



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

North Beach Elementary School

4100 PRAIRIE AVE

Miami Beach, FL 33140

305-531-7666

<http://northbeach.schoolwires.com>

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 29%
Alternative/ESE Center No	Charter School No	Minority Rate 50%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 B
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

North Beach Elementary School

Principal

Alice Quarles F

School Advisory Council chair

Savitria Green

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Alice F. Quarles	Principal
Dalia Villar	Assistant Principal
Janine Townsley	Assistant Principal
Anat Schwartzbaum	IB Coordinator
Stephanie Labow-Guralnick	Counselor
Russella Bernal	Counselor
Joselyn Gallo	Psychologist
Maria Arisso	Social Worker
Leslie Schienberg	Speech Therapist
Dina Clavijo	Special Education Teacher
Lourdes West	Kindergarten Chairperson
Maria T. Gonzalez	First Grade Chairperson
Vanessa Ocana	Second Grade Chairperson
Yeini Fontanilles	Third Grade Chairperson
Marilyn Gomez	Fourth Grade Chairperson
Savitria Green	Fifth Grade Chairperson
Robert Spagnola	Math Liaison
Jacqueline Lozano	Science Liaison
Cassandra Harley	UTD Steward
Ann Intrieri-Paz	Reading Liaison

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

North Beach Elementary School's SAC is comprised of 1-Principal; 5-Teachers, 3- Business Community Representatives; 5- Parents; 1- Union Steward; 1- Educational Support Employee; and 1 student

Involvement of the SAC in the development of the SIP

The SAC participated in developing the SIP as stipulated in the minutes of the SAC meetings.

Activities of the SAC for the upcoming school year

The SAC will monitor school performance and school improvement plan initiatives. The SAC will also assist the school with the District Accreditation Process and the school's self evaluation in preparation for the International Baccalaureate Re-Authorization that will take place in the Spring of 2015.

Projected use of school improvement funds, including the amount allocated to each project

The SAC is considering using the \$4,954 in the SAC budget to secure supplemental materials for tutorial programs occurring before, during and after school.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

NA

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Alice Quarles F

Principal

Years as Administrator: 24

Years at Current School: 7

Credentials

EARLY CHILD ED, ELEM ED, SCHOOL PRINCIPAL
 Bachelor's in Elementary Education
 Master's in Elementary Education
 Doctorate in Educational Leadership

Performance Record

2013 – School Grade- A
 Rdg. Proficiency, 82%
 Math Proficiency, 89%
 Rdg. Lrg. Gains, 81 points
 Math Lrg. Gains, 85 points
 Rdg. Imp. of Lowest 25% -
 74 points
 Math Imp. of Lowest 25% -
 80 points
 Rdg. AMO – Hispanic, Economically Disadvantaged
 Math AMO- Met

2012 – School Grade- A
 Rdg. Proficiency, 82%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 81 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25% -
 86 points
 Math Imp. of Lowest 25% -
 73 points

2011 School Grade A
 Rdg. Proficiency, 91%
 Math Proficiency, 92%
 Rdg. Lrg. Gains, 74 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% -
 74 points
 Math Imp. of Lowest 25% -
 78 points

2010 School Grade-B
 Rdg. Proficiency, 91%
 Math Proficiency, 86%
 Rdg. Lrg. Gains, 82 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% -
 69 points
 Math Imp. of Lowest 25% -
 49 points

2009 School Grade- A
 Rdg. Proficiency, 87%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 74 points
 Math Lrg. Gains, 67 points

Rdg. Imp. of Lowest 25% -
67 points
Math Imp. of Lowest 25% -
52 points

Dalia Villar

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

ELEM ED, ESOL, ED LEADERSHIP
 Bachelor's of Science- Elementary Education
 Master's Degree- Educational Leadership

Performance Record

2013 – School Grade- A
 Rdg. Proficiency, 82%, Math Proficiency, 89%, Rdg. Lrg. Gains, 81 points, Math Lrg. Gains, 85 points, Rdg. Imp. of Lowest 25% -74 points, Math Imp. of Lowest 25% - 80 points, Reading AMO- Economically Disadvantaged, Hispanic, Math AMO- Met

2012 – School Grade- A
 Rdg. Proficiency, 82%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 81 points
 Math Lrg. Gains, 75 points
 Rdg. Imp. of Lowest 25% - 86 points, Math Imp. of Lowest 25% - 73 points

2011 School Grade A
 Rdg. Proficiency, 91%
 Math Proficiency, 92%
 Rdg. Lrg. Gains, 74 points
 Math Lrg. Gains, 81 points
 Rdg. Imp. of Lowest 25% - 74 points
 Math Imp. of Lowest 25% - 78 points

2010 School Grade-B
 Rdg. Proficiency, 91%
 Math Proficiency, 86%
 Rdg. Lrg. Gains, 82 points
 Math Lrg. Gains, 61 points
 Rdg. Imp. of Lowest 25% - 69 points
 Math Imp. of Lowest 25% - 49 points

2009 School Grade- A
 Rdg. Proficiency, 87%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 74 points
 Math Lrg. Gains, 67 points
 Rdg. Imp. of Lowest 25% - 67 points
 Math Imp. of Lowest 25% - 52 points

Janine Townsley

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

ELEM ED, READING, ED LEADERSHIP
 Bachelor's of Science- Elementary Education
 Master's Degree- Educational Leadership

Performance Record

2013 – School Grade- A
 Rdg. Proficiency, 82%, Math Proficiency, 89%, Rdg. Lrg. Gains, 81 points, Math Lrg. Gains, 85 points, Rdg. Imp. of Lowest 25% -74 points, Math Imp. of Lowest 25% - 80 points, Reading AMO- Hispanic and Economically Disadvantaged, Math AMO- Met

2012 – School Grade- A
 Rdg. Proficiency, 67%
 Math Proficiency, 75%
 Rdg. Lrg. Gains, 80 points
 Math Lrg. Gains, 64 points
 Rdg. Imp. of Lowest 25% - 81 points
 Math Imp. of Lowest 25% - 50 points

2011 School Grade A
 Rdg. Proficiency, 78%
 Math Proficiency, 91%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 78 points
 Rdg. Imp. of Lowest 25% - 73 points
 Math Imp. of Lowest 25% - 82 points

2010 School Grade-A
 Rdg. Proficiency, 74%
 Math Proficiency, 83%
 Rdg. Lrg. Gains, 74 points
 Math Lrg. Gains, 70 points
 Rdg. Imp. of Lowest 25% - 61 points
 Math Imp. of Lowest 25% - 65 points

2009 School Grade- A
 Rdg. Proficiency, 74%
 Math Proficiency, 86%
 Rdg. Lrg. Gains, 81 points
 Math Lrg. Gains, 79 points
 Rdg. Imp. of Lowest 25% - 59 points
 Math Imp. of Lowest 25% - 82 points

Classroom Teachers

of classroom teachers

64

receiving effective rating or higher

64, 100%

Highly Qualified Teachers

89%

certified in-field

57, 89%

ESOL endorsed

52, 81%

reading endorsed

4, 6%

with advanced degrees

20, 31%

National Board Certified

3, 5%

first-year teachers

2, 3%

with 1-5 years of experience

22, 34%

with 6-14 years of experience

22, 34%

with 15 or more years of experience

20, 31%

Other Instructional Personnel

of instructional personnel not captured in the sections above

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Lani Laska ELEM ED Second Grade Teacher is certified to teach in elementary education, needs ESOL Endorsement partnered with Ms. Gyory to assist her with curriculum planning for ESOL students.

