

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NORTH BEACH ELEMENTARY SCHOOL

District Name: Dade

Principal: Dr. Alice F. Quarles

SAC Chair: Savitria Green

Superintendent: Alberto M. Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/29/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	DALIA VILLAR	ELEM ED, ESOL, ED LEADERSHIP	6	6	12 '11 '10 '09 '08 '07 School Grade a A B A A A AYP x 97% 100% 100% 100% 100% High Standards Rdg. 82% 91% 91% 87% 86% 79% High Standards Math 83% 92% 86% 83% 83% 75% Lrng Gains-Rdg. 81% 74% 82% 74% 72% 77% Lrng Gains-Math 75% 81% 61% 67% 72% 67% Gains-Rdg-25% 86% 74% 69% 67% 32% 75% Gains-Math-25% 63% 78% 49% 52% 68% 55%
Assis Principal	JANINE TOWNSLEY	ELEM ED, READING, ED LEADERSHIP	7	7	12 '11 '10 '09 '08 School Grade A A A A A A AYP X N Y N N High Standards Rdg 67% 78% 74% 74% 67% High Standards Math 75% 91% 83% 86% 75%

					Lrng Gains-Rdg. 80% 73% 74% 81% 69% Lrng Gains-Math 64% 78% 70% 79% 68% Gains-Rdg-25% 81% 73% 61% 59% 57% Gains-Math-25% 50% 82% 65% 82% 65%
Principal	Dr. Alice F. Quarles	E CHILD ED, ELEM ED, SCHOOL PRINCIPAL	5	23	12 '11 '10 '09 '08 '07 School Grade A A B A A A AYP x 97% 100% 100% 100% 100% High Standards Rdg. 82% 91% 91% 87% 86% 79% High Standards Math 83% 92% 86% 83% 83% 75% Lrng Gains-Rdg. 81% 74% 82% 74% 72% 77% Lrng Gains-Math 75% 81% 61% 67% 72% 67% Gains-Rdg-25% 86% 74% 69% 67% 32% 75% Gains-Math-25% 63% 78% 49% 52% 68% 55%

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
n/a	n/a	n/a			n/a

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings with new teachers and the principal Principal June 7, 2012	Principal	June 7, 2013	
2	2. Partnering new teachers with veteran staff.	Assistant Principal	June 7, 2013	
3	3. Soliciting referrals from district staffing specialist, other administrators and from current staff members.	Principal	June 7, 2013	
4	4. Serving as a host school for student internships from local universities.	Assistant Principal	June 7, 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
69	7.2%(5)	27.5%(19)	26.1%(18)	37.7%(26)	29.0%(20)	31.9%(22)	66.7%(46)	4.3%(3)	72.5%(50)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

ESE Teachers, Principal, IB Coordinator, Assistant Principal, Guidance Counselor, School Psychologist, School Social Worker
Speech Therapist, Homeroom Teacher

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Leadership Team will address how we can utilize the MTSS/ RtI process to differentiate assistance, monitor progress, data collection, data analysis, 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 the 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.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

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.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

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

Describe the plan to train staff on MTSS.

The district professional development and support will include: training for all administrators in the MTSS/RtI problem solving and data analysis process; the district has been providing professional development and support for school staff to understand basic MTSS/RtI principles and procedure, and by providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Dr. Alice Quarles, Principal; Dalia Villar and Janine Townsley, Assistant Principals; Stephanie Labow-Guralnick and Rusela Bernal Guidance Counselors; Grade Level Chairs: Lourdes West, Maria T. Gonzalez, Anat Schwartzbaum, Maria Gyory, Marilyn Gomez, Savitria Green; Jacqueline Lozano, Science Liaison; Robert Spagnola, Math Liaison; Cassandra Harley, UTD; Marty Kern, Media Specialist

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

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

What will be the major initiatives of the LLT this year?

