North Beach Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

North Beach Elementary School

4100 PRAIRIE AVE, Miami Beach, FL 33140

http://northbeach.schoolwires.com

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Fishman, Melanie	Principal	Mrs. Fishman sets and oversees academic goals and ensure that teachers have the equipment and resources to meet those goals. She establishes and supervises additional programs at NBE, such as community extracurricular activities, and before- and after-school events.
Correa-Cespedes, Blanca	Assistant Principal	Dr. Cespedes handles Mental Health, Threat Assessments, Teacher Evaluations, ESE Department, ESOL Department, all schoolwide testing as the School Assessment Coordinator, supervises arrival and dismissal, referral and retention process for grade 3, monitors student attendance, and supervises curriculum development activities for STEAM and IB. She also handles School Improvement Plan/EESAC and Cognia. accreditation.
Gil, Ana	ELL Compliance Specialist	Ms. Gil assist Principal and teachers as needed in the supervision and evaluation of ESOL personnel. Her professional responsibilities also include adhering to ESOL compliance. In addition: - Conducts parent meetings for in-service in ESOL education and encourage active participation in the district program. - Conducts screenings and assessments and establish files for all students who have been referred to the ESL program. - Assists and provide support and resources for teachers with ESOL students in their classrooms as they attempt to identify and meet the needs of these students. - Collects and use data to identify goals, assess organizational effectiveness, and promote organizational learning. -Creates and implement plans to achieve goals. - Promotes continuous and sustainable improvement. - Monitors and evaluate progress and revise plans. - Develops the instructional and leadership capacity of staff. - Collects and analyze data and information pertinent to the educational environment. - Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
Figarola , Lourdes	Curriculum Resource Teacher	Dr. Figarola is the STEAM and International Baccalaureate DP Coordinator. She carries out effective leadership and administrative functions of the IBDP Program; works closely with leadership in supporting the educational development of students and staff; and promotes parent and community awareness of the program.
Rodriguez, Jani	Assistant Principal	Dr. Rodriguez handles Gifted Cases, Textbooks, Student Transportation, Teacher Evaluations, supervises arrival and dismissal, pre-kinder program, monitors student attendance, manages school website and additional school operation responsibilities.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Educational Excellence School Advisory Council, the leadership team (Melanie Fishman - Principal, Dr. Blanca Correa-Cespedes Assistant Principal, Dr. Jani Rodriguez Assistant Principal, Ana Gil ESOL Coordinator, Susan Rivera Media Specialist Liaison), work on the school's identification for ESSA support and improvement, the school's performance on each accountability indicator, prioritization through data analysis, and selection of interventions.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Processes to monitor the SIP for effective implementation will be classroom walkthroughs, student progress
monitoring, common planning minutes/input, staff feedback, and parental and community input. The data will be shared on a monthly basis during EESAC, PTA meetings, and faculty meetings and bi-weekly in grade-level collaborative and leadership team meetings.

The Leadership Team will make adjustments based on progress monitoring, topic assessments, and biweekly data trackers.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	54%
2022-23 Economically Disadvantaged (FRL) Rate	39%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	11	9	15	6	5	0	0	0	46
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	1	3	5	1	0	0	0	0	10
Course failure in Math	0	1	3	1	1	0	0	0	0	6
Level 1 on statewide ELA assessment	0	0	0	8	8	16	0	0	0	32
Level 1 on statewide Math assessment	0	0	0	4	9	16	0	0	0	29
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	19	24	35	16	17	0	0	0	112
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	9	5	12	0	0	0	29

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	13	15	13	4	8	0	0	0	53
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	2	5	0	0	0	0	0	7
Course failure in Math	0	0	1	5	3	1	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	9	13	20	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	5	6	15	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	4	24	14	19	0	0	0	61

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	1	11	5	14	0	0	0	31

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	9	15	7	5	11	0	0	0	57
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	4	2	0	0	0	0	0	10
Course failure in Math	0	4	1	2	0	0	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	17	20	17	0	0	0	54
Level 1 on statewide Math assessment	0	0	0	14	20	20	0	0	0	54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	18	24	27	25	21	26	0	0	0	141

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	3	1	14	16	12	0	0	0	46

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	76	60	53	82	62	56	81		
ELA Learning Gains				78			65		
ELA Lowest 25th Percentile				54			48		
Math Achievement*	77	66	59	79	58	50	77		
Math Learning Gains				73			53		
Math Lowest 25th Percentile				54			26		
Science Achievement*	84	58	54	79	64	59	74		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	69	63	59	58			65		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	557
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	62			
AMI				
ASN				
BLK				
HSP	71			
MUL	90			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	81			
FRL	65			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	1	
ELL	54			
AMI				
ASN				
BLK				
HSP	63			
MUL	87			
PAC				
WHT	78			
FRL	57			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	76			77			84					69
SWD	41			52							3	
ELL	59			57			68				5	69
AMI												
ASN												
BLK												
HSP	67			70			77				5	72