Katrina Mon ELEM ED First Grade Teacher is certified to teach in Elementary Education, needs Gifted Endorsement partnered with Ms. Gonzalez to assist her with curriculum planning.

Richard Martinez ELEM ED Fifth Grade Teacher is certified to teach in elementary education, needs ESOL Endorsement partnered with Ms. Green to assist him with curriculum planning for ESOL students.

Heather Monda ELEM ED Kindergarten Teacher is certified to teach in elementary education, needs ESOL Endorsement partnered with Ms. Pareja to assist her with curriculum planning for ESOL students

Veronica Leon ELEM ED Kindergarten Teacher is certified to teach in Elementary Education, needs Gifted Endorsement partnered with Ms. West to assist her with curriculum planning

Yeini Fontanilles ELEM ED Third Grade Teacher is certified to teach in Elementary Education, needs Gifted Endorsement partnered with Ms. Recalde to assist her with curriculum planning

Jessica Jimenez ELEM ED Second Grade Teacher is certified to teach in Elementary Education, needs Gifted Endorsement partnered with Ms. Mennes to assist her with curriculum planning

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school based leadership team is comprised of the following persons: Principal, Dr. Alice F. Quarles; Assistant Principals, Dalia Villar and Janine Townsley; IB Coordinator Anat Schwartzbaum; Guidance Counselors, Stephanie Guralnick-Labow and Russella Bernal; School Psychologist, Joselyn Gallo; School Social Worker, Maria Arisso; Speech Therapist, Leslie Schienberg; ESE Teacher, Dina Clavijo; Grade Level Chairpersons, Lourdes West, Maria T. Gonzalez, Vanessa Ocana, Yeini Fontanilles, Marilyn Gomez, and Savitria Green; Math Liaison, Robert Spagnola; Science Liaison, Jacqueline Lozano; Reading Liaison, Ann Intrieri-Paz, and UTD Stewart, Cassandra Harley.

Each team member fulfills the responsibility of their role. Administrators provide leadership and guidance, IB Coordinator provides guidance through the lens of the IB Programme, Guidance Counselors, Social Workers, and School Psychologist will provide input through the lens of mental health and well-being; Speech Therapists; ESE Teacher, Grade Level Chairs and Department Liaisons will be utilized for the expertise in their field; UTD Stewart will be utilized to assure contractual compliance and their expertise.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team meets monthly. They develop the grade level focus calendars and make adjustments using base line data, quarterly and interim tests.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data will be used by the team: to guide instructional decisions and system procedures for all students to: adjust the delivery of curriculum and instruction to meet the specific needs of students, adjust the delivery of the behavior management system, adjust the allocation of school-based resources, drive decisions regarding targeted professional development, and create student growth trajectories in order to identify and develop interventions. The data that will be reviewed will include: Academic performance; FAIR assessment, interim assessments, State/Local Math and Science assessments, FCAT Assessment, student grades, and school site specific assessment. Behavior: Student Case Management System; detentions, suspensions/expulsions, office referrals per day/ month, student and staff attendance, and referrals to special education programs.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS process will be supported through ongoing professional development, collaboration, and released time to analyze data and revise intervention plans.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or 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. Additionally, teachers can often be found collaborating and planning and receiving professional development beyond the school day.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected on an on-going basis by homeroom teachers as well as facilitators of the program. It is analyzed by the classroom teacher, tutor, if applicable, 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.

Who is responsible for monitoring implementation of this strategy?

The school leadership team monitors the implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Alice Quarles	Principal
Dalia Villar	Assistant Principal
Janine Townsley	Assistant Principal
Anat Schwartzbaum	IB Coordinator
Stephanie Labow-Guralnick	Counselor
Russella Bernal	Counselor
Joseylyn Gallo	School Psychologist
Maria Arisso	Social Worker
Leslie Schienberg	Speech Pathologist
Dina Clavijo	Special Education Teacher
Lourdes West	Kindergarten Chairperson
Maria T. Gonzalez	First Grade Chairperson
Vanessa Ocana	Second Grade Chairperson
Yeini Fontanilles	Third Grade Chairperson

Name	Title
Marilyn Gomez	Fourth Grade Chairperson
Savitria Green	Fifth Grade Chairperson/EESAC Chairperson
Robert Spagnola	Math Liaison
Jacqueline Lozano	Science Liaison
Cassandra Harley	UTD Steward
Ann Intriери-Paz	Reading Liaison

How the school-based LLT functions

The team meets monthly. They develop the grade level focus calendars and make adjustments using base line data.

Each team member fulfills the responsibility of their role. Administrators provide leadership and guidance, IB Coordinator provides guidance through the lens of the IB Programme, Guidance Counselors, Social Workers, and School Psychologist will provide input through the lens of mental health and well-being; Speech Therapists; ESE Teacher, Grade Level Chairs and Department Liaisons will be utilized for the expertise in their field; UTD Stewart will be utilized to assure contractual compliance and their expertise.

Major initiatives of the LLT

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 Baseline data, quarterly and Interim Assessment results. To accomplish these tasks the team meets monthly.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 layout 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	82%	No	84%
American Indian				
Asian				
Black/African American	77%	80%	Yes	79%
Hispanic	78%	72%	No	80%
White	88%	90%	Yes	90%
English language learners	58%	63%	Yes	63%
Students with disabilities	48%	48%	Yes	53%
Economically disadvantaged	71%	70%	No	74%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	22%	23%
Students scoring at or above Achievement Level 4	283	59%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		81%	83%
Students in lowest 25% making learning gains (FCAT 2.0)		74%	77%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	112	60%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	74	40%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	61	32%	39%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	119	79%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	84%	89%	Yes	86%
American Indian				
Asian				
Black/African American	66%	70%	Yes	69%
Hispanic	83%	83%	Yes	84%
White	87%	94%	Yes	88%
English language learners	68%	81%	Yes	72%
Students with disabilities	51%	64%	Yes	56%
Economically disadvantaged	78%	79%	Yes	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	27%	28%
Students scoring at or above Achievement Level 4	293	61%	61%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		85%	87%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		80%	82%

Area 4: Science

Elementary School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	24%	25%
Students scoring at or above Achievement Level 4	92	57%	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	40		42
Participation in STEM-related experiences provided for students	1080	95%	95%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	74	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	10	1%	1%
Students who are not proficient in reading by third grade	39	23%	21%
Students who receive two or more behavior referrals	43	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Goal: All parents will be engaged with the school.