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

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicate that 26% of students achieved Level 3 proficiency. Our Goal for the 2013 school-year is to increase the Level 3 proficiency to 27%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (119)	27% (123)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency on the 2012 administration of the FCAT Reading Test was Reporting Category 2, Reading Application.	Teachers will plan for differentiated instruction and engage students in higher order questions, as well as provide opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades. More instruction will be directed towards informational text through the use of real-world documents. Students will also be required to read longer passages in order to analyze Author's Perspective.	Literacy Leadership Team	Review ongoing bi-weekly assessments focusing on students' responses to higher order questions using longer passages with complex vocabulary, including author's perspective, text features and text structure as well as inquiry/project-based learning and make adjustments to instruction/interventions as needed.	Formative: Mini, Baseline, and Interim Assessments Rubrics developed to assess inquiry/project-based learning Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test indicate that 55% of students achieved levels 4 and 5 proficiency. Our Goal for the 2013 school -year is to maintain the percentage of 55% students scoring Levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (249)	55% (251)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas which showed minimal growth and would require students to maintain or improve performance on the 2013 FCAT Reading administration were Informational Text, Figurative Language, and Vocabulary.	Teachers will plan for and include differentiated instruction with higher order questioning, as well as implement instructional strategies that extend and accelerate reading such as literature circles, buddy reading and inquiry based learning.	Literacy Leadership Team	Review ongoing bi-weekly assessments, Accelerated Reader reports, and Rubrics developed to assess the students' inquiry-based projects and make adjustments to instruction as needed.	Formative: Mini, Baseline, and Interim Assessments; Accelerated Reader reports; Rubrics developed to assess inquiry/project-based learning Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 81% of students made learning gains. Our Goal for the 2013 school year is to increase the percentage of students making annual learning gains to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (223)	86% (237)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As evidenced on the 2012 administration of the FCAT Reading Test the percentage of students making learning gains increased by 5 percentage points when compared to the previous year, therefore the strategies in place need to continue along with additional targeted assistance in Reporting Category 2, Reading Application to further increase learning gains.	Revise the instructional focus calendar for Reading and Language Art classes by infusing IB strategies and transdisciplinary skills with the NGSSS/Common Core Standards. Continue to provide intervention strategies including Voyager, Reading Plus, small group differentiated reading instruction incorporating higher complexity levels as well as enrichment opportunities: projects requiring inquiry and research	Literacy Leadership Team	Review ongoing bi-weekly assessments focusing on students' responses to higher order questions using longer passages with complex vocabulary, including author's perspective, text features and text structure, inquiry/project-based learning as well as reports from Accelerated Reader, Voyager, Successmaker, and Reading Plus and make adjustments to instruction/interventions as needed	Formative: Mini, Baseline, Interim assessments: Accelerated Reader, Reading Plus, Successmaker reports: small group mini assessments; Rubrics developed to assess inquiry/project-based learning Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	The results of the 2011-2012 FCAT Reading Test indicate that 86% of students in the lowest 25% made learning gains.
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Reading Goal #4:	Our Goal for the 2012-2013 school year is to increase the percentage of students making learning gains to 91%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (47)	91% (50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As evidenced on the 2012 administration of the FCAT Reading Test the percent of students in the lowest 25% making learning gains increased by 9 percentage points when compared to the previous year, therefore the strategies in place need to continue.	The school will implement tutoring before and after school two times a week as well as using Voyager, Successmaker, Reading Plus and the use of FCAT instructional materials. The use of FAIR, baseline, and interim assessments will be used monitor student progress and adjust instruction and interventions.	Literacy Leadership Team	Review ongoing bi-weekly, baseline, interim, and FAIR, Voyager reports, FCAT Practice tests, Voyager, Successmaker, and Reading Plus reports and utilize data to adjust instruction and resources.	Formative: Bi-weekly FCAT Practice tests, baseline, interim, and FAIR, assessments and data reports from Voyager, Successmaker, Reading Plus, and Accelerated Reader Summative: 2013 FCAT Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # By the year 2016-2017, 90% of students will read at or above proficiency levels. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81				91	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicated that 86% of White students achieved proficiency. Our goal for the 2012-2013 school year is to increase the White students' proficiency by 2 percentage points to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (214)	88% (219)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	White: The area of deficiency on the 2012 administration of the	Teachers will plan for differentiated instruction and engage students in	Literacy Leadership Team	Review ongoing bi-weekly assessments focusing on students' responses to	Formative: Bi-weekly FCAT Practice tests,

