrs. Arias to assist her with curriculum planning, and instruction for second grade students.

Lillian Santiago ELEM ED Second Grade - Teacher is new to the grade level and will be partnered with Mrs. Gyory to assist her with curriculum planning, and instruction for second grade students.

Evelyn Fernandez ELEM ED Third Grade - Teacher is new to the school. She will be partnered with Mrs. Delgado to assist her with curriculum planning, and instruction for third grade students.

Jessica Jimenez - ELEM ED Third Grade - Teacher is new to the grade level. She will be partnered with Ms. Burns to assist her with curriculum planning, and instruction for third grade students.

Yeini Fontanilles - ELEM ED Fourth Grade - Teacher is new to the grade level. She will be partnered with Ms. Maione to assist her with curriculum planning, and instruction for fourth grade students.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

North Beach utilizes the core instructional programs, materials and texts adopted by Miami-Dade County Public Schools. The Reading/Language Arts, Math, and Science Departments of the district have developed pacing guides that enable teachers to assure that the curricula is aligned with the Florida Standards. Supplemental work is gathered and correlated to the Item Specs and benchmarks as a method of confirming that all students receive sufficient instruction in order to succeed on State wide tests. Collaborative planning, assessment of student data, and differentiated instruction along with IB units of study support alignment of Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

North Beach Elementary uses data from grade level developed assessments to ascertain student performance. Analysis of this data will determine the student need for intervention or acceleration. Teachers will use collaborative planning, to develop lesson plans for interventions and accelerations based on student performance. Students will then be grouped based on need and lessons will be implemented for their differentiated instruction. Examples of differentiated instruction are: small group instruction such as guided reading and book studies, reading plus, reflex math, IXL, Gizmo's, iReady, as well as more in depth inquiries into content areas.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 10,800

North Beach engages students in both tutorial and enrichment activities beyond the school day each day depending on student interest, need, and availability. Students can be found on campus on any given day for approximately an hour of instruction that is intended to meet their area of interest or concern.

Strategy Rationale

These activities will allow students to reach their highest proficiency level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fishman, Melanie, pr3741@dadeschools.net

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

Data is collected on an on-going basis by facilitators of the program. It is analyzed by the facilitator, and leadership team to assure that the child's needs are being met. If the student is not responding to intervention, modifications of material or instructional facilitator may be altered to better meet the needs of the child.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Interested parents can elect to attend North Beach for the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Parents supplement this state funded program to assist the school in

providing a full day VPK IB Programme to our students. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This assists in transitioning students to the North Beach Family and provides young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

For those students not enrolled in our in-house VPK Program, prior to transitioning into kindergarten, many parents visit North Beach Elementary School to orient themselves and their students with the lay-out of the building and become familiar with the school. Furthermore, an orientation meeting is held for incoming kindergarten parents and students where kindergarten standards and expectations are reviewed and distributed. It is at this time that parents are introduced to and invited to become members of the North Beach PTA and Friends of North Beach. As students register for kindergarten the office provides the parents with a calendar of activities to promote student learning during the summer as well as information about the school and its programs. This aids in transitioning students from pre-school to elementary school.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals


The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To build collaborative cross-curricular planning teams to enhance differentiated instruction, student collaborative conversation and critical and creative thinking .

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To build collaborative cross-curricular planning teams to enhance differentiated instruction, student collaborative conversation and critical and creative thinking . 1a

G087874

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------|---------------|
| AMO Math - Hispanic | 88.0 |
| AMO Math - SWD | 66.0 |
| AMO Math - ED | 84.0 |
| AMO Reading - All Students | 88.0 |
| AMO Reading - African American | 84.0 |
| AMO Reading - White | 92.0 |
| AMO Reading - SWD | 63.0 |
| AMO Reading - ED | 80.0 |
| FSA Mathematics Achievement | 97.0 |
| Math Gains | 86.0 |
| Math Lowest 25% Gains | 78.0 |
| FSA ELA Achievement | 94.0 |
| ELA/Reading Gains | 85.0 |
| ELA/Reading Lowest 25% Gains | 73.0 |
| FCAT 2.0 Science Proficiency | 76.0 |

Targeted Barriers to Achieving the Goal 3

- Effective Collaborative Planning
- Implementing differentiated instruction with fidelity.
- Increasing the rigor and higher order thinking skills in all content areas.
- Increasing the quality and quantity of collaborative conversation amongst stakeholders.
- Utilizing inquiry exploration, research, and investigations for the application of content knowledge.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common planning time, Professional Learning Communities (PLCS), Professional Development on Best Practices, Collaborative Conversations amongst stakeholders, Smart Boards, Computer Lab, Reading Wonders Series, I Ready, Go Math Series, Reflex Math, Gizmos, Reading Plus, International Baccalaureate Program Resources (IB)

Plan to Monitor Progress Toward G1. 8

Plan for and deliver rigorous instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. .

Person Responsible

Melanie Fishman

Schedule

Weekly, from 8/22/2016 to 6/9/2017

Evidence of Completion

1. Lesson Plans are developed for each grade level and modified with the appropriate level of rigor. 2. Professional development has concluded and grade level teams are effectively planning in a collaborative manner for rigorous instruction to increase student achievement. 3. Utilizing best practices from Professional Development has resulted in an increase in rigor of lesson plans developed for students. 4. The formative and summative assessments results will reflect increased student achievement.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. To build collaborative cross-curricular planning teams to enhance differentiated instruction, student collaborative conversation and critical and creative thinking . 1

G087874

G1.B1 Effective Collaborative Planning 2

B233642

G1.B1.S1 Implement effective planning in Reading, Writing, Math, and Science that is based on standards and student data to facilitate rigor and differentiated instruction to master course content and skills. 4

S246509

Strategy Rationale

Assessment data from the 2015-2016 indicates a need for increased rigor at North Beach Elementary. While North Beach has continued to be an "A" FSA data indicates a need for improvement in inferring knowledge and information. More effective collaborative planning will lead to greater rigor and differentiated instruction which will increase student academic performance.