Barriers: 20% of parents do not attend parent trainings and workshops due to scheduling issues.

Strategies: Flexible meeting times to accommodate all parents will be provided.

Action Steps: Offer meetings at a variety of times. Advertise parental workshops on the school web site, through Connect-Ed, and the PTA's constant contact initiative. Offer incentives to the students for parents' attendance as well as provide child care as needed.

Monitoring for fidelity- The leadership team will assure that meetings are held at a variety of times throughout the school year.

Monitoring for effectiveness: Increase in parental attendance at parent trainings and workshops.

Monitoring Progress: Sign in logs and agenda sheets depicting a variety of meeting times.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of Parent Engagement Opportunities Offered in the School Year	30	80%	85%
Average Number of Parents in Attendance at Parent Engagement Opportunities	800	80%	85%
Percent of Students in the lowest performing quartile or subgroups not meeting AMOs whose parents participated in one or more parent engagement opportunities	300	75%	78%

Goals Summary

- G1.** FCAT Reading 2.0 2013 data indicates that 82% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 84% of students will perform at proficiency.
- G2.** FCAT Writing 2013 data indicates that 79% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT Writing 81% of students will perform at proficiency.
- G3.** FCAT Mathematics 2.0 2013 data indicates that 89% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 89% of students will perform at proficiency.
- G4.** FCAT 2.0 2013 data indicates that 81% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 83% of students will perform at proficiency.
- G5.** In 2012-13 school year 40 STEM based initiatives were offered in the 2014 school year 42 STEM based Initiatives shall be offered with 95% of students participating.
- G6.** All students will come to school on time, ready to learn, and behave in a manner that is conducive to learning.

Goals Detail

G1. FCAT Reading 2.0 2013 data indicates that 82% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 84% of students will perform at proficiency.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Students and teachers will utilize a research based reading series to address the needs of all learners. Additionally, students in need of additional assistance will participate in technology based and small group teacher facilitated learning opportunities.

Targeted Barriers to Achieving the Goal

- During the 2013 administration of FCAT Reading 2.0, 22% of students scored at achievement level 3. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving level 3 to 23%.
- During the 2013 administration of CELLA, 60% of students scored at proficiency levels in the area of listening/speaking. The goal for the 2014 administration of CELLA is to increase the percentage of students scoring at proficiency levels to 64% in the area of listening/speaking.
- During the 2013 administration of FCAT Reading 2.0, 70% of Economically Disadvantaged (ED) students scored at achievement level 3 or higher. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of ED students achieving level 3 or higher to 74%.
- During the 2013 administration of FCAT Reading 2.0, 72% of Hispanic students scored at achievement level 3 or higher. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of Hispanic students achieving level 3 or higher to 80%.
- During the 2013 administration of FCAT Reading 2.0, 59% of students scored at achievement level 4-5. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving level 4-5 to 60%.
- During the 2013 administration of CELLA, 40% of students scored at proficiency levels in the area of reading. The goal for the 2014 administration of CELLA is to increase the percentage of students scoring at proficiency levels to 46% in the area of reading.
- During the 2013 administration of CELLA, 32% of students scored at proficiency levels in the area of writing. The goal for the 2014 administration of CELLA is to increase the percentage of students scoring at proficiency levels to 39% in the area of writing.
- During the 2013 administration of FCAT Reading 2.0, 81% of students achieved learning gains. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving learning gains to 83%.
- During the 2013 administration of FCAT Reading 2.0, 74% of students in the lowest quartile achieved learning gains. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students in the lowest quartile achieving learning gains to 77%.

Plan to Monitor Progress Toward the Goal

monitor student progress on formative assessments such as biweekly assessments, as well as Baseline and Interim Assessments. Ultimately the summative assessment of the 2014 FCAT 2.0 will reveal our progress on this goal.

Person or Persons Responsible

LLT/MTSS/RtI Team

Target Dates or Schedule:

on-going

Evidence of Completion:

Data reports from the Baseline, Interim and bi-weekly assessments as well as agendas from data chats will serve as evidence of completion.

G2. FCAT Writing 2013 data indicates that 79% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT Writing 81% of students will perform at proficiency.

Targets Supported

- Writing

Resources Available to Support the Goal

- Students will participate in writer's workshops facilitated by their teacher.

Targeted Barriers to Achieving the Goal

- Students lack the ability to elaborate on their thoughts in an organized, grammatically correct, focused manner.

Plan to Monitor Progress Toward the Goal

will monitor student progress on

Person or Persons Responsible

The LLT

Target Dates or Schedule:

on-going formative assessments such as bi-weekly classroom writing samples

Evidence of Completion:

ultimately the summative assessment of this will be the results of the 2014 FCAT Writing 2.0.

G3. FCAT Mathematics 2.0 2013 data indicates that 89% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 89% of students will perform at proficiency.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Research based mathematical series will serve to provide high quality initial instruction to students.

Targeted Barriers to Achieving the Goal

- During the 2013 administration of FCAT Mathematics 2.0, 27% of students scored at achievement level 3. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving level 3 to 28%.
- During the 2013 administration of FCAT Mathematics 2.0, 61% of students scored at achievement levels 4 and 5. The goal for the 2014 administration of the FCAT 2.0 is to maintain the percentage of students achieving levels 4 and 5 at 61%.
- During the 2013 administration of FCAT Mathematics 2.0, 85% of students demonstrated learning gains. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students demonstrating learning gains to 87%.
- During the 2013 administration of FCAT Mathematics 2.0, 80% of students in the lowest quartile demonstrated learning gains. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students in the lowest quartile demonstrating learning gains to 82%.

Plan to Monitor Progress Toward the Goal

will monitor student progress on

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule:

on-going formative assessments such as biweekly assessments, as well as Baseline and Interim Assessments

Evidence of Completion:

Ultimately the summative assessment of the 2014 FCAT 2.0 will reveal our progress on this goal.

G4. FCAT 2.0 2013 data indicates that 81% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 83% of students will perform at proficiency.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- Gizmo, a technology based supplemental material. Research based initial instruction.

Targeted Barriers to Achieving the Goal

- During the 2013 administration of FCAT Science 2.0, 24% of students scored at achievement level 3. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving level 3 to 28%.
- During the 2013 administration of FCAT Science 2.0, 57% of students scored at achievement levels 4 and 5. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving levels 4 and 5 to 58%.

Plan to Monitor Progress Toward the Goal

shall monitor students progress utilizing classroom walk-throughs during classroom lessons and essential labs as well as student progress on formative assessments such as Baseline, Interim and biweekly assessments

Person or Persons Responsible

Administrators

Target Dates or Schedule:

on-going and bi-weekly

Evidence of Completion:

Ultimately the summative assessment of the 2014 FCAT 2.0 will reveal our progress on this goal

G5. In 2012-13 school year 40 STEM based initiatives were offered in the 2014 school year 42 STEM based Initiatives shall be offered with 95% of students participating.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- The Scientific Process, Science Fair, STEM Field Trips, Science Camps facilitated by science consultants, Mobile Labs

Targeted Barriers to Achieving the Goal

- Students busy schedules often results in a lack of time to engage in many of the available stem activities.

Plan to Monitor Progress Toward the Goal

shall utilize the Florida Continuous Improvement Model to monitor student progress on

Person or Persons Responsible

Administrators

Target Dates or Schedule:

on-going formative assessments such as biweekly assessments, as well as Baseline and Interim Assessments.

Evidence of Completion:

Ultimately the summative assessment of the 2014 FCAT 2.0 will reveal our progress on this goal.

G6. All students will come to school on time, ready to learn, and behave in a manner that is conducive to learning.

Targets Supported

- EWS - Elementary School

Resources Available to Support the Goal

- Attendance reports, suspension reports, referrals, retention reports.

Targeted Barriers to Achieving the Goal

- Barriers: 7% of students miss 10% or more of class due to illnesses, religion, and familial obligations as a result their performance in school by the end of the 2014 school year the percentage of students missing 10% or more of class will decrease to 6%.
- Barriers: 1% of students were retained and 23% of students were not proficient in reading by the end of the 2014 school year the percentage of students lacking proficiency will decrease to 21%.
- Barriers: 4% of students receive 2 or more behavioral referrals by the end of the school year student receiving 2 or more referrals will decrease to 3%.

Plan to Monitor Progress Toward the Goal

will monitor student attendance, student case management forms and student progress on formative assessment data

Person or Persons Responsible

Student support services and administrators

Target Dates or Schedule:

on an on-going basis

Evidence of Completion:

Reduced: absenteeism, disciplinary actions, and retention of students will serve as evidence of completion of this goal.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. FCAT Reading 2.0 2013 data indicates that 82% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 84% of students will perform at proficiency.

G1.B1 During the 2013 administration of FCAT Reading 2.0, 22% of students scored at achievement level 3. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving level 3 to 23%.

G1.B1.S1 Teachers will provide research based instruction in the area of Reading Application.

Action Step 1

will provide opportunities for students to refer to details and examples in a text to respond to text based questions that include identifiable author's purposes, author's perspective, main ideas, cause and effects, chronological order, theme and topic, and compare and contrast questions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

during whole group and small group differentiated instruction

Evidence of Completion

Teacher Lesson Plans and Student Work samples will provide evidence of completion.

Action Step 2

will provide professional development in the area of Reading to all teachers

Person or Persons Responsible

The Reading Liaison

Target Dates or Schedule

On an on-going basis

Evidence of Completion

Sign in sheets from professional development meetings

Facilitator:

Ann Intrieri-Paz

Participants:

Teachers grades K-5

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

will facilitate collaborative planning, instructional alignment, review formative data including student products, conduct classroom walk-throughs,, and monitor lesson plans

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Walk-through monitoring logs, lesson plans, assessment data from formative and summative assessments

Plan to Monitor Effectiveness of G1.B1.S1

Will review ongoing Baseline, Interim, and bi-weekly assessments focusing on students' responses to higher order questions using longer passages with complex vocabulary. Questions will reflect the areas of need such as: author's perspective, author's purpose, main idea, cause and effect, chronological order, theme and topic and compare and contrast.

Person or Persons Responsible

LLT

Target Dates or Schedule

On an on-going basis.

Evidence of Completion

Agendas from data chats will be used as evidence of completion.

G1.B2 During the 2013 administration of CELLA, 60% of students scored at proficiency levels in the area of listening/speaking. The goal for the 2014 administration of CELLA is to increase the percentage of students scoring at proficiency levels to 64% in the area of listening/speaking.

G1.B2.S1 Teachers will provide opportunities for speaking and listening in English both in class and outside of the classroom.

Action Step 1

will provide for collaborative conversations as a component of our instructional program to include listening and speaking through the presentation of culminating IB Projects for each thematic unit.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on a daily basis during the reading/language arts block

Evidence of Completion

Teacher lesson plans, walk through observations, and student work folders will serve as evidence of completion.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

will conduct classroom walk-throughs, monitor lesson plans, facilitate collaborative planning, instructional alignment, and review formative data including student products

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Classroom walk through logs and student formative assessment reports.

Plan to Monitor Effectiveness of G1.B2.S1

will measure the progress of students as evident by the rubrics utilized during instruction/presentations

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Rubric scores in student work folders.

G1.B3 During the 2013 administration of FCAT Reading 2.0, 70% of Economically Disadvantaged (ED) students scored at achievement level 3 or higher. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of ED students achieving level 3 or higher to 74%.

G1.B3.S1 Teachers will provide opportunities for students to refer to the text to respond to text dependent questions. Students will respond to grade-level appropriate texts that include identifiable: author's purpose, author's perspectives, main idea, cause and effects, chronological order, theme and topic and compare and contrast questions.

Action Step 1

will participate in before and during the school day tutorial programs

Person or Persons Responsible

Targeted students in the ED subgroup

Target Dates or Schedule

two times a week from October 2013 to April 2014

Evidence of Completion

Attendance logs, formative assessment data

Plan to Monitor Fidelity of Implementation of G1.B3.S1

will facilitate collaborative planning, instructional alignment, review formative data including student products, conduct classroom walk-throughs, monitor lesson plans

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Walk through monitoring logs, lesson plans, reports from assessment data, and minutes from LLT meetings.

Plan to Monitor Effectiveness of G1.B3.S1

will review on-going Baseline, Interim, and bi-weekly assessments focusing on students' responses to higher order questions using longer passages with complex vocabulary. Questions will reflect the areas of needs such as: author's purpose, main idea, cause and effect, chronological order, theme and topic and compare and contrast.

Person or Persons Responsible

The LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Agendas from meetings

G1.B4 During the 2013 administration of FCAT Reading 2.0, 72% of Hispanic students scored at achievement level 3 or higher. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of Hispanic students achieving level 3 or higher to 80%.

G1.B4.S1 Teachers will provide opportunities for students to refer to the text to answer text dependent questions representing a variety of complexity levels. Students will respond to grade-level appropriate texts that include identifiable: author's purposes, author's perspectives, main idea, cause and effects, chronological order, theme and topic, and compare and contrast questions.

Action Step 1

will participate in before and during the school day tutorial programs

Person or Persons Responsible

Targeted Hispanic students

Target Dates or Schedule

two times a week from October 2013 to April 2014

Evidence of Completion

Attendance logs, formative assessment data.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

will facilitate collaborative planning, instructional alignment, review formative data including student products, conduct classroom walk-throughs, monitor lesson plans

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Walk through monitoring logs, lesson plans, and minutes from LLT meetings.

Plan to Monitor Effectiveness of G1.B4.S1

will review ongoing Baseline, Interim and bi-weekly assessments focusing on students' responses to higher order questions using longer passages with complex vocabulary. Questions will reflect the areas of need such as: author's perspective, author's purpose, main idea, cause and effect, chronological order, theme and topic and compare and contrast

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Agendas from meetings will serve as evidence of completion.

G1.B5 During the 2013 administration of FCAT Reading 2.0, 59% of students scored at achievement level 4-5. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving level 4-5 to 60%.

G1.B5.S1 Teachers will provide research based instruction in the area of Reading Application.

Action Step 1

will provide opportunities for students to refer to details and examples in a text to respond to text based questions representing a variety of levels of complexity that include tasks such as: author's purposes, author's perspective, main ideas, cause and effects, chronological order, theme and topic, and compare and contrast questions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

during the daily reading/language arts block

Evidence of Completion

Lesson plans, classroom work folders, walk through monitoring logs.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

will conduct classroom walk-throughs, monitor lesson plans, facilitate collaborative planning, instructional alignment, and review formative assessment data including student work products

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Classroom walk through logs and formative assessment data.

Plan to Monitor Effectiveness of G1.B5.S1

will review ongoing Baseline, Interim and bi-weekly assessments focusing on students' responses to higher order thinking questions using longer passages with complex vocabulary.

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Formative assessment reports and agendas from LLT Meetings.

G1.B6 During the 2013 administration of CELLA, 40% of students scored at proficiency levels in the area of reading. The goal for the 2014 administration of CELLA is to increase the percentage of students scoring at proficiency levels to 46% in the area of reading.

G1.B6.S1 Teachers will provide opportunities for reading in English both in class and outside of the classroom.

Action Step 1

will provide for differentiated instruction based on students' English Proficiency and readability level. Strategies such as KWL and chunking will be utilized to improve students ability to understand and develop their reading in English

Person or Persons Responsible

Teachers

Target Dates or Schedule

on a daily basis

Evidence of Completion

Lesson Plans, classroom monitoring logs, formative and summative assessment data

Plan to Monitor Fidelity of Implementation of G1.B6.S1

will conduct classroom walk-throughs, monitor lesson plans, facilitate collaborative planning, instructional alignment, and review formative assessment data including student work products

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Classroom walk through logs, LLT meeting agendas, and formative and summative assessment data.

Plan to Monitor Effectiveness of G1.B6.S1

will review ongoing Baseline, Interim and bi-weekly assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Reports from assessments

G1.B7 During the 2013 administration of CELLA, 32% of students scored at proficiency levels in the area of writing. The goal for the 2014 administration of CELLA is to increase the percentage of students scoring at proficiency levels to 39% in the area of writing.

G1.B7.S1 Teachers will provide opportunities for writing in English both in class and outside of the classroom

Action Step 1

will provide opportunities for writing based on student proficiency in English both in class and outside of the classroom.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on a daily basis

Evidence of Completion

Lesson plans, student work samples, walk through observation logs

Plan to Monitor Fidelity of Implementation of G1.B7.S1

will conduct classroom walk-throughs, monitor lesson plans, facilitate collaborative planning, instructional alignment, and review formative assessment data including student work products

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Classroom walk-throughs, lesson plans, and student writing samples

Plan to Monitor Effectiveness of G1.B7.S1

will review ongoing writing samples

Person or Persons Responsible

LLT

Target Dates or Schedule

on a monthly basis

Evidence of Completion

Rubric scores in student work folders

G1.B8 During the 2013 administration of FCAT Reading 2.0, 81% of students achieved learning gains. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving learning gains to 83%.

G1.B8.S1 Teachers will provide research based instruction in the area of Reading Application.

Action Step 1

will provide opportunities for students to employ technology in order to refer to details and examples in a text to respond to questions involving: author's purposes, author's perspective, main ideas, cause and effects, chronological order, theme and topic, and compare and contrast questions representing a variety of complexity levels.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on an on-going basis

Evidence of Completion

STAR Diagnostic Reading Reports, Reading Plus Reports, formative and summative assessment data

Plan to Monitor Fidelity of Implementation of G1.B8.S1

will conduct classroom walk-throughs, monitor lesson plans, facilitate collaborative planning, instructional alignment, and review reports from technological innovations, as well as formative assessment data

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Classroom walk-through log, STAR and Reading Plus Reports, and formative and summative assessment data.

Plan to Monitor Effectiveness of G1.B8.S1

will review ongoing Reading Plus and STAR Testing Reports, Baseline, Interim and bi-weekly assessments

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Annotations on reports will serve as evidence of completion.

G1.B9 During the 2013 administration of FCAT Reading 2.0, 74% of students in the lowest quartile achieved learning gains. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students in the lowest quartile achieving learning gains to 77%.

G1.B9.S1 Teachers will provide research based instruction in the area of Reading Application.

Action Step 1

will provide differentiated instruction for students to refer to details and examples in a text to respond to text based questions that include identifiable author's purposes, author's perspective, main ideas, cause and effects, chronological order, theme and topic, and compare and contrast questions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Lesson plans, classroom walk-throughs, student work folders, and formative and summative assessment data

Plan to Monitor Fidelity of Implementation of G1.B9.S1

will conduct classroom walk-throughs, monitor lesson plans, facilitate collaborative planning, instructional alignment, and review formative assessment data including student work products

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Classroom walk-through log, and formative and summative assessment data

Plan to Monitor Effectiveness of G1.B9.S1

will review ongoing Baseline, Interim and bi-weekly assessments focusing on students' responses to higher order thinking questions using longer passages with complex vocabulary.

Person or Persons Responsible

LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Classroom walk-through log, lesson plan, and formative and summative assessment data

G2. FCAT Writing 2013 data indicates that 79% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT Writing 81% of students will perform at proficiency.

G2.B1 Students lack the ability to elaborate on their thoughts in an organized, grammatically correct, focused manner.

G2.B1.S1 Teachers will provide opportunities for students to expand their ideas and edit their work based on the standard rules of English grammar.

Action Step 1

will provide prewriting activities that will stimulate students to generate a wide range of ideas and add depth to their writing; will provide for differentiated instruction based on students' needs; and provide time for student editing of their writing and that of their peers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

during the daily writing block.

Evidence of Completion

Student work samples and teacher lesson plans will serve as evidence of completion.

Action Step 2

will provide professional development on the Writing Process with emphasis on the on editing and elaboration.

Person or Persons Responsible

The Reading Liaison

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Sign in sheets from Writing Meetings

Facilitator:

Ms. Ann Intrieri-Paz

Participants:

Teachers in grades K-5

Plan to Monitor Fidelity of Implementation of G2.B1.S1

will monitor implementation of pre-writing activities and peer editing

Person or Persons Responsible

The LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Teacher lesson plans, student work samples, and classroom walk-throughs will assure fidelity in the implementation of the action steps and strategies.

Plan to Monitor Effectiveness of G2.B1.S1

will monitor the progress of students

Person or Persons Responsible

The LLT

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Reviewing scored student samples from student writing portfolio.

G3. FCAT Mathematics 2.0 2013 data indicates that 89% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 89% of students will perform at proficiency.

G3.B1 During the 2013 administration of FCAT Mathematics 2.0, 27% of students scored at achievement level 3. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving level 3 to 28%.

G3.B1.S1 Teachers will provide research based mathematical instruction.

Action Step 1

will provide opportunities for students to engage mathematical exploration and the development of student understanding of numbers and operations through differentiated instruction, the use of technological innovations and manipulatives.

Person or Persons Responsible

Third and fourth grade teachers

Target Dates or Schedule

during whole group and small group differentiated instruction

Evidence of Completion

Student work folders, lesson plans, and classroom walk-throughs will serve as evidence of completion.

Action Step 2

will provide opportunities for students to use geometric knowledge and spatial reasoning to develop foundations for understanding of area, volume and surface area.

Person or Persons Responsible

Fifth grade teachers

Target Dates or Schedule

during whole group and small group differentiated instruction

Evidence of Completion

Student work folders, lesson plans, and classroom walk-throughs will serve as evidence of completion.

Action Step 3

will provide professional development in the area of Mathematics

Person or Persons Responsible

The Math Liaison

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Sign in Sheets from Math Meetings

Facilitator:

Mr. Robert Spagnola

Participants:

Teachers in grades K-5

Plan to Monitor Fidelity of Implementation of G3.B1.S1

will monitor lesson plans, conduct classroom walk-throughs, and review student work folders

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

student work folders, lesson plans and classroom walk-through logs will serve as evidence of completion and the results of Baseline, Interim, bi-weekly and FCAT reports will serve as evidence of completion

Plan to Monitor Effectiveness of G3.B1.S1

will review Baseline, Interim, bi-weekly, and FCAT assessments

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

annotations from data chats on reports from assessments such as: Baseline, Interim, bi-weekly and FCAT will serve as evidence of completion.

G3.B2 During the 2013 administration of FCAT Mathematics 2.0, 61% of students scored at achievement levels 4 and 5. The goal for the 2014 administration of the FCAT 2.0 is to maintain the percentage of students achieving levels 4 and 5 at 61%.

G3.B2.S1 Teachers will provide research based mathematical instruction.

Action Step 1

will provide real-world opportunities for students to apply their understanding of numbers and operations

Person or Persons Responsible

K-4th Grade Teachers

Target Dates or Schedule

on an on-going basis

Evidence of Completion

student work folders, lesson plans and classroom walk-through logs will serve as evidence of completion and the results of Baseline, Interim, bi-weekly and FCAT reports will serve as evidence of completion

Action Step 2

will provide opportunities for students to perform multi-step conversions to solve real world problems within the same measurement system, including elapsed time

Person or Persons Responsible

5th Grade Teachers

Target Dates or Schedule

on an on-going basis

Evidence of Completion

student work folders, lesson plans and classroom walk-through logs will serve as evidence of completion and the results of Baseline, Interim, bi-weekly and FCAT reports will serve as evidence of completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1

will monitor lesson plans, conduct classroom walk-throughs, and review student work folders

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

student work folders, lesson plans and classroom walk-through logs will serve as evidence of completion and the results of Baseline, Interim, bi-weekly and FCAT reports will serve as evidence of completion

Plan to Monitor Effectiveness of G3.B2.S1

will review Baseline, Interim, bi-weekly, and FCAT assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

annotations from data chats on reports from assessments such as: Baseline, Interim, bi-weekly and FCAT will serve as evidence of completion.

G3.B3 During the 2013 administration of FCAT Mathematics 2.0, 85% of students demonstrated learning gains. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students demonstrating learning gains to 87%.

G3.B3.S1 Teachers will provide research based mathematical instruction.

Action Step 1

will provide opportunities for students to use geometric knowledge and spatial reasoning to develop foundations for understanding of area, volume and surface area.

Person or Persons Responsible

5th Grade Teachers

Target Dates or Schedule

on a daily basis

Evidence of Completion

student work folders, lesson plans and classroom walk-through logs and the results of Baseline, Interim, bi-weekly and FCAT reports will serve as evidence of completion

Action Step 2

will provide opportunities for students to engage mathematical exploration and the development of student understanding of numbers and operations through differentiated instruction, the use of technological innovations and manipulatives.

Person or Persons Responsible

K-4th Grade Teachers

Target Dates or Schedule

on a daily basis

Evidence of Completion

student work folders, lesson plans and classroom walk-through logs and the results of Baseline, Interim, bi-weekly and FCAT reports will serve as evidence of completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1

will monitor lesson plans, conduct classroom walk-throughs, and review student work folders

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

student work folders, lesson plans and classroom walk-through logs and the results of Baseline, Interim, bi-weekly and FCAT reports will serve as evidence of completion

Plan to Monitor Effectiveness of G3.B3.S1

will review Baseline, Interim, bi-weekly, and FCAT assessments

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

annotations from data chats on reports from assessments such as: Baseline, Interim, bi-weekly and FCAT will serve as evidence of completion.

G3.B4 During the 2013 administration of FCAT Mathematics 2.0, 80% of students in the lowest quartile demonstrated learning gains. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students in the lowest quartile demonstrating learning gains to 82%.

G3.B4.S1 Teachers will provide research based mathematical instruction.

Action Step 1

will provide opportunities for students to engage mathematical exploration and the development of student understanding of numbers and operations through differentiated instruction, the use of technological innovations and manipulatives.