1	FCAT Reading Test was Reporting Category 2, Reading Application	higher order questions, as well as provide opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades. More instruction will be directed towards informational text through the use of real-world documents. Students will also be required to read longer passages in order to analyze Author's Perspective.	higher order questions using longer passages with complex vocabulary, including author's perspective, text features and text structure as well as inquiry/project-based learning and make adjustments to instruction/interventions as needed.	baseline, interim, and FAIR, assessments and data reports from Voyager, Successmaker, Reading Plus, and Accelerated Reader Summative: 2013 FCAT Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.		N/A			
Reading Goal #5E:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0		0			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using data reports to aligning instructional resources	K-5	Assistant Principals	Classroom Teachers	August 30-September 26, 2012 (Quarterly)	Student folders/Classroom Walk-throughs	Principal, Assistant Principals
Implementing Common Core Standards	K- 3	Assistant Principals	Kindergarten –3rd Grade Teachers	September 21,2012	Lesson Plans/Classroom Walk-throughs	Principal, Assistant Principals
Differentiated and inquiry-based instruction	K-5	Assistant Principals and Grade Level Chairs	School-wide	November 6, 2012 & February 1, 2013	Lesson Plans/Classroom Walk-throughs	Principal, Assistant Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
3.1	Tutorial Groups/ Voyager	Friends of North Beach	\$20,000.00
			Subtotal: \$20,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
3.1	Interactive Technology (Smart Board)	PTA	\$6,000.00
			Subtotal: \$6,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
1.1 and 2.1	Substitute Funds	School based funds	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$28,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The 2012-2013 goal for CELLA is to increase the percent of students proficient in listening and speaking to 55% proficient.			
2012 Current Percent of Students Proficient in listening/speaking:					
54% (99)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school is located in a multi-lingual community where families speak their home language. Therefore, students are not immersed in the English language	Teachers will reinforce listening and speaking skills through the Learning Today/Waterford programs and reciprocal teaching.	MTSS/RtI Team	Administrators will conduct classroom walk-throughs and review reports with teachers to revise instruction as needed.	Formative: Classroom Walk-throughs, Computer Assisted Reports: FAIR, Learning Today, Waterford, Successmaker, baseline, interim assessments Summative: 2013 CELLA administration

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

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Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
2.1	Substitute Coverage	General funds	\$250.00
			Subtotal: \$250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$250.00

