

Miami-Dade County Public Schools

North Beach Elementary School



2021-22 Schoolwide Improvement Plan

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North Beach Elementary School

4100 PRAIRIE AVE, Miami Beach, FL 33140

<http://northbeach.schoolwires.com>

Demographics

Principal: Melanie Fishman B

Start Date for this Principal: 6/27/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (76%) 2017-18: A (73%) 2016-17: A (78%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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<http://northbeach.schoolwires.com>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">28%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">53%</p>

School Grades History

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Fishman, Melanie	Principal	As the principal Ms. Fishman, guides the study of teaching and learning throughout the building while facilitating collaboration amongst all stakeholders. As the leader of the school, she fosters the relationships created between educators and students. Relationships between the school and the community are also nurtured to promote a diverse learning environment. As guardian of the school's culture Ms. Fishman plays an integral role in the success of educating of the whole child.
Adler , Jacqueline	Assistant Principal	Assistant principals wear a multitude of hats as they accomplish tasks daily. They support the principal in the administrative operation of a school. They may plan schedules for teachers or for testing. They may directly supervise lunch, hallways, special events. They evaluate teachers to ensure they are meeting all needs of students. They are usually tasked with handling student discipline.
Gil, Ana	Teacher, K-12	As part of the leadership team, Ms. Barona is tasked with assisting teachers as they plan, reflect, and assess with their students. She takes the time to work as a mentor with novice teachers to ensure that they are following all MDCPS protocols. She also serves as liaison with the parents and community members.
Figarola , Lourdes	Teacher, K-12	The PYP coordinator has an essential role in the commitment to collaborative planning, taking responsibility to ensure that pedagogical aspects are discussed, information is disseminated, and the program is planned, taught and assessed collaboratively. Along with the school's leadership team, the PYP coordinator is involved in the school-wide implementation and organization of the program. The PYP coordinator communicates directly with the faculty and is involved in the school's transdisciplinary planning, professional development and assisting with the needs of the teaching staff. Additionally, the PYP coordinator communicates with the school's administration.
Correa-Cespedes, Blanca	Assistant Principal	Assists Principal with daily school operation and curriculum instructional leadership. AP creates schedules for teachers or for testing. Compliance and teacher evaluations in meeting all needs of students.

Demographic Information

Principal start date

Wednesday 6/27/2018, Melanie Fishman B

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

24

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

48

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

950

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

6

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

2

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	123	148	154	149	164	183	0	0	0	0	0	0	0	921
Attendance below 90 percent	0	7	13	7	10	10	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	3	4	3	1	0	0	0	0	0	0	0	14
Course failure in Math	0	0	2	0	6	3	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	1	9	35	32	19	19	0	0	0	0	0	0	0	115

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	2	2	2	9	0	0	0	0	0	0	0	15

The number of students identified as retainees:

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

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	161	178	162	175	195	154	0	0	0	0	0	0	0	1025
Attendance below 90 percent	7	13	8	10	10	1	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	0	6	3	0	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	0	8	6	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	4	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	6	0	0	0	0	0	0	0	14

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	0	4	9	2	0	0	0	0	0	0	0	17

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				86%	62%	57%	85%	62%	56%
ELA Learning Gains				72%	62%	58%	71%	62%	55%
ELA Lowest 25th Percentile				63%	58%	53%	59%	59%	48%
Math Achievement				86%	69%	63%	88%	69%	62%
Math Learning Gains				81%	66%	62%	70%	64%	59%
Math Lowest 25th Percentile				65%	55%	51%	60%	55%	47%
Science Achievement				76%	55%	53%	79%	58%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	79%	60%	19%	58%	21%
Cohort Comparison						
04	2021					
	2019	87%	64%	23%	58%	29%
Cohort Comparison		-79%				
05	2021					
	2019	82%	60%	22%	56%	26%
Cohort Comparison		-87%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	80%	67%	13%	62%	18%
Cohort Comparison						
04	2021					
	2019	85%	69%	16%	64%	21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-80%				
05	2021					
	2019	87%	65%	22%	60%	27%
Cohort Comparison		-85%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	75%	53%	22%	53%	22%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Grades K-5 will use iReady Data AP1 for Fall, AP2 for Winter, and AP3 for Spring