Action Step 1 5

Provide professional development on best practices in collaborative planning and designate teachers as content area specialists by grade level based on their curricular strengths.

Person Responsible

Melanie Fishman

Schedule

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

Evidence of Completion

Sign in sheets, grade level meeting minutes and articles distributed to staff.

Action Step 2 5

Content area specialists will lead collaborative planning sessions and include the use of best practices, resources, and instructional strategies to develop effective lesson plans that will be delivered as appropriate.

Person Responsible

Melanie Fishman

Schedule

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

Evidence of Completion

Sign in sheets, grade level meeting minutes, and lesson plans

Action Step 3 **5**

Monitor weekly differentiated instruction driven by student data

Person Responsible

Melanie Fishman

Schedule

On 6/8/2017

Evidence of Completion

As described in the lesson plans; evidence through classroom walk-through observations

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

Monitor implementation of the lesson plans to identify model components of best practices developed during collaborative planning. Identify teachers in need of additional support and provide mentor-ship from grade level peers through observation.

Person Responsible

Melanie Fishman

Schedule

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

Evidence of Completion

Email communication amongst stakeholders. Walk through log.

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

Monitor for effectiveness and fidelity of collaborative planning through grade level meetings, walk through(s), and stakeholder conversations.

Person Responsible

Melanie Fishman







Schedule

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

Evidence of Completion

Walk through logs and grade level meeting sign in sheets.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|------------------|-------------------------------|---|--------------------|
| 2017 | | | | | |
| G1.B1.S1.MA1  M333232 | Monitor for effectiveness and fidelity of collaborative planning through grade level meetings, walk... | Fishman, Melanie | 8/22/2016 | Walk through logs and grade level meeting sign in sheets. | 6/8/2017 weekly |
| G1.B1.S1.MA1  M333233 | Monitor implementation of the lesson plans to identify model components of best practices developed... | Fishman, Melanie | 8/22/2016 | Email communication amongst stakeholders. Walk through log. | 6/8/2017 weekly |
| G1.B1.S1.A1  A319924 | Provide professional development on best practices in collaborative planning and designate teachers... | Fishman, Melanie | 8/22/2016 | Sign in sheets, grade level meeting minutes and articles distributed to staff. | 6/8/2017 weekly |
| G1.B1.S1.A2  A319925 | Content area specialists will lead collaborative planning sessions and include the use of best... | Fishman, Melanie | 8/22/2016 | Sign in sheets, grade level meeting minutes, and lesson plans | 6/8/2017 weekly |
| G1.B1.S1.A3  A319926 | Monitor weekly differentiated instruction driven by student data | Fishman, Melanie | 8/22/2016 | As described in the lesson plans; evidence through classroom walk-through observations | 6/8/2017 one-time |
| G1.MA1  M333234 | Plan for and deliver rigorous instruction that is based on standards and/or specific course... | Fishman, Melanie | 8/22/2016 | 1. Lesson Plans are developed for each grade level and modified with the appropriate level of rigor. 2. Professional development has concluded and grade level teams are effectively planning in a collaborative manner for rigorous instruction to increase student achievement. 3. Utilizing best practices from Professional Development has resulted in an increase in rigor of lesson plans developed for students. 4. The formative and summative assessments results will reflect increased student achievement. | 6/9/2017 weekly |

V. Professional Development Opportunities

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

G1. To build collaborative cross-curricular planning teams to enhance differentiated instruction, student collaborative conversation and critical and creative thinking .

G1.B1 Effective Collaborative Planning

G1.B1.S1 Implement effective planning in Reading, Writing, Math, and Science that is based on standards and student data to facilitate rigor and differentiated instruction to master course content and skills.

PD Opportunity 1

Provide professional development on best practices in collaborative planning and designate teachers as content area specialists by grade level based on their curricular strengths.

Facilitator

Dr. Alice F. Quarles, Mrs. Janine Townsley, Mrs. Jacqueline Adler

Participants

Teachers

Schedule

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

PD Opportunity 2

Content area specialists will lead collaborative planning sessions and include the use of best practices, resources, and instructional strategies to develop effective lesson plans that will be delivered as appropriate.

Facilitator

Grade Level Chairpersons, Dr. Alice F. Quarles, and Mrs. Janine Townsley

Participants

Teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

| | | | | | | |
|--------|-------------|--|---|----------------|-----|-------------|
| 1 | G1.B1.S1.A1 | Provide professional development on best practices in collaborative planning and designate teachers as content area specialists by grade level based on their curricular strengths. | | | | \$41,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | | | 3741 - North Beach Elementary School | General Fund | | \$1,000.00 |
| | | | Notes: Professional Development Materials and substitutes | | | |
| | | | 3741 - North Beach Elementary School | Other | | \$40,000.00 |
| | | | Notes: Literacy Coaches | | | |
| 2 | G1.B1.S1.A2 | Content area specialists will lead collaborative planning sessions and include the use of best practices, resources, and instructional strategies to develop effective lesson plans that will be delivered as appropriate. | | | | \$0.00 |
| 3 | G1.B1.S1.A3 | Monitor weekly differentiated instruction driven by student data | | | | \$0.00 |
| Total: | | | | | | \$41,000.00 |