

# North Beach Elementary School



2014-15 School Improvement Plan

## North Beach Elementary School

4100 PRAIRIE AVE, Miami Beach, FL 33140

<http://northbeach.schoolwires.com>

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
29%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
50%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 Environment

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

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

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

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



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

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

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

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

### **Early Warning Systems**

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

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

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

During the 2014 school year:

6% of students demonstrated an attendance rate below 90%.

0 students were suspended.

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

An overall average of 5% of students scored an FCAT Level 1 in ELA.

An overall average of 3% of students scored an FCAT Level 1 in Mathematics.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19	11	14	9	10	8	71
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	2	1	3	5	2	3	16
Level 1 on statewide assessment	0	0	0	6	4	7	17

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	5	2	3	10

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

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

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

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

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

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

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Quarles, Alice	Principal
Townsley, Janine	Assistant Principal
Arisso, Maria	Attendance/Social Work
Bernal, Russela	Guidance Counselor
Clavijo, Dina	Teacher, ESE
Fontanilles, Yeini	Teacher, K-12
Gil-Diaz, Patricia	Psychologist
Gomez, Marilyn	Teacher, K-12
Gonzalez, Maria T	Teacher, K-12
Gotlieb, Chana	Other
Green, Savitria	Teacher, K-12
Harley, Cassandra	Teacher, K-12
Intrieri-Paz, Ann	Teacher, K-12
Lozano, Jacqueline	Teacher, K-12
Ocana, Vanessa	Teacher, K-12
Schwartzbaum, Anat	Teacher, K-12
Spagnola, Robert	Teacher, K-12
West, Lourdes	Teacher, K-12

**Duties**

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

The school based leadership team is comprised of the following persons: Principal, Dr. Alice F. Quarles; Assistant Principals, Dalia Villar and Janine Townsley; IB Coordinator Anat Schwartzbaum; Guidance Counselor, Russella Bernal; School Psychologist, Patricia Gil-Diaz; School Social Worker, Maria Arisso; Speech Therapist, Chana Gottlibe; 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.

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

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

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

#### Title 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 2014-2015 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.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Alice F. Quarles	Principal
Savitria Green	Teacher
Cassandra Harley	Teacher
Marilyn Marmol	Teacher
Terri Monem	Teacher
Michele Rivera	Teacher
Maribel Rosario	Education Support Employee
Lourdes West	Teacher
Anat Schwartzbaum	Teacher
John Aleman	Parent
Kara Burnstine	Parent
Karen Edelstein	Parent
Stella Gelsomino	Parent
Lori Nieder	Parent
Stacy Penson	Parent
Susan Rosenthal	Parent
Gavin Basner	Student
Simone Kingcade	Student
Brent Coetzee	Business/Community
Darren Buckner	Business/Community
Guiselle Castillo	Education Support Employee
Susan Schaffer	Business/Community

### **Duties**

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

*Evaluation of last year's school improvement plan*

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

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

The school annual budget has generated: 1 Principal, 2 Assistant Principals, 54 Classroom Teachers, 4 Spanish Teachers, 2 Counselors, 1.6 Art and Music Teachers, 2.3 Physical Education Teachers, 1 ESOL Teacher, 2 Special Education Teachers, 1 Media Specialist, 4 Office Personnel, 7 Custodial Workers, and 8 Cafeteria Workers. After these positions were accounted for the remaining funds were used for hourly teachers for tutorials, substitute teachers, and supplies. This budget was reviewed with the SAC and their input was considered.

