

Miami-Dade County Public Schools

North Beach Elementary School



2017-18 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)	2016-17 Title I School	2016-17 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	53%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for North Beach Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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. As the year progresses, there are many opportunities for parents to become involved with the school and share their expertise, background and culture. 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 promotes 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 Student of the Month Award recognizes students who demonstrate actions which exemplify the IB Learner Profile. The friendship benches were 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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 2016-2017 school year:

0% of students demonstrated an attendance rate below 90%.

0% students were suspended.

1 % of students showed a course failure in English Language Arts (ELA) and Mathematics

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	3	4	2	0	2	2	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	3	2	7	7	14	15	0	0	0	0	0	0	0	48

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	3	2	3	2	20	15	0	0	0	0	0	0	0	45

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 and 2 on the statewide FSA 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

No

1. PFEP Link

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

2. Description

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 Elementary 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 expectations, the IB Program 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 of North Beach 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, Interim Reports, International Baccalaureate report cards, 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, Darren Buckner Martial Arts, etc. In addition, local businesses

participate as guest speakers during Cultural Arts Day and Career Week. Local businesses also provide field trip scholarships for underprivileged students. 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

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
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
Green, Savitria	Teacher, K-12
Monem , Teresa	Teacher, K-12
Schwartzbaum, Anat	Teacher, K-12
Fernandez, Adriana	Teacher, K-12
Basner, Julie	Teacher, K-12
Chester, Pearl	Teacher, K-12
Hankin, Rachel	School Counselor
Haxton, Alice	Instructional Media

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 Counselors: Frances Melendez and Rachel Hankin; ESE Teacher, Dina Clavijo; Grade Level Chairpersons: Adriana Fernandez, Teresa Monem, Lourdes West, Marily Delgado, Marilyn Gomez, and Anat Schwartzbaum, Math Liaison, Robert Spagnola; Science Liaison, Jacqueline Lozano; Reading Coaches: Julie Basner and Pearl Chester; Instructional Media Personnel, Alice Haxton

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

Counselors will provide input through the lens of mental health and well-being; ESE Teacher, Grade Level Chairs, Department Liaisons, Reading Coaches and Instructional Media Personnel will be utilized for the knowledge in their field to support academic rigor; 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/ Rtl 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 Kohulkal; social worker, Ms. Maria Arisso; speech therapist, Ms. Ariella Pomper; 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 Learners (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 ELL and content area teachers
- Coaching and mentoring for ELL 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, The Homeless Education Program at 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 at North Beach Elementary seeks to ensure a successful educational experience for homeless.

children by collaborating with parents, schools, and the community.

- The Homeless Education Program assists the schools with the identification, enrollment, attendance, and

transportation of homeless students. North Beach Elementary is eligible to receive services and will do so

upon identification and classification of a student as homeless.

- North Beach Elementary's school registrar receives 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.

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.

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

Health Connect In Our Schools

- North Beach Elementary School also benefits 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
Terri Monem	Teacher
Michele Rivera	Teacher
Lourdes West	Teacher
Anat Schwartzbaum	Teacher
Guiselle Castillo	Education Support Employee
Susan Schaffer	Business/Community
Julie Basner	Parent
Alice Haxton	Teacher
Diana Breslow	Parent
Christine Klingspor -Grieco	Parent
Farid Suleman	Business/Community
Alexia Karpawich	Student
Nicholas Schaffer	Student
Rachel Weissman	Parent
Alex Ackerhalt	Parent
Raquel Maione	Teacher
Leslie Tobin	Parent
Darren Buckner	Business/Community
Maribel Rosario	Education Support Employee

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The 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 2017-2018 SIP as stipulated in the minutes of the SAC meetings. The SIP reflects the current area in need of growth and improvement.

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

The school annual budget has generated: 1 Principal, 2 Assistant Principals, 50 Classroom Teachers, 3 Spanish Teachers, 2 Counselors, 2 Art and Music Teachers, 2 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 \$5174. 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
Verite, Romy	Teacher, ESE
Green, Savitria	Teacher, K-12
Lozano, Jacqueline	Teacher, K-12
Figarola , Lourdes	Teacher, K-12
Haxton, Alice	Instructional Technology
Melendez, Frances	School Counselor
Delgado, Marily	Teacher, K-12
Adler , Jacqueline	Assistant Principal
Schwartzbaum, Anat	Teacher, K-12
Fernandez, Adriana	Teacher, K-12
Rivero , Susan	Instructional Technology
Gomez, Marilyn	Teacher, K-12
Monem , Teresa	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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.