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54.2	63.6	77.8
	Economically Disadvantaged	44.1	40.0	54.2
	Students With Disabilities	0	0	0
	English Language Learners	28.6	0	33.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42.7	58.2	79.7
	Economically Disadvantaged	31.6	32.2	57.6
	Students With Disabilities	0	0	0
	English Language Learners	16.7	0	33.3

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62.9	72.7	80.4
	Economically Disadvantaged	52.1	52.1	64.6
	Students With Disabilities	40	60	100
	English Language Learners	20	20	20
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47.6	65	79.6
	Economically Disadvantaged	43.8	47.9	63.8
	Students With Disabilities	0	60	60
	English Language Learners	0	20	20

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	79.4	85.8	87
	Economically Disadvantaged	69.6	76.1	75.6
	Students With Disabilities	28.6	42.9	42.9
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44.5	69.7	85.5
	Economically Disadvantaged	23.9	54.3	70.5
	Students With Disabilities	14.3	42.9	57.1
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65.9	75	77.3
	Economically Disadvantaged	53.3	55.6	57.8
	Students With Disabilities	32.0	40	40
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	56.0	72.2	83
	Economically Disadvantaged	28.9	53.3	68.9
	Students With Disabilities	32	40.0	56
	English Language Learners	0	0	0
	Grade 5			
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	69.8	81.9	87.9
	Economically Disadvantaged	65.7	74.3	80
	Students With Disabilities	20	60	60
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	59.8	73.3	88.6
	Economically Disadvantaged	47.1	62.9	79.4
	Students With Disabilities	20	60	60
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	54.0	0
	Economically Disadvantaged	0	42.0	0
	Students With Disabilities	0	40	0
	English Language Learners	0	33.0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	37	45		43	45						
ELL	69	55	54	65	56	35	61				
HSP	74	58	45	69	45	29	68				
MUL	100			90							
WHT	88	74	58	84	62		81				
FRL	66	60	46	56	37	32	60				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	43	52	56	57	62	50					
ELL	77	72	62	82	84	73	67				
ASN	90			90							
BLK	91			82							
HSP	81	73	66	83	80	65	68				
MUL	100			91							
WHT	90	72	54	89	83	67	84				
FRL	75	72	67	77	82	64	59				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	52	56		79	69						
ELL	70	67	55	80	64	47	53				
HSP	80	73	70	85	69	58	72				
WHT	90	68	43	91	71	59	85				
FRL	74	68	57	80	67	57	67				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	489
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	95
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

2019 data findings:

- The ELA Achievement for SWD students decreased by 9 percentage points.
- The Math Achievement for SWD students decreased by 22 percentage points.
- The ELL LG L25% increased by 26 percentage points.
- Science Achievement decreased by 3 percentage points.
- ELA and Math Learning Gains both demonstrated an increase across all grade levels.

2021- data findings:

2020-2021 FSA Assessment Data:

- The Math Proficiency level decreased by 9 percentage points.
- The ELA Proficiency level decreased by 4 percentage points.
- The Grade 2 proficient level increased by 1 percentage point.

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

2019 data findings:

- The SWD subgroup decreased by 9 percentage points in ELA and by 22 percentage points in Math.
- The Science Achievement decreased by 3 percentage points.

2021 data findings:

- The 2020-2021 FSA data demonstrated a decrease of 9 percentage points on the Math Assessment.

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

2019 data findings:

The school has been focusing on the need for standards-based learning. While we continue to focus on this, we will also begin to focus on the need to incorporate the appropriate skills to meet the needs of all students.