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
MUL	93			87							2	
PAC												
WHT	85			85			89				5	64
FRL	57			61			77				5	76

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	82	78	54	79	73	54	79					58
SWD	33	48	25	42	54	36	29					45
ELL	63	62	41	57	58	45	51					58
AMI												
ASN												
BLK												
HSP	73	71	48	71	65	50	68					57
MUL	82			91								
PAC												
WHT	91	84	67	88	82	61	91					61
FRL	67	73	43	64	64	39	55					53

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	81	65	48	77	53	26	74					65
SWD	37	45		43	45							33
ELL	69	55	54	65	56	35	61					65
AMI												
ASN												
BLK												
HSP	74	58	45	69	45	29	68					62
MUL	100			90								
PAC												
WHT	88	74	58	84	62		81					71

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	66	60	46	56	37	32	60					60

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	76%	56%	20%	54%	22%
04	2023 - Spring	75%	58%	17%	58%	17%
03	2023 - Spring	71%	52%	19%	50%	21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	81%	63%	18%	59%	22%
04	2023 - Spring	73%	64%	9%	61%	12%
05	2023 - Spring	74%	58%	16%	55%	19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	80%	50%	30%	51%	29%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The 2023 ELA FAST PM3 Reading proficiency score for grades 3rd-5th dropped by seven percentage points from the previous year's 2022 FSA assessment. This is a decrease from 81% to 74% proficiency, representing the lowest performance in the data. Some of the contributing factors were in the practices of student knowledge in the integration of ELA B.E.S.T. standards using online performance assessments. Participation in professional development trainings for teachers in ELA instruction to effectively teach reading skills using the B.E.S.T. standards. Along with the individual student needs and specific challenges, that impacted their reading proficiency. Factors like learning disabilities, language barriers, or socio-emotional issues could have affected their ability to comprehend and demonstrate proficiency in reading.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The 2023 FAST ELA PM3 reading assessment showed the greatest decline from 81% to 74% across grades 3-5. Factors that could have contributed was the increase in poetry across genres. Poetry requires a unique set of skills, such as understanding figurative language, interpreting symbolism, and recognizing poetic devices. If students had limited exposure to poetry or lacked opportunities to practice analyzing and comprehending poetic texts, their proficiency in this specific area may have suffered.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Both our Reading and Math FAST PM3 data surpassed the state average in grades 3-5.

The iReady AP1 to AP2 assessment revealed that the 5th grade comprised the largest group of students who experienced regression in their iReady placement. Moreover, the study highlighted that learning gains were more substantial in the primary grades (KG-2nd grade) and gradually decreased in the intermediate grades (3rd-5th). These findings contribute to a decline in the completion of weekly minutes.

Which data component showed the most improvement? What new actions did your school take in this area?

The domain of Science exhibited sustainable achievement, as we observed consistency in proficiency from 79% to 80% compared to the previous year. Further analysis of the data, accounting for students who fulfilled proficiency criteria and were considered in Full-Time Equivalency (FTE), revealed an even higher proficiency rate of 80%. Several initiatives potentially played a role in driving this improvement, including the implementation of scheduled laboratory sessions, the rigorous evaluation of topic assessments, and the utilization of supplementary educational resources. The implementation of regular formative assessments, such as quizzes, exit tickets, and class discussions, to monitor student progress and mastery. The incorporation of educational technology tools and resources into science instruction, such as interactive simulations, virtual experiments, and multimedia presentation. Encouraging collaborative learning environments where students can actively engage with their peers, participate in group projects, and discuss scientific concepts.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

According to the EWI Counts, there was a decrease in attendance below 90% for both the 2nd (15 students) and 3rd grade (13 students) compared to the previous academic year, in contrast to the figures of 13 students for 2nd grade and 5 students for 3rd grade. This decline in attendance may have played a role in the rise of students experiencing substantial reading difficulties in the 3rd grade, with an increase from 22 students in the previous year to 24 students.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Provide intervention support to rising 3-5 grade students to address the students (61 students) that fell into the category of substantial reading difficulty. Monitor their progress through MTSS referrals with the leadership, counselors, and grade-level teams to ensure the students who have been identified with academic or behavior are receiving support
2. Implement differentiation instruction with fidelity to SWD,
3. Create monthly attendance incentives to address excessive absences and attendance truancy that impact academic achievement.
4. Address ELA interventions for ESOL students through Science labs in 5th grade.
5. Ongoing monitoring ELA interventions for ESE students.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM3 data, 74% of students in grades 3-5 were proficient in ELA
as compared to the previous school year 81%. Based on the data and the identified contributing factors of: the high number of Level 1 and 2 ESOL students, student readiness levels limit abilities to master grade-level tasks, and lesson plans correlate student academic progress with intervention, we will implement the targeted intervention to address learning deficiencies.