Person or Persons Responsible

K-4 Teachers

Target Dates or Schedule

on a daily basis

Evidence of Completion

student work folders, lesson plans and classroom walk-through logs and the results of Baseline, Interim, bi-weekly and FCAT reports will serve as evidence of completion

Action Step 2

will provide opportunities for students to understand geometric and spatial reasoning to develop the foundations for understanding of area, volume and surface area through small group differentiated instruction

Person or Persons Responsible

5th Grade Teachers

Target Dates or Schedule

on a daily basis

Evidence of Completion

student work folders, lesson plans and classroom walk-through logs and the results of Baseline, Interim, bi-weekly and FCAT reports will serve as evidence of completion

Plan to Monitor Fidelity of Implementation of G3.B4.S1

will monitor lesson plans, conduct classroom walk-throughs, and review student work folders

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

student work folders, lesson plans and classroom walk-through logs and the results of Baseline, Interim, bi-weekly and FCAT reports will serve as evidence of completion

Plan to Monitor Effectiveness of G3.B4.S1

will monitor lesson plans, conduct classroom walk-throughs, and review student work folders

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

annotations from data chats on reports from assessments such as: Baseline, Interim, bi-weekly and FCAT will serve as evidence of completion.

G4. FCAT 2.0 2013 data indicates that 81% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 83% of students will perform at proficiency.

G4.B1 During the 2013 administration of FCAT Science 2.0, 24% of students scored at achievement level 3. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving level 3 to 28%.

G4.B1.S1 Teachers shall provide high quality initial instruction in the area of science and implement a routine of inquiry based, hands-on activities to facilitate the development of scientific concepts.

Action Step 1

shall provide a minimum of one hands-on lab each week and will engage students in learning of scientific concepts through the implementation of technological innovations such as: Gizmo, a computer based science lab.

Person or Persons Responsible

Teachers

Target Dates or Schedule

during the science block on an on-going basis

Evidence of Completion

Teacher lesson plans will serve as evidence of completion.

Action Step 2

will provide professional development in the area of Science

Person or Persons Responsible

The Science Liaison and consultants

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Sign in sheets from meetings

Facilitator:

Ms. Jacqueline Lozano

Participants:

Teachers in grades K-5

Plan to Monitor Fidelity of Implementation of G4.B1.S1

shall monitor lesson plans in addition to conduct classroom walk-throughs and observations

Person or Persons Responsible

The Leadership team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Student work folders, teacher lesson plans, classroom walk-throughs, observations, and formative data from bi-weekly assessments will serve as evidence of completion.

Plan to Monitor Effectiveness of G4.B1.S1

shall review Baseline, Interim and ongoing bi-weekly assessments, focusing on students' responses to questions involving the physical sciences

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

on an on-going basis.

Evidence of Completion

Data from Baseline, Interim, and bi-weekly assessments as well as agendas from data chats will serve as evidence of completion.

G4.B2 During the 2013 administration of FCAT Science 2.0, 57% of students scored at achievement levels 4 and 5. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving levels 4 and 5 to 58%.

G4.B2.S1 Teachers will provide high quality initial instruction in the area of science and implement a routine of inquiry based, hands-on activities to facilitate the development of scientific concepts.

Action Step 1

will foster and increase students' abilities to articulate through narrative or annotated visual representations how scientific explanations are refined or revised with the acquisition of new information based on experimentation.

Person or Persons Responsible

Teachers

Target Dates or Schedule

on an on-going basis during the science block

Evidence of Completion

student work folders, lesson plans and classroom walk-through logs and the results of Baseline, Interim, bi-weekly and FCAT reports will serve as evidence of completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1

will monitor lesson plans, conduct classroom walk-throughs, and review student work folders

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

student work folders, lesson plans and classroom walk-through logs and the results of Baseline, Interim, bi-weekly and FCAT reports will serve as evidence of completion

Plan to Monitor Effectiveness of G4.B2.S1

will review Baseline, Interim, bi-weekly, and FCAT assessments

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

annotations from data chats on reports from assessments such as: Baseline, Interim, bi-weekly and FCAT will serve as evidence of completion.

G5. In 2012-13 school year 40 STEM based initiatives were offered in the 2014 school year 42 STEM based Initiatives shall be offered with 95% of students participating.

G5.B1 Students busy schedules often results in a lack of time to engage in many of the available stem activities.

G5.B1.S1 Teachers shall incorporate STEM initiatives as a component of the classroom curriculum.

Action Step 1

shall provide a minimum of one hands-on lab each week, engage students in learning of scientific concepts through the implementation of technological innovations such as: Gizmo, a computer based science lab, engage students in field trips representative of the STEM field, encourage student participation in STEM Enrichment programs offered by the North Beach PTA

Person or Persons Responsible

Teachers

Target Dates or Schedule

throughout the 2013-2014 school year

Evidence of Completion

Teacher lesson plans and student work folders will serve as evidence of completion.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

shall monitor lesson plans, conduct classroom walk-throughs, and review student work folders

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

student work folders, lesson plans and classroom walk-through logs, and the results of Baseline, Interim, bi-weekly and FCAT reports will serve as evidence of completion

Plan to Monitor Effectiveness of G5.B1.S1

shall review ongoing bi-weekly assessments focusing on students' responses to questions involving STEM initiatives.

Person or Persons Responsible

The Leadership team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Data from formative and summative assessments in conjunction with agendas from data chats

G6. All students will come to school on time, ready to learn, and behave in a manner that is conducive to learning.

G6.B1 Barriers: 7% of students miss 10% or more of class due to illnesses, religion, and familial obligations as a result their performance in school by the end of the 2014 school year the percentage of students missing 10% or more of class will decrease to 6%.

G6.B1.S1 Teacher and staff will contact parents of habitually absent or tardy students.

Action Step 1

will initiate contact with the parents of students who are habitually tardy or absent.

Person or Persons Responsible

Teachers

Target Dates or Schedule

as absences occur

Evidence of Completion

Teacher contact log

Action Step 2

will follow-up with parents of students who are absent or tardy for three or more consecutive days

Person or Persons Responsible

Counselors

Target Dates or Schedule

after three consecutive absences

Evidence of Completion

student case management records will serve as evidence of completion.

Action Step 3

will be apprised of habitually absent students and the conversations between teachers, counselors, and parents

Person or Persons Responsible

School social worker

Target Dates or Schedule

when absenteeism becomes a problem

Evidence of Completion

student case management records will serve as evidence of completion.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

will verify teachers check attendance roster

Person or Persons Responsible

Administrators

Target Dates or Schedule

daily

Evidence of Completion

teacher signature and annotations on the attendance bulletin posted by the sign in sheets.

Plan to Monitor Effectiveness of G6.B1.S1

will review attendance and tardy records

Person or Persons Responsible

Student Services Team

Target Dates or Schedule

monthly

Evidence of Completion

Attendance reports

G6.B2 Barriers: 1% of students were retained and 23% of students were not proficient in reading by the end of the 2014 school year the percentage of students lacking proficiency will decrease to 21%.

G6.B2.S1 Teachers will work to remedy reading deficits and assure students reach grade level expectations.

Action Step 1

will develop and monitor Progress Monitoring Plans for targeted students

Person or Persons Responsible

The MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Progress Monitoring Plans

Action Step 2

will implement the teams recommendations and continue monitoring student progress for the cycle to repeat in a month's time.

Person or Persons Responsible

The Teacher

Target Dates or Schedule

in class daily

Evidence of Completion

Progress Monitoring Plans

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Review lesson plans in addition to conduct classroom walk-throughs and observations

Person or Persons Responsible

Administrators and the MTSS/RtI Team will

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Classroom walk through logs and observations as well as lesson plans and progress monitor data will serve as evidence of completion.

Plan to Monitor Effectiveness of G6.B2.S1

review ongoing assessment data such as progress monitoring for intervention programs as well as formative assessments

Person or Persons Responsible

Administrators

Target Dates or Schedule

bi-weekly

Evidence of Completion

Annotations for MTSS/RtI meetings provided by the teacher.

G6.B3 Barriers: 4% of students receive 2 or more behavioral referrals by the end of the school year student receiving 2 or more referrals will decrease to 3%.

G6.B3.S1 Students misbehavior often results in decreased performance in school.

Action Step 1

will develop classroom essential agreements with students to clearly outline the procedures and expectations of the classroom; will educate students on the IB Attitudes and the Student Profiles and encourage students to behave in such a manner in compliance with the Code of Student Conduct and assure understanding of school policies and procedures.

Person or Persons Responsible

Teacher and staff

Target Dates or Schedule

on a daily basis

Evidence of Completion

Posting of essential agreements in classroom and participation in incentive programs for compliance with school rules.

Plan to Monitor Fidelity of Implementation of G6.B3.S1

will develop classroom essential agreements with students to clearly outline the procedures and expectations of the classroom; will educate students on the IB Attitudes and the Student Profiles and encourage students to behave in such a manner in compliance with the Code of Student Conduct and assure understanding of school policies and procedures.

Person or Persons Responsible

The Leadership Team

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Posting of essential agreements and participation in celebrations.

Plan to Monitor Effectiveness of G6.B3.S1

will conduct classroom walk-throughs and observations/ communication logs

Person or Persons Responsible

The Leadership Team, Counselor and teachers

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Reduced number of referrals.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II

North Beach Elementary School receives Title II funds from the district and uses those supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

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

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- 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-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

When appropriate, North Beach Elementary School receives Title X funds from:

- Miami-Dade County Public Schools' School Board which approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on 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, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces

as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists 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.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school 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.

Other

North Beach Elementary School has also benefits from Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
 - Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
 - HCiOS services reduces or eliminates 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.
 - HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
 - HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. FCAT Reading 2.0 2013 data indicates that 82% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 84% of students will perform at proficiency.

G1.B1 During the 2013 administration of FCAT Reading 2.0, 22% of students scored at achievement level 3. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving level 3 to 23%.

G1.B1.S1 Teachers will provide research based instruction in the area of Reading Application.

PD Opportunity 1

will provide professional development in the area of Reading to all teachers

Facilitator

Ann Intrieri-Paz

Participants

Teachers grades K-5

Target Dates or Schedule

On an on-going basis

Evidence of Completion

Sign in sheets from professional development meetings

G2. FCAT Writing 2013 data indicates that 79% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT Writing 81% of students will perform at proficiency.

G2.B1 Students lack the ability to elaborate on their thoughts in an organized, grammatically correct, focused manner.

G2.B1.S1 Teachers will provide opportunities for students to expand their ideas and edit their work based on the standard rules of English grammar.

PD Opportunity 1

will provide professional development on the Writing Process with emphasis on the on editing and elaboration.

Facilitator

Ms. Ann Intrieri-Paz

Participants

Teachers in grades K-5

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Sign in sheets from Writing Meetings

G3. FCAT Mathematics 2.0 2013 data indicates that 89% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 89% of students will perform at proficiency.

G3.B1 During the 2013 administration of FCAT Mathematics 2.0, 27% of students scored at achievement level 3. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving level 3 to 28%.

G3.B1.S1 Teachers will provide research based mathematical instruction.

PD Opportunity 1

will provide professional development in the area of Mathematics

Facilitator

Mr. Robert Spagnola

Participants

Teachers in grades K-5

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Sign in Sheets from Math Meetings

G4. FCAT 2.0 2013 data indicates that 81% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 83% of students will perform at proficiency.

G4.B1 During the 2013 administration of FCAT Science 2.0, 24% of students scored at achievement level 3. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving level 3 to 28%.

G4.B1.S1 Teachers shall provide high quality initial instruction in the area of science and implement a routine of inquiry based, hands-on activities to facilitate the development of scientific concepts.

PD Opportunity 1

will provide professional development in the area of Science

Facilitator

Ms. Jacqueline Lozano

Participants

Teachers in grades K-5

Target Dates or Schedule

on an on-going basis

Evidence of Completion

Sign in sheets from meetings

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	FCAT 2.0 2013 data indicates that 81% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 83% of students will perform at proficiency.	\$2,500
G5.	In 2012-13 school year 40 STEM based initiatives were offered in the 2014 school year 42 STEM based Initiatives shall be offered with 95% of students participating.	\$25,000
Total		\$27,500

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Total
Friends of North Beach and North Beach PTA	\$25,000	\$0	\$25,000
PTA Science Budget	\$0	\$2,500	\$2,500
Total	\$25,000	\$2,500	\$27,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G4. FCAT 2.0 2013 data indicates that 81% of students performed at proficiency. During the administration of the 2013-2014 administration of the FCAT 83% of students will perform at proficiency.

G4.B1 During the 2013 administration of FCAT Science 2.0, 24% of students scored at achievement level 3. The goal for the 2014 administration of the FCAT 2.0 is to increase the percentage of students achieving level 3 to 28%.

G4.B1.S1 Teachers shall provide high quality initial instruction in the area of science and implement a routine of inquiry based, hands-on activities to facilitate the development of scientific concepts.

Action Step 2

will provide professional development in the area of Science

Resource Type

Professional Development

Resource

Consultant

Funding Source

PTA Science Budget

Amount Needed

\$2,500

G5. In 2012-13 school year 40 STEM based initiatives were offered in the 2014 school year 42 STEM based Initiatives shall be offered with 95% of students participating.

G5.B1 Students busy schedules often results in a lack of time to engage in many of the available stem activities.

G5.B1.S1 Teachers shall incorporate STEM initiatives as a component of the classroom curriculum.

Action Step 1

shall provide a minimum of one hands-on lab each week, engage students in learning of scientific concepts through the implementation of technological innovations such as: Gizmo, a computer based science lab, engage students in field trips representative of the STEM field, encourage student participation in STEM Enrichment programs offered by the North Beach PTA

Resource Type

Other

Resource

Consumable materials for hands-on labs, field trips, and technology

Funding Source

Friends of North Beach and North Beach PTA

Amount Needed

\$25,000