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

The SAC is considering using the \$4954 in the SAC budget to secure supplemental materials for tutorial programs occurring before, during and after school.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Quarles, Alice	Principal
Townesley, Janine	Assistant Principal
Arisso, Maria	Attendance/Social Work
Bernal, Russela	Guidance Counselor
Clavijo, Dina	Teacher, ESE
Fontanilles, Yeini	Teacher, K-12
Gil-Diaz, Patricia	Psychologist
Gomez, Marilyn	Teacher, K-12
Gonzalez, Maria T	Teacher, K-12
Gotlieb, Chana	Other
Green, Savitria	Teacher, K-12
Harley, Cassandra	Teacher, K-12
Intrieri-Paz, Ann	Teacher, K-12
Lozano, Jacqueline	Teacher, K-12
Ocana, Vanessa	Teacher, K-12
Schwartzbaum, Anat	Teacher, K-12
Spagnola, Robert	Teacher, K-12
West, Lourdes	Teacher, K-12
Haxton, Alice	Instructional Technology

**Duties**

**Describe how the LLT promotes literacy within the school**

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.

**Public and Collaborative Teaching**



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

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

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

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

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

### **Describe the school's teacher mentoring program, including the rationale for pairings and 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.  
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. Ocana to assist her with curriculum planning.  
Jennifer Castillo ELEM ED Fourth Grade Teacher is certified to teach in Elementary Education, needs ESOL Endorsement partnered with Ms. Urquiaga to assist her with curriculum planning.  
Jessica Wohl ELEM ED First Grade Teacher is certified to teach in Elementary Education, needs Gifted and ESOL Endorsements partnered with Ms. Gonzalez to assist her with curriculum planning.  
Fabiola Bonnet-Arias ELEM ED Second Grade Teacher is certified to teach in Elementary Education, needs Gifted Endorsement partnered with Ms. Gyory to assist with curriculum planning.  
Alma Fonseca ELEM ED and ESOL Second Grade Teacher is certified to teach in Elementary Education and ESOL needs Gifted Endorsement partnered with Ms. Ocana to assist her with curriculum planning.  
Raquel Maione ELEM ED and ESOL Fourth Grade Teacher is certified to teach in Elementary Education and ESOL needs Gifted Endorsement partnered with Ms. Gomez to assist her with curriculum planning.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

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

### **Instructional Strategies**

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

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

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

**Strategy:** Extended School Day

**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 Rationale**

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

### **Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Quarles, Alice, pr3741@dadeschools.net

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

Data is collected on an on-going basis by 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.

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

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

Interested parents can elect to attend North Beach for the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Parents supplement this state funded program to assist the school in providing a full day VPK IB Programme to our students. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This assists in transitioning students to the North Beach Family and provides young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

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

summer as well as information about the school and its programs. This aids in transitioning students from pre-school to elementary school.

### College and Career Readiness

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

NA

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

NA

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

NA

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

NA

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** All students will come to school on time, ready to learn, and behave in a manner that is conducive to learning.
- G3.** In 2014 school year 42 STEM based initiatives were offered. During the 2015 school year 44 STEM based Initiatives shall be offered with 95% of students participating.
- G4.** To increase parental and community involvement in school based initiatives.

## Strategic Goals Detail

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

**G1. To increase student achievement by improving core instruction in all content areas. 1a**

G048180

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - Hispanic	86.0
AMO Math - SWD	61.0
AMO Math - ED	82.0
AMO Reading - All Students	86.0
AMO Reading - African American	81.0
AMO Reading - White	91.0
AMO Reading - SWD	58.0
AMO Reading - ED	77.0
FSA - Mathematics - Proficiency Rate	97.0
Math Gains	86.0
Math Lowest 25% Gains	78.0
FSA - English Language Arts - Proficiency Rate	94.0
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	73.0
FCAT 2.0 Science Proficiency	76.0

**Resources Available to Support the Goal 2**

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

**Targeted Barriers to Achieving the Goal 3**

- Effective Collaborative Planning

**Plan to Monitor Progress Toward G1. 8**

Student progress will be monitored 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 Responsible**

Alice Quarles

**Schedule**

Weekly, from 9/22/2014 to 11/26/2014

**Evidence of Completion**

Ultimately the summative assessment of both the FSA English Language Arts, Mathematics, and the FCAT 2.0 Science (5th), will reveal the progress towards this goal.

**G2.** All students will come to school on time, ready to learn, and behave in a manner that is conducive to learning. 1a

G048182

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	7.0
Discipline incidents	2.0
Level 1 - All Grades	1.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Barriers: 8% of students miss 10% or more of class due to illnesses, religion, and familial obligations as a result their performance in school is impacted adversely.
- Barriers: Less than 1% of students were retained and 6% of students were not proficient in reading by the end of the 2014.
- Barriers: 3% of students receive 2 or more behavioral referrals by the end of 2014.

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Alice Quarles

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

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

**G3.** In 2014 school year 42 STEM based initiatives were offered. During the 2015 school year 44 STEM based Initiatives shall be offered with 95% of students participating. 1a

G048181

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- The Scientific Process, Science Fair, STEM Field Trips, Science Camps facilitated by science consultants, Solar and Clean Energy Initiatives, Mobile Labs, STEM Enrichments offered through North Beach Parent Teacher Association.

**Targeted Barriers to Achieving the Goal** 3

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

**Plan to Monitor Progress Toward G3.** 8

Teachers shall utilize the Florida Continuous Improvement Model to monitor student progress on STEM based initiatives.

**Person Responsible**

Alice Quarles

**Schedule**

Weekly, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Ultimately the summative assessment of the 2015 FSA and FCAT Science 2.0 will reveal our progress towards this goal.



**G4. To increase parental and community involvement in school based initiatives.** 1a

G049870

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

**Resources Available to Support the Goal** 2

- Parent surveys, Connect-Ed, PTA provided e-mailing system known as Constant Contact, School web site, Newsletters, Flyers, Letters

**Targeted Barriers to Achieving the Goal** 3

- Due to the ever increasing demands on time, parents are unable to attend trainings and workshops.

**Plan to Monitor Progress Toward G4.** 8

Sign in sheets and agenda sheets will depict a variety of meeting times.

**Person Responsible**

Alice Quarles

**Schedule**

Monthly, from 8/15/2014 to 6/4/2015

**Evidence of Completion**

Agenda's and sign in sheets will be kept to depict increased involvement and a variety of times.

## Action Plan for Improvement


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

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 G048180

**G1.B1** Effective Collaborative Planning **2**

 B122564

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

 S134464

### Strategy Rationale

2014 assessment data indicates a need for greater rigor at North Beach Elementary. While North Beach has continued to be an "A" school, many of the AMO Targets were missed by a small margin of points, less than 5 in any area. More effective collaborative planning will lead to greater rigor and differentiated instruction which will benefit student learning.

### Action Step 1 **5**

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

#### Person Responsible

Alice Quarles

#### Schedule

Weekly, from 8/14/2014 to 9/22/2014

#### Evidence of Completion

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

## Action Step 2 5

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

### **Person Responsible**

Alice Quarles

### **Schedule**

Weekly, from 9/22/2014 to 11/26/2014

### **Evidence of Completion**

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

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

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

### **Person Responsible**

Alice Quarles

### **Schedule**

Weekly, from 9/22/2014 to 11/26/2014

### **Evidence of Completion**

Email communication amongst stakeholders. Walk through log.

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

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

### **Person Responsible**

Alice Quarles


### **Schedule**

Weekly, from 9/22/2014 to 11/26/2014


### **Evidence of Completion**

Walk through logs and grade level meeting sign in sheets.

**G2.** All students will come to school on time, ready to learn, and behave in a manner that is conducive to learning. **1**

 G048182

**G2.B1** Barriers: 8% of students miss 10% or more of class due to illnesses, religion, and familial obligations as a result their performance in school is impacted adversely. **2**

 B120104

**G2.B1.S1** Student attendance will be increased via parent outreach by 1 percentage point. **4**

 S131904

### **Strategy Rationale**

To increase student engagement in learning by reducing the percentage of students who are habitually absent and/or tardy.

### **Action Step 1** **5**

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

#### **Person Responsible**

Alice Quarles

#### **Schedule**

Daily, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Teacher contact log

### **Action Step 2** **5**

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

#### **Person Responsible**

Alice Quarles

#### **Schedule**

Daily, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

student case management records will serve as evidence of completion.