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 25% of students achieved Level 3 proficiency. Our Goal for the 2013 school-year is to maintain 26% Level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (114)	26% (119)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as evidenced on the 2012 administration of the FCAT Mathematics Test for third grade was Reporting Category 1, Number: Base Ten and Fractions. The deficiency was due to limited access to professional development on using strategies of differentiated instruction and limited use of hands-on and technology-based manipulatives instruction.	Utilize the Math series with fidelity and increase the use of differentiated hands-on activities to reinforce Mathematical concepts. Incorporate the use of online manipulatives in the computer lab or with Smart Board technology to provide students with interactive mathematical lessons and a variety of activities. Continued training will be provided for the staff members.	MTSS/RTI Team	Bi-weekly formative assessments will be implemented and analyzed to support differentiated instruction with an emphasis on hands-on activities. Lesson Plans will be reviewed during classroom walkthroughs to ensure the implementation of the differentiated instruction. Weekly grade level meetings with the administration to discuss progress of implemented differentiated lessons and incorporating the Item Specifications.	Formative: Bi-weekly, District Interim and Math series benchmark assessments Summative: 2013 FCAT 2.0 assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 56% of students achieved proficiency. Our Goal for the 2013 school year is to increase Levels 4 and 5 proficiency at 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (255)	57% (260)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The scores indicated a drop of 12 percentage points in the number of students scoring at Levels 4 and 5. The area of deficiency as evidenced on the 2012 administration for third grade on the FCAT Mathematics Test was in Reporting Category 1, Number: Base Ten Fractions.	Utilize the Math series with fidelity and increase the use of differentiated hands-on activities to reinforce Mathematical concepts. Include problem-solving with higher complexity in daily "Problem of the Day" starters. Incorporating the use of technological resources and inquiry-based learning and provide students with interactive mathematical lessons as well as a variety of Algebraic thinking and Geometry activities.	MTSS/RtI Team	Focused walkthroughs by administration will be used to ensure all math teachers are incorporating the use of technological resources and inquiry based learning to provide students with higher levels of complexity.	Formative: Bi-weekly, District Interim, and Math series benchmark assessments, administrative walk-throughs Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT Mathematics Test indicate that 75% of students achieved learning gains. Our Goal for the 2013 school year is to increase the students achieving learning gains to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (207)	80% (221)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As evidenced on the 2012 administration of the FCAT Mathematics Test for third grade the percentage of students making learning gains decreased by 10 percentage points when compared to the previous year, therefore the strategies in place need to continue along with additional targeted assistance with Reporting Category 1, Number Base Ten and Fractions	Utilizing the current Math series and differentiated instruction, the level of complexity will be raised to increase student achievement. Incorporating the use of technological resources and inquiry-based learning students will be provided with interactive mathematical lessons and a variety of Algebraic thinking and Geometry activities.	MTSS/RTI Team	Focused walkthroughs by administration will be used to ensure all math teachers are incorporating the use of technological resources and inquiry-based learning to provide students with higher levels of complexity. Data from assessments and Successmaker reports will be analyzed and used to align instruction.	Formative: Bi-weekly, District Interim, and Math series benchmark assessments, administrative walk-throughs, Successmaker reports Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics Test indicate that 63% of students in the lowest 25% made learning gains. Our Goal for the 2013 school year is to increase to 68%
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (32)	68% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As evidenced on the 2012 administration of the FCAT Mathematics Test the percentage of students making learning gains decreased by 8 percentage points when compared to the previous year, therefore the area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category 1, Number Base Ten and Fractions.	Identify students needing intervention and provide tutorials before, after and during the school day. Closely monitor the progress of the lowest 25 percentile, consistently reviewing data and revising instruction and intervention groups as indicated by student progress. The use of Successmaker and Houghton Mifflin Core Academic Focus Academy will enable teachers to effectively differentiate instruction and align technological resources.	MTSS/RtI Team	Based on the on-going review of targeted student progress, using multiple data sources, any necessary adjustments to the differentiated instruction/interventions will be implemented.	Formative: Bi-weekly, District Interim, and Math series benchmark assessments, administrative walk-throughs, Successmaker reports Summative: 2013 FCAT 2.0 Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # By the year 2016-2017 91% of students will score at or above proficiency levels.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83				91	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making	The results of the 2012 FCAT Mathematics Test indicated
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satisfactory progress in mathematics. Mathematics Goal #5B:	that 77% of Hispanic students achieved proficiency. Our goal for the 2012-2013 school year is to increase the Hispanic students' proficiency by 6 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic 77% (145)	Hispanic 83% (156)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: The area of deficiency as evidenced on the 2012 administration of the FCAT Mathematics Test was Reporting Category 1, Number: Base Ten and Fractions. The deficiency was due to limited access to professional development on using strategies of differentiated instruction and limited use of hands-on and technology-based manipulatives instruction.	Utilize the Math series with fidelity and increase the use of differentiated hands-on activities to reinforce Mathematical concepts. Incorporate the use of online manipulatives in the computer lab or with Smart Board technology to provide students with interactive mathematical lessons and a variety of activities. Continued training will be provided for the staff members.	MTSS/RtI Team	Bi-weekly formative assessments will be implemented and analyzed to support differentiated instruction with an emphasis on hands-on activities. Lesson Plans will be reviewed during classroom walkthroughs to ensure the implementation of the differentiated instruction. Weekly grade level meetings with the administration to discuss progress of implemented differentiated lessons and incorporating the Item Specifications.	Formative: Bi-weekly, District Interim and Math series benchmark assessments Summative: 2013 FCAT 2.0 assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making	
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satisfactory progress in mathematics. Mathematics Goal #5D:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0		0			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2011-2012 FCAT Mathematics Test indicated that 73% of Economically Disadvantaged (ED) students achieved proficiency. Our goal for the 2012-2013 school year is to increase the ED students' proficiency by 5 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (115)	78% (122)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as evidenced on the 2012 administration of the FCAT Mathematics Test was Reporting Category 1, Number: Base Ten and Fractions. The deficiency was due to limited access to professional development on using strategies of differentiated instruction and limited use of hands-on and technology-based manipulatives instruction.	Utilize the Math series with fidelity and increase the use of differentiated hands-on activities to reinforce Mathematical concepts. Incorporate the use of online manipulatives in the computer lab or with Smart Board technology to provide students with interactive mathematical lessons and a variety of activities. Continued training will be provided for the staff members.	MTSS/RTI Team	Bi-weekly formative assessments will be implemented and analyzed to support differentiated instruction with an emphasis on hands-on activities. Lesson Plans will be reviewed during classroom walkthroughs to ensure the implementation of the differentiated instruction. Weekly grade level meetings with the administration to discuss progress of implemented differentiated lessons and incorporating t he Item Specifications.	Formative: Bi-weekly, District Interim and Math series benchmark assessments Summative: 2013 FCAT 2.0 assessment