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

There will be an increase of at least 5 percentage points in ELA for the 2024 FAST PM3 Spring assessment.

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

The leadership team (Melanie Fishman, Dr. Blanca Correa-Cespedes, Ana Gil, Susan Rivero, Marlene Pendergast, Melissa Abril), will conduct quarterly data chats, adjust groups based on current data in real-time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review lesson plans for indication of remediation of standard through intervention. Data Analysis of formative assessments on topic assessments will be reviewed monthly to observe progress. We
will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person responsible for monitoring outcome:

Melanie Fishman (pr3741@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of ELA, our school will focus on the evidence based intervention of response to intervention. Support and collaboration between ESE teacher and general education teacher will be ongoing.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Response to Intervention (RtI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom and includes providing aligned interventions and on-going progress monitoring.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The leadership team will use data to target students and align resources based on student needs. As a result of the data analysis, students will be appropriately grouped for intervention support based on their academic needs.

Person Responsible: Melanie Fishman (pr3741@dadeschools.net)

By When: August 31, 2023

Facilitate collaboration among teachers, interventionists, and support staff involved in the implementation of Wonders and Discovery.

Person Responsible: Melanie Fishman (pr3741@dadeschools.net)

By When: August 23, 2023

Conduct professional development sessions to enhance educators' understanding and utilization of the Florida Intervention Programs, as well as their ability to effectively track and interpret student progress.

Person Responsible: Ana Gil (anag918@dadeschools.net)

By When: September 6, 2023

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 EWS of attendance of students in grades, K-5th with 6-10 days absent increased to 36% compared to the previous school year of attendance data of 31%. Based on the data and the identified contributing factors of the high number of Level 1 and 2 ESOL students, students in Tier 2, and Tier 3 reading intervention, and school culture to reinforce that fosters regular attendance, we will implement the Attendance Tracking system to promote daily attendance. These elements combine to create a conducive and supportive educational environment that benefits all students and stakeholders within the school community.

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

By the end of the 2023-2024 school year, the measurable outcome will be to achieve a percentage of students with 6-10 absences that is 10% lower than the previous year's rate of 36%. This will directly impact academic performance in the core subject areas of Reading and Math as measured in the FAST PM1 and PM2 assessments.

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

The implementation of an attendance tracking system will be used to monitor and track the school wide initiative. This will allow counselors, teachers, and staff to record and highlight classrooms and individual students on their daily attendance. This can be done through electronic attendance systems, spreadsheets, or designated forms, and showcased weekly during the morning announcements.

Person responsible for monitoring outcome:

Blanca Correa-Cespedes (bccespedes@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling, and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Increased Engagement: Regular attendance creates opportunities for students to actively engage in classroom discussions, activities, and projects. When students are present, they have more chances to participate, ask questions, and collaborate with their classmates, enhancing their overall learning experience and promoting a positive and dynamic school environment.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Collect and analyze attendance data to identify specific patterns, trends, and areas of concern related to student attendance.
Identify factors contributing to poor attendance, such as transportation issues, health concerns, or disengagement.

Person Responsible: Marlene Pendergast (marlenependergast@dadeschools.net)

By When: August 25, 2023

Implement a school-wide attendance tracking system that accurately records daily attendance for all students. Monitoring attendance data regularly. and highlighting classes with perfect attendance during morning announcements.

Person Responsible: Marlene Pendergast (marlenependergast@dadeschools.net)

By When: August 25, 2023

Create an Attendance Improvement Team comprising administrators, counselors, teachers, and support staff to lead the initiative.
Define the roles and responsibilities of team members, including data analysis, interventions, parent/guardian communication, and progress monitoring.

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

By When: September 6, 2023

Develop a communication plan to regularly inform parents/guardians about the importance of attendance and the school's attendance improvement efforts.

Person Responsible: Marlene Pendergast (marlenependergast@dadeschools.net)

By When: September 6, 2023

Provide Tiered Attendance Interventions and Support to address students with chronic absenteeism and develop individualized attendance improvement plans for them.

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

By When: September 13, 2023

Implement a positive reinforcement system that rewards students for good attendance, such as certificates, recognition, or small incentives.

Person Responsible: Lourdes Figarola (lafigarola@dadeschools.net)

By When: September 13, 2023

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST ELA PM3 data, 37% of Students with Disabilities (SWD) in grade levels 3rd-5th were proficient in ELA levels compared to the previous school year data of 31%. Based on the data, the students with disabilities are lagging in readiness levels to master grade-level standards and lesson plans do not incorporate multiple learning styles or differentiated groups to address learning gaps, we will implement differentiated instruction to support the individual learning needs and learning preferences of these students.

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

With the scaffolding of differentiated instruction learning groups, we will see a 3% increase in students in grades 3-5 scoring grade level or above in the FAST PM3 ELA proficiency by the end of the 2023-2024 school year.

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

The Leadership Team (Melanie Fishman, Dr. Blanca Correa-Cespedes, Dr. Jani Rodriguez, Ana Gil, Lourdes Figarola Marlene Pendergast, Ana Mojarieta, Melissa Abril, Susana Rivero) will conduct quarterly data chats, adjust groups based on current data in real-time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data. Administrators will review lesson plans for indication of differentiation instructional grouping. Data Analysis of formative assessments topic assessments will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.Collect progress monitoring data on the effectiveness of the interventions and collaborate with the leadership team to analyze the impact of these strategies on student performance.

Person responsible for monitoring outcome:

Melanie Fishman (pr3741@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different strategies to increase learning gains. Ongoing data conversations with ESE Chairperson and Literacy Team regarding student progress and focus on SWD learning gains.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By establishing a measurable outcome of decreasing the percentage of students scoring at level 1-2 to 15% by the end of the 2023-2024 school year, we provide a clear target for improvement, align with state standards, and prioritize the academic growth and success of our students. This outcome will guide our efforts in implementing targeted interventions, enhancing instructional practices, and fostering a supportive learning environment to achieve our desired goal.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

The data collection will be collected, including the FLDOE FAST assessment results and intervention data, and progress monitoring on an ongoing basis. Data will be organized, analyzed, and disaggregated to identify trends, patterns, and areas of concern related to student proficiency levels in ELA.

Person Responsible: Melanie Fishman (pr3741@dadeschools.net)

By When: August 24, 2023

Facilitate collaboration among teachers, interventionists, and support staff involved in the implementation district intervention program.
Conduct professional development sessions to enhance educators' understanding and utilization of functional reading skills courses, as well as their ability to effectively track and interpret student progress.

Person Responsible: Ana Gil (anag918@dadeschools.net)

By When: September 7, 2023

Regularly communicate progress through student and parent data chats to update students, parents, teachers, and other relevant stakeholders.
Provide reports that highlight individual student growth, overall program effectiveness, and areas of continued focus.

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

By When: September 21, 2023

Ongoing data conversations with ESE Chairperson and Literacy Team regarding student progress and focus on SWD learning gains. Provide reports that highlight individual student growth, overall program effectiveness, and areas of continued focus through differentiated instruction, district intervention courses and the use of iREADY toolbox resources.

Person Responsible: Romy Verite (rverite@dadeschools.net)

By When: September 21, 2023

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2022-2023 Climate Survey Question 03, 26% of students disagreed that students followed school rules. That is a 13% decrease from previous school year. A positive culture of kindness throughout the school follows rules and will adhere to attendance and code of conduct. NBE will implement a positive reinforcement system that rewards students that come to school, follow school rules and procedures, including the cafeteria rules each day.

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

Based on this data, there will be an increase of 5 percentage points in Question 3 on the 2023-2024 School Climate Survey that supports students follow the rules at North Beach Elementary

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

These events will help recognize students throughout the school year that are in attendance and following the Code of Student Conduct at NBE. Jennifer Beth Turken Kindness Award (monthly); SOARING to school initiative (quarterly); Do the Right Thing Recognition Award (Monthly); No Place for Hate Initiative (throughout school year).

Person responsible for monitoring outcome:

Marlene Pendergast (marlenependergast@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

NBE staff, students and parent will celebrate successes throughout the year by recognizing students that do the right things and are in attendance each day.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Positive reinforcement responses that celebrate success promote a positive school culture and directly translates to seizing an opportunity. It shows that the school community actively listens to all feedback and is willing to take the time to engage our students through their academic trajectory.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Jennifer Beth Turken Kindness Award (monthly) is a kindness award to recognize each student that follows the rules by demonstrating exceptional kindness towards others.

Person Responsible: Marlene Pendergast (marlenependergast@dadeschools.net)

By When: August 19- September 29, 2023

SOARING to school initiative for attendance (quarterly) will celebrate perfect attendance both individually and collectively.

Person Responsible: Marlene Pendergast (marlenependergast@dadeschools.net)

By When: August 19- September 29, 2023

Do the Right Thing Recognition Award (Monthly) and No Place for Hate Initiative (throughout school year) recognize students that go above and beyond daily routines to show positive character traits and compassion for others.

Person Responsible: Marlene Pendergast (marlenependergast@dadeschools.net)

By When: August 19-September 29, 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations ensure resources are used for student academic needs. This includes additional technology resources, before and after school interventions to use based on needs.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No