**Action Step 3** 5

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

**Person Responsible**

Alice Quarles

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

student case management records will serve as evidence of completion.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Administrators will monitor teachers and staff outreach to parents as delineated in the school's handbook.

**Person Responsible**

Alice Quarles

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Teacher signature and annotations on the attendance bulletin posted by the sign in sheets as well as weekly conference with grade levels.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Administrators and staff will review attendance and tardy records

**Person Responsible**

Alice Quarles


**Schedule**

Daily, from 8/18/2014 to 6/4/2015


***Evidence of Completion***

Attendance reports

**G2.B2** Barriers: Less than 1% of students were retained and 6% of students were not proficient in reading by the end of the 2014. **2**

 B120105

**G2.B2.S1** Teachers will work to remedy reading deficits and assure students reach grade level expectations. **4**

 S131905

### **Strategy Rationale**

Less than 1% of students were retained and 6% of students had difficulties in the area of reading as evident by student performance on FCAT Reading 2.0.

### **Action Step 1** **5**

Teachers will develop and monitor Progress Monitoring Plans for targeted students

#### **Person Responsible**

Alice Quarles

#### **Schedule**

Monthly, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Progress Monitoring Plans

### **Action Step 2** **5**

Teachers will implement the teams recommendations such as small group differentiated instruction and Tiered Interventions continue monitoring student progress for the cycle to repeat in a month's time.

#### **Person Responsible**

Alice Quarles

#### **Schedule**

Daily, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Progress Monitoring Plans

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Administrators will review lesson plans in addition to conduct classroom walk-throughs and observations.

**Person Responsible**

Alice Quarles

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***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 Implementation of G2.B2.S1** 7

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

**Person Responsible**

Alice Quarles


**Schedule**

Monthly, from 8/18/2014 to 6/4/2015


***Evidence of Completion***

Annotations for MTSS/RtI meetings provided by the teacher.

**G2.B3** Barriers: 3% of students receive 2 or more behavioral referrals by the end of 2014. 2

 B120106

**G2.B3.S1** Students misbehavior often results in decreased performance in school. 4

 S131906

### Strategy Rationale

3% of students received 2 or more behavioral referrals through the 2014 school year.

#### Action Step 1 5

Teachers will develop classroom essential agreements with students to clearly outline the procedures and expectations of the classroom. Teachers 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.

#### Person Responsible

Alice Quarles

#### Schedule

Monthly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

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

#### Action Step 2 5

Guidance counselors will provide for group counseling for targeted students to facilitate better decision making.

#### Person Responsible

Janine Townsley

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Student Case Management and student services forms will serve as evidence of completion.



**Plan to Monitor Fidelity of Implementation of G2.B3.S1 6**

Administrators will ensure that teachers have essential agreements with students to clearly outline the procedures and expectations of the classroom, 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. Guidance counselors assure understanding of school policies and procedures.

**Person Responsible**

Alice Quarles

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Posting of essential agreements and participation in celebrations.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

Administrators will conduct classroom walk-throughs and observations, as well as view communication logs.

**Person Responsible**

Alice Quarles

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Reduced number of referrals.

**G3.** In 2014 school year 42 STEM based initiatives were offered. During the 2015 school year 44 STEM based Initiatives shall be offered with 95% of students participating. 1

G048181

**G3.B1** Students busy schedules often results in a lack of time to engage in many of the available stem activities. 2

B120103

**G3.B1.S1** Teachers shall incorporate STEM initiatives as a component of the classroom curriculum. 4

S131903

### Strategy Rationale

In order to increase the quantity and quality of STEM based initiatives, teachers will incorporate STEM activities and instruction during the school day.

### Action Step 1 5

Teachers shall provide a minimum of forty-five hands-on labs, investigations, simulations, and/or science project-based activities, engaging students in the learning of scientific concepts through the implementation of grade level science curriculum and the International Baccalaureate units of study.

#### Person Responsible

Alice Quarles

#### Schedule

Weekly, from 8/25/2014 to 6/4/2015

#### Evidence of Completion

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

### Action Step 2 5

Teachers shall engage students in the use of technology as a mechanism to conduct research, learning, and maximize student engagement. Programs such as Gizmo, I-Ready, IXL, Reflex Math, Discovery Education, NBC Learn, SmartBoards, and technological resources made available by textbooks will be utilized to enhance student learning.

#### Person Responsible

Janine Townsley

#### Schedule

Daily, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Teachers lesson plans, classroom walk-through logs, program reports, if applicable, will serve as evidence of completion

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

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

**Person Responsible**

Alice Quarles

**Schedule**

Weekly, from 8/25/2014 to 6/4/2015

***Evidence of Completion***

Student work folders, lesson plans, classroom walk-through logs, the results of Baseline, Interim, bi-weekly, as well as FSA and FCAT 2.0 Science reports will serve as evidence of completion.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

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

**Person Responsible**

Alice Quarles

**Schedule**

On 6/4/2015

***Evidence of Completion***

Data from formative and summative assessments in conjunction with notes from data chats.

**G4.** To increase parental and community involvement in school based initiatives. 1

G049870

**G4.B1** Due to the ever increasing demands on time, parents are unable to attend trainings and workshops.

2

B124824

**G4.B1.S1** Flexible meeting times to accommodate all parents will be provided. 4

S136756

**Strategy Rationale**

By hosting meetings at various times through out the year more parents will be able to attend meetings.

**Action Step 1** 5

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

**Person Responsible**

Alice Quarles

**Schedule**

Monthly, from 8/15/2014 to 6/4/2015

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Assure that meetings are held at a variety of times throughout the school year.

**Person Responsible**

Alice Quarles

**Schedule**

Monthly, from 8/15/2014 to 6/4/2015

**Evidence of Completion**

Flyers and meeting agenda's indicating the time of the meeting held.

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Advertised meetings will be held at a variety of times through out the year.

**Person Responsible**

Alice Quarles

**Schedule**

Monthly, from 8/15/2014 to 6/4/2015

**Evidence of Completion**

Sign in sheets and agendas will be collected to assure an increase in parental attendance at parent trainings and workshops

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Teachers shall provide a minimum of forty-five hands-on labs, investigations, simulations, and/or science project-based activities, engaging students in the learning of scientific concepts through the implementation of grade level science curriculum and the International Baccalaureate units of study.	Quarles, Alice	8/25/2014	Teacher lesson plans and student work folders will serve as evidence of completion.	6/4/2015 weekly
G2.B1.S1.A1	Teachers will initiate contact with the parents of students who are habitually tardy or absent.	Quarles, Alice	8/18/2014	Teacher contact log	6/4/2015 daily
G2.B2.S1.A1	Teachers will develop and monitor Progress Monitoring Plans for targeted students	Quarles, Alice	8/18/2014	Progress Monitoring Plans	6/4/2015 monthly
G2.B3.S1.A1	Teachers will develop classroom essential agreements with students to clearly outline the procedures and expectations of the classroom. Teachers 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.	Quarles, Alice	8/18/2014	Posting of essential agreements in classroom and participation in incentive programs for compliance with school rules.	6/4/2015 monthly
G1.B1.S1.A1	Provide professional development on best practices in collaborative planning and designate teachers as content area specialists by grade level based on their curricular strengths.	Quarles, Alice	8/14/2014	Sign in sheets, grade level meeting minutes and articles distributed to staff.	9/22/2014 weekly
G4.B1.S1.A1	Offer meetings at a variety of times. Advertise the meetings through the school web site, Connect-Ed, and PTA's constant contact. Offer incentives to the students for parents attendance as well as provide child care as needed.	Quarles, Alice	8/15/2014		6/4/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Counselors will follow-up with parents of students who are absent or tardy for three or more consecutive days	Quarles, Alice	8/18/2014	student case management records will serve as evidence of completion.	6/4/2015 daily
G2.B2.S1.A2	Teachers will implement the teams recommendations such as small group differentiated instruction and Tiered Interventions continue monitoring student progress for the cycle to repeat in a month's time.	Quarles, Alice	8/18/2014	Progress Monitoring Plans	6/4/2015 daily
G1.B1.S1.A2	Content area specialists will lead collaborative planning sessions and include the use of best practices, resources, and instructional strategies to develop effective lesson plans that will be delivered as appropriate.	Quarles, Alice	9/22/2014	Sign in sheets, grade level meeting minutes, and lesson plans	11/26/2014 weekly
G3.B1.S1.A2	Teachers shall engage students in the use of technology as a mechanism to conduct research, learning, and maximize student engagement. Programs such as Gizmo, I-Ready, IXL, Reflex Math, Discovery Education, NBC Learn, SmartBoards, and technological resources made available by textbooks will be utilized to enhance student learning.	Townsley, Janine	8/18/2014	Teachers lesson plans, classroom walk-through logs, program reports, if applicable, will serve as evidence of completion	6/4/2015 daily
G2.B3.S1.A2	Guidance counselors will provide for group counseling for targeted students to facilitate better decision making.	Townsley, Janine	8/18/2014	Student Case Management and student services forms will serve as evidence of completion.	6/4/2015 weekly
G2.B1.S1.A3	Administrators will be apprised of habitually absent students and the conversations between teachers, counselors, and parents	Quarles, Alice	8/18/2014	student case management records will serve as evidence of completion.	6/4/2015 daily
G1.MA1	Student progress will be monitored 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.	Quarles, Alice	9/22/2014	Ultimately the summative assessment of both the FSA English Language Arts, Mathematics, and the FCAT 2.0 Science (5th), will reveal the progress towards this goal.	11/26/2014 weekly
G1.B1.S1.MA1	Monitor for effectiveness and fidelity of collaborative planning through grade level meetings, walk through(s), and stakeholder conversations.	Quarles, Alice	9/22/2014	Walk through logs and grade level meeting sign in sheets.	11/26/2014 weekly
G1.B1.S1.MA1	Monitor implementation of the lesson plans to identify model components of best practices developed during collaborative planning. Identify teachers in need of additional support and provide mentor-ship from grade level peers through observation.	Quarles, Alice	9/22/2014	Email communication amongst stakeholders. Walk through log.	11/26/2014 weekly
G2.MA1	Administrators will monitor student attendance, student case management forms and student progress on formative assessment data.	Quarles, Alice	8/18/2014	Reduced: absenteeism, disciplinary actions, and retention of students will serve as evidence of completion of this goal.	6/4/2015 daily
G2.B1.S1.MA1	Administrators and staff will review attendance and tardy records	Quarles, Alice	8/18/2014	Attendance reports	6/4/2015 daily
G2.B1.S1.MA1	Administrators will monitor teachers and staff outreach to parents as delineated in the school's handbook.	Quarles, Alice	8/18/2014	Teacher signature and annotations on the attendance bulletin posted by the sign in sheets as well as weekly conference with grade levels.	6/4/2015 daily
G2.B2.S1.MA1	Administrators will review ongoing assessment data such as progress	Quarles, Alice	8/18/2014	Annotations for MTSS/RtI meetings provided by the teacher.	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	monitoring for intervention programs as well as formative assessments.				
G2.B2.S1.MA1	Administrators will review lesson plans in addition to conduct classroom walk-throughs and observations.	Quarles, Alice	8/18/2014	Classroom walk through logs and observations as well as lesson plans and progress monitor data will serve as evidence of completion.	6/4/2015 weekly
G2.B3.S1.MA1	Administrators will conduct classroom walk-throughs and observations, as well as view communication logs.	Quarles, Alice	8/18/2014	Reduced number of referrals.	6/4/2015 weekly
G2.B3.S1.MA1	Administrators will ensure that teachers have essential agreements with students to clearly outline the procedures and expectations of the classroom, 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. Guidance counselors assure understanding of school policies and procedures.	Quarles, Alice	8/18/2014	Posting of essential agreements and participation in celebrations.	6/4/2015 weekly
G3.MA1	Teachers shall utilize the Florida Continuous Improvement Model to monitor student progress on STEM based initiatives.	Quarles, Alice	8/25/2014	Ultimately the summative assessment of the 2015 FSA and FCAT Science 2.0 will reveal our progress towards this goal.	6/4/2015 weekly
G3.B1.S1.MA1	Teachers shall review ongoing bi-weekly assessments focusing on students' responses to questions involving STEM initiatives.	Quarles, Alice	8/25/2014	Data from formative and summative assessments in conjunction with notes from data chats.	6/4/2015 one-time
G3.B1.S1.MA1	Administrators shall monitor lesson plans, conduct classroom walk-throughs, and review student work folders.	Quarles, Alice	8/25/2014	Student work folders, lesson plans, classroom walk-through logs, the results of Baseline, Interim, bi-weekly, as well as FSA and FCAT 2.0 Science reports will serve as evidence of completion.	6/4/2015 weekly
G4.MA1	Sign in sheets and agenda sheets will depict a variety of meeting times.	Quarles, Alice	8/15/2014	Agenda's and sign in sheets will be kept to depict increased involvement and a variety of times.	6/4/2015 monthly
G4.B1.S1.MA1	Advertised meetings will be held at a variety of times through out the year.	Quarles, Alice	8/15/2014	Sign in sheets and agendas will be collected to assure an increase in parental attendance at parent trainings and workshops	6/4/2015 monthly
G4.B1.S1.MA1	Assure that meetings are held at a variety of times throughout the school year.	Quarles, Alice	8/15/2014	Flyers and meeting agenda's indicating the time of the meeting held.	6/4/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** To increase student achievement by improving core instruction in all content areas.

### **G1.B1** Effective Collaborative Planning

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

#### **PD Opportunity 1**

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

##### **Facilitator**

Dr. Alice F. Quarles, Mrs. Janine Townsley

##### **Participants**

Teachers

##### **Schedule**

Weekly, from 8/14/2014 to 9/22/2014

#### **PD Opportunity 2**

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

##### **Facilitator**

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

##### **Participants**

Teachers

##### **Schedule**

Weekly, from 9/22/2014 to 11/26/2014



## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> To increase student achievement by improving core instruction in all content areas.	43,500
<b>Goal 2:</b> All students will come to school on time, ready to learn, and behave in a manner that is conducive to learning.	25,000
<b>Goal 3:</b> In 2014 school year 42 STEM based initiatives were offered. During the 2015 school year 44 STEM based Initiatives shall be offered with 95% of students participating.	100,000
<b>Goal 4:</b> To increase parental and community involvement in school based initiatives.	15,000
<b>Grand Total</b>	<b>183,500</b>

Goal 1: To increase student achievement by improving core instruction in all content areas.		
Description	Source	Total
<b>B1.S1.A1</b> - Professional Development Materials and substitutes	General Fund	3,500
<b>B1.S1.A1</b> - Literacy Coaches	Other	40,000
<b>Total Goal 1</b>		<b>43,500</b>

Goal 2: All students will come to school on time, ready to learn, and behave in a manner that is conducive to learning.		
Description	Source	Total
<b>B2.S1.A2</b> - Supplemental Materials and Hourly Teacher Pay	General Fund	25,000
<b>Total Goal 2</b>		<b>25,000</b>

Goal 3: In 2014 school year 42 STEM based initiatives were offered. During the 2015 school year 44 STEM based Initiatives shall be offered with 95% of students participating.		
Description	Source	Total
<b>B1.S1.A1</b> - Science Materials and Consultants	Other	30,000
<b>B1.S1.A2</b> - Mobile Labs, Printers, and Computer Lab Teacher	Other	70,000
<b>Total Goal 3</b>		<b>100,000</b>

Goal 4: To increase parental and community involvement in school based initiatives.		
Description	Source	Total
<b>B1.S1.A1</b> - Incentives, Constant Contact, paper	Other	15,000
<b>Total Goal 4</b>		<b>15,000</b>