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RiverDeep Training	K-5	Assistant Principals	All classroom teachers	October 17, 2012	Lesson plans, classroom walk-throughs,	Principal and Asst. Principals
New Generation Standards, Common Core Standards for Mathematics	K-5	Math Liaison	All classroom teachers	September 26, 2012	Lesson plans, classroom walk-throughs, and modeling of lessons	Principal and Asst. Principals

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
1.1, 2.1,3.1, 4.1	Brain Pop	PTA	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT Science Test indicate that 39% of students achieved proficiency. Our Goal for the 2013 school year is to increase the Level 3 proficiency by 8 percentage points to 42%
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (57)	42% (61)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As evidenced on the 2012 administration of the FCAT Science Test the percent of students scoring at Level 3 decreased by 7 percentage points when compared to the previous year. The area of deficiency on the 2012 administration of the FCAT Science Test was Reporting Category 3, Physical Science.	Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning using the IB Program of Inquiry in Life and Environmental Sciences. Provide opportunities to students in a lab setting to compare, contrast, interpret and analyze Science concepts to increase higher order thinking skills. Use of supplemental Science Coach books.	MTSS/RtI Team	Weekly grade level meetings, review of lesson plans, formative data and classroom walk-throughs will determine the effectiveness and utilization of professional learning activities. Lab reports created by the students will be reflected upon to determine understanding of material covered.	Formative: Bi-weekly assessments and review of Lab reports created by the students. Baseline, interim, Quarterly and teacher-made assessments, Rubrics developed to assess inquiry-based projects Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 26% of students achieved at Levels 4 and 5. Our Goal for the 2013 school year is to increase the student performance level by 1 percentage point to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

26% (38)		27% (40)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As evidenced on the 2012 administration of the FCAT Science Test the percent of students scoring at Level 4 and 5 decreased by 6 percentage points when compared to the previous year. The area of deficiency on the 2012 administration of the FCAT Science Test was Reporting Category 3, Physical Science.	Utilize hands-on laboratory experiments at least once a week to provide real-world science experiences and engaging activities using higher order thinking skills. Integrate the IB transdisciplinary units to provide additional opportunity for inquiry and problem-solving.	MTSS/RtI Team	The created lab schedule, which will be implemented with fidelity, will be monitored by the Principal. Projects will be reviewed and evaluated by the teachers. Lab reports will be created by the students to be sure students are making progress in their understanding of Science.	Formative: Review science lab write-ups and teacher developed activities, bi-weekly, baseline, quarterly and interim assessments Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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The focus will be on Physical Sciences with effective use of science lab and PLC's.	All grade levels	Principal, Asst. \ Principals Science Liaison	All classroom teachers	September 12, 2012	Common planning minutes will be reviewed to ensure data trends are discussed and lesson plans are developed.	Principal, Asst. Principals
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
2.1	Hourly Science Lab Teacher	Friends of North Beach	\$20,000.00
			Subtotal: \$20,000.00
			Grand Total: \$20,000.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		The results of the 2011-2012 FCAT Writing Test indicate that 97% of students achieved proficiency. Our Goal for the 2013 school-year is to maintain the level of proficiency at 97%.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
97% (149)		97%(149)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT Writing Test was students entering fourth grade are in	The students at every grade level will engage in purposeful writing daily across the curriculum as part of the school's IB	MTSS/RtI Team	A consistent method of saving student work will be utilized school-wide. During the class period, students work will be	Formative: Students scores on monthly writing assessments and progress between

1	need of explicit instruction with regards to conventions and support.	curriculum. Writing will be dated, and recorded in a work folder for monitoring of growth across time. The revision and editing process will be explicitly taught across all grade levels and will be evident in student writing drafts.		accessible to teachers and classroom visitors. Weekly grade level meetings to discuss and review writing progress of students.	the Pretest, Mid-Year and End-of-the-Year District prompt. Summative: 2013 FCAT 2.0 Writing Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Emphasis on teaching the technique of revision and editing.	All grade levels	Fourth Grade and Primary Chairpersons	School Wide	October 26, 2012	Monitor students' portfolios. The students will use self-correcting techniques allowing for easy monitoring of work.	Teachers, Principal, Asst. Principals