Yanell Sanchez ELEM ED Kindergarten - Teacher is new to the grade level and will be partnered with Mrs. Fernandez to assist her with curriculum planning, and instruction for kindergarten students.

Teresa Monem ELEM ED First Grade - Teacher is new to the grade level and will be partnered with Mrs. Ceballos to assist her with curriculum planning, and instruction for first grade students.

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

Maritere Gonzalez ELEM ED Second Grade - Teacher is new to the grade level and will be partnered with Mr. Rodriguez to assist her with curriculum planning, and instruction for second grade students.

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

Giovanna Rosas ELEM ED Second Grade - Teacher is new to the school and will be partnered with Mrs. Perez to assist her with curriculum planning, and instruction for second grade students.

Jeanie Temeyer 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.

Fabiola Bonnet Arias ELEM ED Third Grade - Teacher is new to the grade level and will be partnered with Mrs. Delgado to assist her with curriculum planning, and instruction for third grade.

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

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

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

Melanie Dotel ELEM ED Second Grade - Teacher is new to the school and will be partnered with Mrs.

Schwartzbaum to assist her with curriculum planning, and instruction for fifth grade students.

Lillian Santiago - ELEM ED Fourth Grade - Teacher is new to the grade level and will be partnered with Ms. Blumenthal to assist her with curriculum planning, and instruction for fifth 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, Coach Online, Reading Plus, Reflex Math, IXL, Gizmo's, IReady, MyOn, Ready LAFS, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

Based on the 2016-2017 FSA and FCAT Science 2.0, the data indicated that North Beach Elementary showed a positive increase in Proficiency, Learning Gains and Lowest 25% in both Reading and Math. NBE achieved the largest percentage growth in the category of lowest 25% in both Reading and Math.

Based on the data from the Science FCAT 2.0, NBE students have demonstrated a stagnant growth in the area of Nature of Science.

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.

The leadership team worked in conjunction with staff to address the areas of weakness and identify a plan of action. As a result to this feedback NBE has initiated a STEAM incentive from PreK- 5th Grade to reinforce the scientific concepts, develop hands on labs and reinforce the science benchmarks with an emphasis on scientific depth of knowledge. The feedback received from staff indicated a need to provide Professional Development to address multiple ways to effectively incorporate the category of Nature of Science when teaching science.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all students are given access to equitable STEAM focused rigorous curriculum and instruction, then student achievement will be increased.

Strategic Goals Detail

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

G1. If all students are given access to equitable STEAM focused rigorous curriculum and instruction, then student achievement will be increased. **1a**

G096794

Targets Supported **1b**

Indicator	Annual Target
FSA Mathematics Achievement	85.0
Math Gains	85.0
Math Lowest 25% Gains	80.0
FSA ELA Achievement	85.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal **3**

- Understanding how to effectively integrate problem based learning, STEAM concepts and International Baccalaureate program

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, Promethean boards, Computer Lab, Reading Wonders Series, IReady, Ready books, Coach series, 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 8/22/2017 to 6/9/2018

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 STEAM initiatives in a collaborative manner to incorporate 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

1 = Problem Solving Step  S123456 = Quick Key

G1. If all students are given access to equitable STEAM focused rigorous curriculum and instruction, then student achievement will be increased. 1

G096794

G1.B1 Understanding how to effectively integrate problem based learning, STEAM concepts and International Baccalaureate program 2

B260386

G1.B1.S1 Provide monthly professional development trainings to enhance STEAM instructional skills.

4

S275796

Strategy Rationale

Create opportunities for teachers to share best practices, participate and develop STEAM lessons.

Action Step 1 5

Provide job embedded professional development to enhance STEAM initiatives based on current needs of the grade level.

Person Responsible

Melanie Fishman

Schedule

Monthly, from 8/22/2017 to 6/8/2018

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 appropriately.

Person Responsible

Melanie Fishman

Schedule

Weekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

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

Action Step 3 5

Data driven differentiated instruction to address science benchmark and STEAM instruction

Person Responsible

Melanie Fishman

Schedule

Weekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Lesson plans; evidenced by classroom walk-throughs

Action Step 4 5

Train staff on STEAM online resources.

Person Responsible

Melanie Fishman

Schedule

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

Evidence of Completion

Sign in Sheets, agenda's, and implementation of on-line resources to provide differentiated instruction.

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

Monitor implementation of the lesson plans to identify STEAM initiative developed during collaborative planning. Identify teachers in need of additional support and provide mentorship from grade level peers through observations.

Person Responsible

Melanie Fishman

Schedule

Weekly, from 8/22/2017 to 6/8/2018

Evidence of Completion

Communication amongst stakeholders, walk-throughs log, grade level meeting

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

Monitor for effectiveness of STEAM planning through grade level meetings, walk-throughs and stakeholder conversations.

Person Responsible

Melanie Fishman

Schedule

On 6/8/2018

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
2018					
G1.B1.S1.MA1 M399037	Monitor for effectiveness of STEAM planning through grade level meetings, walk-throughs and...	Fishman, Melanie	8/22/2017	Walk-through logs, and grade level meeting sign in sheets.	6/8/2018 one-time
G1.B1.S1.MA1 M399038	Monitor implementation of the lesson plans to identify STEAM initiative developed during...	Fishman, Melanie	8/22/2017	Communication amongst stakeholders, walk-throughs log, grade level meeting	6/8/2018 weekly
G1.B1.S1.A1 A370690	Provide job embedded professional development to enhance STEAM initiatives based on current needs...	Fishman, Melanie	8/22/2017	Sign in Sheets, grade level meeting minutes and articles distributed to staff.	6/8/2018 monthly
G1.B1.S1.A2 A370691	Content area specialists will lead collaborative planning sessions and include the use of best...	Fishman, Melanie	8/22/2017	Sign in sheets, grade level meeting minutes and lesson plans.	6/8/2018 weekly
G1.B1.S1.A3 A370692	Data driven differentiated instruction to address science benchmark and STEAM instruction	Fishman, Melanie	8/22/2017	Lesson plans; evidenced by classroom walk-throughs	6/8/2018 weekly
G1.B1.S1.A4 A370693	Train staff on STEAM online resources.	Fishman, Melanie	8/21/2017	Sign in Sheets, agenda's, and implementation of on-line resources to provide differentiated instruction.	6/8/2018 monthly
G1.MA1 M399039	Plan for and deliver rigorous instruction that is based on standards and/or specific course...	Fishman, Melanie	8/22/2017	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 STEAM initiatives in a collaborative manner to incorporate 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.	6/9/2018 weekly

V. Professional Development Opportunities

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

G1. If all students are given access to equitable STEAM focused rigorous curriculum and instruction, then student achievement will be increased.

G1.B1 Understanding how to effectively integrate problem based learning, STEAM concepts and International Baccalaureate program

G1.B1.S1 Provide monthly professional development trainings to enhance STEAM instructional skills.

PD Opportunity 1

Provide job embedded professional development to enhance STEAM initiatives based on current needs of the grade level.

Facilitator

Savitria Green

Participants

Administrative, Instructional, and support staff.

Schedule

Monthly, from 8/22/2017 to 6/8/2018

PD Opportunity 2

Train staff on STEAM online resources.

Facilitator

Science Liaison (Jacqueline Lozano) and PD Liaison Savitria Green.

Participants

Instructional staff

Schedule

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

VI. Technical Assistance Items

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

G1. If all students are given access to equitable STEAM focused rigorous curriculum and instruction, then student achievement will be increased.

G1.B1 Understanding how to effectively integrate problem based learning, STEAM concepts and International Baccalaureate program

G1.B1.S1 Provide monthly professional development trainings to enhance STEAM instructional skills.

TA Opportunity 1

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 appropriately.

Facilitator

Savitria Green

Participants

Administrative, Instructional and Support staff.

Schedule

Weekly, from 8/22/2017 to 6/8/2018

TA Opportunity 2

Data driven differentiated instruction to address science benchmark and STEAM instruction

Facilitator

Science Liaison (Jacqueline Lozano), Grade Level Chairs

Participants

Instructional staff

Schedule

Weekly, from 8/22/2017 to 6/8/2018

VII. Budget

1	G1.B1.S1.A1	Provide job embedded professional development to enhance STEAM initiatives based on current needs of the grade level.				\$41,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Dade - 3741 - North Beach Elementary School - 2017-18 SIP
North Beach Elementary School

	5100	510-Supplies	3741 - North Beach Elementary School	General Fund		\$1,000.00
			<i>Notes: Professional Development Materials</i>			
	6000	130-Other Certified Instructional Personnel	3741 - North Beach Elementary School	Other		\$40,000.00
			<i>Notes: Literacy Coaches</i>			
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 appropriately.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3741 - North Beach Elementary School			\$0.00
3	G1.B1.S1.A3	Data driven differentiated instruction to address science benchmark and STEAM instruction				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3741 - North Beach Elementary School			\$0.00
4	G1.B1.S1.A4	Train staff on STEAM online resources.				\$0.00
					Total:	\$41,000.00