Teachers have been provided PD and monthly collaborative opportunities on how to develop and implement instructional strategies that address ESOL and SWD students' academic vocabulary, listening, speaking, reading, and writing skills. By using data and instructional platforms such as Imagine Learning, iReady, and Performance Matters, teachers will monitor student progress to determine impact of instruction on academic growth and language development. Teachers will engage in bi-weekly student data chats to review goals and potential for further growth.

2021 data findings:

The school has been focusing on the need to meet the needs of all students in all modalities. A shift was made to ensure that differentiation was occurring in all modalities to address the individual needs of all learners.

Teachers have been given the opportunity to effectively utilize innovative instructional programs to implement rigorous instruction and data platforms such as iReady and Performance Matters to disaggregate results and identify students' academic deficiencies. Teachers will collaborate during weekly grade level meetings to plan effective instruction and intervention that address student learning needs.

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

2019 data findings:

ELA L25% increased from 59 percentage points in 2018 to 63 percentage points in 2019.

Math Learning Gains increased from 70 percentage points in 2018 to 81 percentage points in 2019.

2021 data findings:

Third grade students increased 41 percentage points when comparing iReady Math AP1 to AP3 data. Fifth grade students increased 18 percentage points when comparing iReady ELA AP1 and AP3 data.

Students in fifth grade increased 28 percentage points when comparing iReady AP1 and AP3 data.

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

2019 data findings:

Teachers have been provided with opportunities to access and work with several data platforms (such as iReady and Performance Matters) that provide information on student academic data and will receive development on how to utilize the information to: Better recognize students who are academically deficient; Make instructional decisions that positively impact student academic progress.

2021 data findings:

Teachers have been provided development on how to design and implement classroom instructional activities that engage students in higher order and critical thinking utilizing innovative instructional programs. Through PD and grade level meetings, teachers will learn how to effectively apply Bloom's taxonomy of critical thinking to lesson planning, will collaborate and share best practices, will utilize progress monitoring to assess the impact of lessons on academic growth (iReady weekly lesson performance) and meet with students to share progress.

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

Differentiated Instruction, Standards- Based Learning, Data Driven Instruction, Collaborative Planning, and Intervention Programs

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

IN house PD will be provided to staff. Following is a list of the planned sessions, more sessions will be forthcoming. Data Driven Instruction-Turning Data into Action (8/21), Reading Horizons Discovery (9/21), and Reading Horizons Elevate (9/21).

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

Weekly collaborative planning session during grade level meetings, before and after school tutoring, intervention, and STEAM- based clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Differentiation. We selected this overarching area due to our findings that our ELL subgroups were decreasing in both ELA and Math. There was a 7 percentage point decrease in ELA and a 23 percentage point decrease in Math. It is evident that the focus of teaching and learning must shift to meet the needs of the individual learners in our classrooms. Teachers will incorporate data driven instruction to effectively differentiate to meet the needs of all learners.

Measurable Outcome: If we successfully implement Differentiation, then our ELL students will increase by 12 percentage points as evidenced by the 2022 Math State Assessment as well as an increase of 5 percentage point increase as evidenced by the 2022 ELA State Assessment.

Monitoring: Reflective process will be used to implement effective extension activities for differentiation. Teachers will demonstrate work in collaborative planning teams to examine critically and discuss standards-based learning expectations for ELL students while also developing and delivering extension and enrichment activities that address students' needs. Teachers implement the planned lesson and activities, record successes and challenges, and gather evidence of student learning. Teams review student work and discuss student understanding of the standards. Finally, teams reflect on the implications of the analysis of student work and discuss potential modifications to instructional and ELL strategies. Leadership Team will provide feedback to teachers as to the effect of lessons and activities and reflect together on the data that will lead changes that may help make a positive impact on learning.

Person responsible for monitoring outcome: Melanie Fishman (pr3741@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Differentiation, our teachers will focus in Data Driven Instruction. Teachers will implement the strategies and techniques learned while participating on the in house PD. This will be monitored through the completion of data chats with teachers.

Rationale for Evidence-based Strategy: Data driven instruction will ensure that the teachers are guiding instruction based on the individual needs of the students in the class. Data will provide teachers with a daily/weekly snapshot of the students progress and areas of needs. This will allow for effective planning.

Action Steps to Implement

Teachers should produce class data binders demonstrating students grouping.
9/8/21-9/10/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

Teachers should be observed creating data-driven lesson plans and instruction grouping based on data. Walkthroughs will help identify the effectiveness of data-driven instruction and how to further support teachers.
9/13/21 - 9/17/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

The Leadership Team will obtain data from PowerBi to be used to examine the effectiveness of the implementation and student growth.

9/17/21 - 9/22/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

The leadership team will complete rotating schedules that demonstrate opportunities for walkthroughs. Weekly classroom walkthroughs and informal observations should demonstrate use of best practices and the use of effective ELL strategies. Qualitative evidence through student projects and, if available, results of formative test may serve as evidence that lesson and activity impacted students learning.

9/23/21 - 10/11/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

Teachers continue to address instruction through engaging students in diverse activity structures STEAM related. (Nov. 1 - Dec. 17, 2021).

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

Teachers provide students with opportunities for collaboration and whole group activities (Nov. 1 - Dec. 17, 2021).

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

Teachers engage students in multiple levels of critical thinking questions.(Nov. 1 - Dec. 17, 2021).

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Student Attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who belong in Tiers 2 & 3. We recognize the need to focus our attendance initiatives on that group and therefore being able to improve in their academic performance.

Measurable Outcome: If we effectively implement the Targeted Element of Student Attendance, our students will receive quality instruction in-school that will contribute to improved academic performance. With consistent student initiatives, our attendance will increase 5 percentage points by June 2022.

Monitoring: The Leadership Team will work along with the school counselors to connect with families who struggle with attendance and identify the root cause for absences. The Leadership Team will create a plan of action to ensure students are able to be present daily. The Leadership Team will plan student incentives to promote consistent student attendance as well. Teachers will monitor their daily attendance and submit the data to the LT on a weekly basis. The Leadership Team will identify opportunities for students who are absent due to illness or quarantined to connect virtually to class instruction via Zoom or have access to on-demand lessons. To ensure we are on track to meeting the outcome, this data will be reviewed during data chats with teachers. Parental contact will be made when necessary.

Person responsible for monitoring outcome: Jacqueline Adler (jadler@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Student Attendance, our school will focus on attendance initiatives. Attendance initiatives will support in reducing the absence gap among our students in tiers 2 & 3 in contrast to tier 1 students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

Rationale for Evidence-based Strategy: Attendance initiatives will assist in improving the student attendance among our students in Tiers 2 & 3. The initiatives will provide the LT with a systematic approach to identify attendance issues, mediation, and rewards.

Action Steps to Implement

Classroom teacher will take attendance daily and make corrections on the attendance bulletin.
8/23/21 - 10/11/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

School counselors will keep track of students who are absent for 2 or more days, and who have not reported any illness or quarantine status.
9/1/21 - 10/11/21

Person Responsible Marlene Pendergast (marlenependergast@dadeschools.net)

School counselors and administration will contact families of students who are absent for 2 or more days to identify cause. In case of an extended absence, administration will be able to provide the virtual alternative to the physical classroom.
9/2/21 - 10/11/21

Person Responsible Marlene Pendergast (marlenependergast@dadeschools.net)

Leadership Team will offer a reward to students who attend physically or virtually every day. 9/30/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

Classroom teachers will report students who are absent during data chats with Leadership Team. They will inform of any student who struggles with daily attendance and academic performance.
8/30/21-10/11/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

Student attendance and positive school culture will be addressed by engaging students daily with appropriate pace and individualized STEAM IB instruction. (Nov. 1 - Dec. 17, 2021).

Person Responsible Blanca Correa-Cespedes (bccespedes@dadeschools.net)

Teachers will provide ongoing positive feedback to reinforce that attendance matters. Ongoing initiatives to encourage attendance. (Nov. 1 - Dec. 17, 2021).

Person Responsible Blanca Correa-Cespedes (bccespedes@dadeschools.net)

Classroom teachers continue to report students who are absent during data chats with Leadership Team. They will inform of any student who struggles with daily attendance and academic performance.

Person Responsible Blanca Correa-Cespedes (bccespedes@dadeschools.net)

#3. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Collaborative Planning. We selected this overarching area of need based on our findings that the SWD subgroup was showing a decrease in both ELA and Math. There was a 7 percentage point decrease in ELA and a 19 percentage point decrease in Math. With the implementation of collaborative planning all teachers and staff will work together to ensure the needs of all students are met with an emphasis on the SWD subgroup.

Measurable Outcome: If we successfully implement Collaborative planning, then our SWD subgroup will increase 10 percentage points as evidenced in the 2022 Math State Assessments.

Monitoring: All grade levels will be provided with common planning time to ensure that teachers are able to meet weekly. The Leadership Team will be present during these meetings to facilitate effective conversations. Teachers will work together to share effective best practices and strategies. The ESE teachers will also be present to share effective strategies to implement with the SWD subgroup. The ESE teachers will also participate in one to one training and shadowing opportunities to evaluate the needs of students within the classroom environment.

Person responsible for monitoring outcome: Melanie Fishman (pr3741@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Collaborative Planning, our school will focus on the evidence based strategy of Data Driven Instruction. Teachers will focus on turning data into action as they use the data to focus on the individual needs of the students while planning. Data driven instruction will be used to drive the planning sessions that are held weekly amongst teachers.

Rationale for Evidence-based Strategy: When teachers share the needs, based on current data of their students, with colleagues they will be able to receive specific feedback and strategies that will be most useful in the classrooms. When planning collaboratively teachers will widen their ability to effectively work with their students. The SWD subgroup will benefit as teachers will be provided with the tools necessary to address their needs as they receive specified strategies through planning sessions.

Action Steps to Implement

Leadership Team will create schedules in a way that provides all teachers with weekly common planning time to allow for effective collaborative planning sessions.
8/1/21 - 8/13/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

Classroom teachers will meet during planning time to collaborate into designing their weekly lesson plans, make decisions about curriculum, projects, etc., and share best practices.
8/23/21 - 10/11/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

The Leadership Team will be present to facilitate and model what effective collaboration entails. Teacher will bring their data to ensure that the individual needs of students are being met. The general education teachers along with the ESE teachers will work together to ensure that effective lessons are created to promote growth within all students.
8/30/21 - 9/24/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

Walkthroughs will be conducted and will help identify the effectiveness of the collaborative planning sessions. The Leadership Team will ensure that all teachers are working together using data to drive the instruction. Data will be used as a marker for success.

9/27/21 - 10/8/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

Collaborative Planning:

Teacher uses both formative and summative student learning data to guide STEAM IB instruction (Nov 1- Dec 17, 2021).

Person Responsible Blanca Correa-Cespedes (bccespedes@dadeschools.net)

Teachers develop plans that are sequential and aligned to standard based learning. Gather and monitor student progress for content mastery as discussed during department meetings. (Nov 1- Dec 17, 2021).

Person Responsible Blanca Correa-Cespedes (bccespedes@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: Based on the data received from the SIP Climate Survey, our school is going to focus on the Targeted element of Specific Teacher Feedback. During the 2020-2021 school year 6% of the teachers in the building stated that they never participated in data chats where administrators provide feedback to improve students outcome.

Measurable Outcome: If we successfully implement the Targeted Element of Specific teacher Feedback, our teachers will be able to implement the feedback provided to address the specific needs of their students in their classroom. In turn the response on the SIP Climate Survey will be modified to reflect a 5% increase in the option of "never".

Monitoring: Although the administration actively participates in walkthrough and in weekly grade level meetings, this practice will allow for a more formal conversation to take place regarding data. Teachers of all grade levels will participate in these meetings to receive feedback that will improve overall student achievement.

Person responsible for monitoring outcome: Melanie Fishman (pr3741@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Specific Teacher Feedback, we will focus on the evidenced based strategy of, Consistent, developmental feedback. This will allow for clear expectations and a plan to work towards a common goal.

Rationale for Evidence-based Strategy: Providing teachers with an opportunity for a formal data meeting will allow for clear goals to be established for each teacher and the students that are in the classroom. The administration will assist the teachers in creating a plan on how to attain individual student success.

Action Steps to Implement

Create a schedule to meet with all teachers regarding data. The leadership team will decide upon the teachers that they will meet with and how often to meet.
8/23/21 - 9/03/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

Teachers keep record of current data and activities they are completing to address the needs of their students.
8/30/21 - 9/17-21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

Teachers will provide the current data to administration as well as the activities that they are completing to address the needs of their students. Administration will then compete walkthroughs to ensue that the feedback is being implemented in the classrooms.
9/20/21 - 10/1/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

Follow up meetings will be scheduled as needed.
10/1/21 - 10/11/21

Person Responsible Jacqueline Adler (jadler@dadeschools.net)

Teachers continue to provide the current data to administration as well as the activities that they are completing to address the needs of their students. Specific teacher feedback and establishing clear deliberate professional goals. (Nov 1- Dec 17, 2021)

Person Responsible Melanie Fishman (pr3741@dadeschools.net)

Consistent formal and informal data conversations with administration. In addition, opportunities for intentional collaboration of best practices for student achievement through department meetings/common planning. (Nov 1- Dec 17, 2021)

Person Responsible Melanie Fishman (pr3741@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

The students at North Beach Elementary are provided with a copy of the Student Code of Ethics. Students must review the document with their parents and/or caregivers and return a signed copy to the school. This ensures that all stakeholders are aware of all policies and rules along with the consequences that may follow. The teachers also create an Essential Agreement with their students on the first day of school. Together they create the rules that must be followed in their classroom daily. We have found that this practice promotes a sense of ownership and pride. Students are eager to follow the rules that they created.

According to the FL School Safety Dashboard there 0.1 incident per 100 students in our school. We are ranked 123 out of 1395 elementary found in Florida. We have one report for a physical attack compared to 2,537 across the state.

Data provided by the SIP School Climate Survey completed by our students shows that 28% of the students in the building feel that bullying is an issue on our school. The school counselor's have since created an anti-bully program where students are able to drop notes in a box or counselors to read and address issue accordingly.

Part IV: Positive Culture & Environment

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

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

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

During the 2021-2022 school year, the leadership team will engage the faculty and staff in meaningful connections through team building activities, grade level and faculty meetings, classroom observations that foster professional relationships, effective communication through video conferencing platforms and email, and create protocols which allow for honest communication and feedback among all stakeholders.

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

- Melanie Fishman, Principal
- Jacqueline Adler, Assistant Principal;
- Dr. Blanca Correa-Cespedes, Assistant Principal;
- Adriana Fernandez, Grade K Chair;
- Katrina Ceballos, First Grade Chair;
- Elna Salvat, Second Grade Chair;
- Marily Delgado, Third Grade Chair;
- Raquel Maione, Fourth Grade Chair;
- Anat Schwartzbaum, Fifth Grade Chair;
- Jenny Cisneros, Lead Teacher;
- Lourdes West, IB Coordinator

Together the Leadership Team will collaborate to create a positive school culture. The members will promote a platform where teachers have a voice and are able to voice their opinions and concerns. They will ensure that that the schools' vision and mission are exemplified in all activities and through daily routines.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

			3741 - North Beach Elementary School			\$0.00
			<i>Notes: Focus on Student Attendance</i>			
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3741 - North Beach Elementary School		0.0	\$0.00
			<i>Notes: Positive School Culture: Student Attendance</i>			
3	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3741 - North Beach Elementary School			\$0.00
			<i>Notes: Focus on Student Attendance</i>			
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			3741 - North Beach Elementary School			\$0.00
			<i>Notes: Focus on Student Attendance</i>			
					Total:	\$0.00