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		Our goal for the 2013 school year is to increase the average daily attendance rate to 96.62% from 96.12% by minimizing absences due to illnesses and relocation.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96.12 (1011)		96.62 (1016)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
268		255			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
208		198			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Besides the Perfect Attendance award, currently there is no incentive program that encourages students to be in school every day, on-time.	Implement a monthly incentive for all students who reached 100% attendance for the month. Identify and refer students who may be developing a pattern of nonattendance to the	Assistant Principal, Guidance Counselor	Daily attendance will be announced each morning and weekly updates will be provided to the entire faculty at faculty and grade level meetings.	Daily attendance rates and attendance rosters.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance	Pk-5	Counselors	Teachers and Parents	August 16, 2012 and September 10, 2012	Faculty and PTA Meetings	Counselor, Assistant Principals

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Monthly/ Annual incentives	PTA	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$2,500.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our Goal for the 2012-2013 school year is to maintain the total number of Out-of-School suspensions at 7 and maintain the number of In-School suspensions at 0.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6%	5%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4	4

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unaware of the Student Code of Conduct and the reasons for suspensions. Students are unfamiliar with the language in the Code of Student Conduct and the IB Learner Profiles and Attitudes.	Conduct Parent Workshops and student assemblies on the Code of Student Conduct and IB Learner Profiles and Attitudes.	Guidance Counselor, IB Coordinator	Monitor SPOT Success report, COGNOS report on suspensions, Parent contact logs for evidence of communication, increase the amount of students nominated for various awards.	Parent communication logs, parent sign-in for workshops, nominations for the various incentive programs

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct/ Bullying	K-5	Guidance Counselors	School -wide	August 18, 2012	Utilize Classroom walkthroughs to monitor teachers' enforcement of the Code of Student Conduct, IB Learner Profiles and nominations for Student of the Month.	Leadership Team and Guidance Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Increase parental involvement from 62% to 65% to improve student achievement.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
62%		65%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents do not attend parent trainings and workshops due to scheduling issues.	Flexible meeting times to accommodate all parents will be provided. Incentives will be given to the students for the parents' attendance as well as providing child care as needed. Grade level web pages will be designed to give information about the implementation of the IB program.	Assistant Principal, Guidance Counselor, IB Coordinator.	Monitor Parent sign-in logs	Parent sign-in logs

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Web Page Design	k-5	Michele Rivera	School Wide	November 2012	Review Teacher developed web pages	Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		The results of the 2012 FCAT Science Test indicate that 65% of students achieved at proficiency levels. Our goal for the 2012-2013 school year is to increase students understanding of scientific concepts, the scientific process, and incorporate more hands-on, inquiry based lab activities in grades 3-5. As a result of the aforementioned activities, there will be increased performance on the FCAT Science Test as evident by 66% of students achieving at proficiency levels on the 2012-13 administration.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Securing, scheduling,	Secure and schedule a	Assistant	Monitor lab schedule,	Formative:

1	coordinating, and implementing materials, and personnel to meet the diverse needs of the learners and grade levels as reflected in the various state standards.	science specialist to provide students in grades 3-5 an additional hour dedicated to scientific inquiries. Labs will pertain to all reporting categories assessed on the FCAT Science Test.	Principals/ Principal	and lesson plans from science specialist as well as conduct classroom walk-throughs and monitor student lab reports on various scientific concepts including but not limited to the physical science.	Quarterly assessment results. Summative 2013 FCAT Science Assessment.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Nature of Science	K-5	Independent Consultant	K-5 Teachers	September 12, 2012	Classroom Walk-Throughs, Observations, Lesson Plans	Assistant Principal, Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	3.1	Tutorial Groups/ Voyager	Friends of North Beach	\$20,000.00
				Subtotal: \$20,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	3.1	Interactive Technology (Smart Board)	PTA	\$6,000.00
Mathematics	1.1, 2.1,3.1, 4.1	Brain Pop	PTA	\$3,000.00
				Subtotal: \$9,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1.1 and 2.1	Substitute Funds	School based funds	\$2,000.00
CELLA	2.1	Substitute Coverage	General funds	\$250.00
				Subtotal: \$2,250.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	2.1	Hourly Science Lab Teacher	Friends of North Beach	\$20,000.00
Attendance	1.1	Monthly/ Annual incentives	PTA	\$2,500.00
				Subtotal: \$22,500.00
				Grand Total: \$53,750.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/29/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
To secure supplemental materials for tutorial programs occurring before, during and after school	\$3,800.00

Describe the activities of the School Advisory Council for the upcoming year

Monitor school performance and school improvement plan initiatives.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District NORTH BEACH ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	92%	95%	77%	355	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	81%			155	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	78% (YES)			152	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					662	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District NORTH BEACH ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	86%	99%	71%	347	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	82%	61%			143	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	49% (NO)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					608	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested