

North Miami Elementary School



2014-15 School Improvement Plan

North Miami Elementary School

655 NE 145TH ST, North Miami, FL 33161

<http://nmiamielem.dadeschools.net/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
97%

Alternative/ESE Center
No

Charter School
No

Minority
99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	D	C	C

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
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of North Miami Elementary is to improve academic skills, develop social maturity and physical potential, and promote emotional growth of our Pre-K through fifth grade students. We, the parents, staff, and community promote the development of respect for self and others in a multicultural community. We accept the responsibility to provide a safe environment and to help our students develop skills necessary to become resourceful and productive citizens in our ever-changing world.

Provide the school's vision statement

We are committed to provide educational excellence for all.

School Environment

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

When a school serves students with a well balanced curriculum, students develop a sense of self-worth and competence and come to school ready to succeed. North Miami Elementary is committed to providing educational excellence for all, as stated in the schools vision statement. North Miami Elementary promotes a positive school environment and community involvement as well as maintaining the belief that: "every child can and will learn" , in a multicultural society. North Miami Elementary, built in 1954, has been a structure in the community for over sixty years. Generations of family members have attended this learning institution. Given the fact that 89% of the students attending North Miami Elementary have a Haitian cultural background, North Miami Elementary embraces this culture. Students have a strong sense of belonging and the desire to fit into a particular cultural group is non-existent.

According to the 2012-2013 School Climate Survey results, where as 110 fourth and fifth grade students were surveyed pertaining to their teachers, 80 students either strongly agreed or agreed that the teachers at North Miami Elementary made learning fun and interesting. When asked if they were getting a good education at school, 81 students strongly agreed or agreed that they were.

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

North Miami Elementary creates an environment where students feel safe and respected before, during and after school by doing many functions. First and foremost, our school is a mandatory uniform school. The school employs two full-time security personnel who regularly attend workshops to keep abreast of current trends. Selected employees have access to walkie talkies, this enables staff to be in constant contact with each other. A morning routine has been established, where students have breakfast and then are escorted by teachers and the schools' safety patrol to the PE field. Homeroom teachers pick up their classes in a timely manner. Each classroom teacher has posted in their classrooms rules and consequences and refer to them often. Teachers are aware that no students should be alone in the hallways and enforce the buddy system. During the hours that lunch is being served, assigned tables are used to ensure that all students are in their proper places. Teachers have posted in their classrooms how each child is to go home. At the three dismissal times, a routine is in place that students are released from the same area daily. In addition, our school has a state of the art security camera system in place. The office staff also utilizes each child's' emergency

contact card as necessary. After school programs, such as YMCA and FANM, are in place for students who need to be supervised after school hours.

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

North Miami Elementary has several school wide themes in place that aid in minimizing distractions to keep students engaged during instructional time. The first is, This School ROCKS! R=Respect for others, O=On Track for higher knowledge, C=Citizenship for success, K= Kindness for all, S=Safety always first. A banner and mural stating this is prominently displayed in the school building. The other theme is Our Race to Success Continues, R=Reading, A=Academic, C=Core, E=Excellence. Each classroom has a poster with this and the School Affirmation written on it. Students have a clear understanding of the behavior expected of them. Staff members nominate students for, "Do the Right Thing". After each grading period, assemblies are held to showcase student achievement. Students are given charms to be displayed proudly on a necklace.

In addition, the Student Code of Conduct was given to each student to take home and be reviewed by parents. Teachers and parents work together to reinforce positive behavior.

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 Miami Elementary ensures the social-emotional needs of all students in various ways. Our counselor has been trained in numerous programs and is available for teachers and students. Many programs/activities are in place to ensure that every child adjusts to the learning environment. Some of these programs/activities include a listening program called Oyentes, Heiken (eye glasses), Youth Crime Watch, Common Threads, and Student Support Services are in place.

The counselor uses the Elementary Student Service Activities Calendar to focus on current events that are happening each month.

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

147 students have been identified as having scored Level 1 on a statewide, standardized assessment in English Language Arts or Mathematics. These 3rd through 5th grade students need extra assistance in Reading and or Math. Not identified students who may be in grades Kindergarten through third will be monitored based on their performance on the interim assessments, graded work and teacher assessments. These indicators will be used to identify these students early within the school year.

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	5	10	0	1	1	28	45
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	4	11	4	25	3	9	56
Level 1 on statewide assessment	0	0	0	51	38	58	147

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

- * 1 extra hour in the day for Reading intervention
- * WonderWorks
- * Saxon
- * iReady Reading and Math
- * Reflex Math
- * Saturday Academy
- * Before school computer lab

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188323>.

Description

A PIP has been uploaded for this school or district - see the link above.

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 Miami Elementary builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. Local business owners are invited to participate in Career Day. Students are exposed to people with different careers and they have the opportunity to ask questions about the various professions. In the EESAC there is a variety of stakeholders including community members, parents and teachers. North Miami Elementary has a full-time Community Involvement Specialist (CIS) as well as a resource room where parents can take advantage of the resources available to them and their children.

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
Dubin, Debra	Principal
Jean-Francois, Marc	Assistant Principal
hyman, jill	Guidance Counselor
Sisley, Mary	Teacher, ESE
Zamora, Sandy	Instructional Coach
Alberto, Angeline	Instructional Coach
Valverde, Rebeca	Instructional Media
Blanchard, Gina	Teacher, K-12
Noel, Elizabeth	SAC Member

Duties

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

Mr. Jean Francois will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

Reading Coach: S.Zamora

Math Coach: A. Alberto

School Guidance Counselor; J. Hyman

Member of advisory group,

Media Specialist: R. Valverde

Union Steward: E. Noel

ESOL Teacher: G. Blanchard

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically bimonthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Reading coach and the guidance counselor will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected, grade level chairs will be involved when needed to provide information or revise efforts.

Tier 3 SST

The guidance counselor, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response through the use of the MTSS problem solving process and monitoring progress of instruction
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

North Miami Elementary provides services to ensure students requiring additional remediation are assisted through before and after-school programs and Saturday Academy. The district coordinates with Title II and Title III to ensure staff development needs are provided at North Miami Elementary. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards and/ programs; identify and analyze existing literature on scientifically based curriculum; and utilize

behavior assessments and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children considered at risk; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

North Miami Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses 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

Title III funds 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 VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board 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 Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth 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 Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart 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 twelve homeless shelters in the community.
- The District Homeless Student 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 homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

North Miami Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

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 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.

Youth Crime Watch of Miami-Dade

The school also has a partnership with Youth Crime Watch of Miami-Dade County to provide prevention presentations, safety projects, club meetings, assemblies, rallies and special events to address school safety and violence.

Kiwanis

In conjunction with the Kiwanis of Sunny Isles, North Miami Elementary's K-Kids will continue a peer mediation program whereby students will be given strategies to deal with resolving conflict. Another initiative the Kiwanis is spearheading at North Miami Elementary is the Bring Up Grades (BUG) Program. It is an initiative to raise student grades to an acceptable range. Students are encouraged to maintain and continue raising their grades during the grading period.

R.O.C.K.S.

The school promotes a positive atmosphere through "This School R.O.C.K.S. Campaign" ROCKS is an acronym that students use to remember positive behaviors. R-Respect for others, O-On track for higher knowledge, C-Citizenship for success, K-Kindness for all, S-Safety always first. This motto is reinforced during morning announcements and in the classrooms several times a week.

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) North Miami Elementary 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
- 4) North Miami Elementary has participated in the Alliance for a Healthier Generation program since the 2010-2011 school year where we were awarded the Silver Level of recognition. In the 2013-2014 school year North Miami Elementary was once again awarded the Silver Award. We were one of 7 Miami-Dade County Public Schools to receive awards for leading comprehensive health, physical activity and wellness efforts. North Miami Elementary was also awarded national recognition from the Let's Move Active Schools program for creating an active school environment that promotes physical activity and physical education. Our wellness council convened and identified areas that the staff will focus on. The school employee wellness leaders have conducted a school employee wellness needs assessment and developed a written wellness action plan.
- 5) North Miami Elementary will continue to be involved in an after school cooking class sponsored by Florida International University and Common Threads. The program focuses on educating children on the importance of nutrition, physical well-being and cultural diversity through cooking.

Housing Programs - N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

N/A

Other

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.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children’s Vision Program

- Heiken Children’s Vision Program provides free complete eye exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Debra L. Dubin	Principal
Mary Sisley	Teacher
Elizabeth Noel	Teacher
Jean Maklusky-Rivero	Teacher
Angeline Alberto	Teacher
Rebeca Valverde	Teacher
Jill Hyman	Teacher
Mary Crespo	Teacher
Malisa Pierre	Education Support Employee
Tammy Turner	Education Support Employee
Germanie Saint-Fort	Parent
Judy Wilensky	Parent
Camille Cortijo	Parent
Jacqueline Jean-Pierre	Parent
Jennifer Romelus	Parent
Stanley Wong	Parent
Jeenny Stcyr	Student
Shanaya Jean-Pierre	Student
Nick Decius	Business/Community
Pedro Gonzalez	Business/Community
Tracy Leppo	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 2013-2014 school improvement plan was discussed with every grade level at the end of the school year. Teachers reviewed the strategies and noted the ones that were successful. The school improvement plan was also presented at several faculty meetings, where group discussions were held to reflect on goals and strategies and suggestions for the following year were given. As part of every EESAC meeting the school improvement plan is on the agenda and discussed. It is reviewed continuously.

Development of this school improvement plan

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. It is responsible for the development, implementation and monitoring of the School Improvement Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and delivery of programs.

Preparation of the school's annual budget and plan

The EESAC meets with the Principal to make recommendations on how to utilize the school budget.

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

- Ongoing initiatives which support the school improvement plan - \$1000.00
- FCAT 2.0 resources to strengthen proficiency levels of all subgroups - \$500.00
- Acknowledge student achievement through trophies - \$600.00
- Hourly employment for tutoring - \$500.00

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
Dubin, Debra	Principal
Jean-Francois, Marc	Assistant Principal
Sisley, Mary	SAC Member
Zamora, Sandy	Instructional Coach
Valverde, Rebeca	Instructional Media
hyman, jill	Guidance Counselor
Alberto, Angeline	Instructional Coach
Pierre, Malisa	Other

Duties

Describe how the LLT promotes literacy within the school

- Monitoring the effective implementation of the Common Core State Standards (CCSS), Accelerated Reader program and other computerized technology programs used throughout the school
- Provide necessary intervention groups
- Review District Pacing Guide and provide assessments to measure ongoing student progress throughout the school year
- Coaching direct support of teachers through modeling & instructional strategies
- Scheduling an evening event inviting the community
- Give opportunities for parents to purchase books to develop home libraries through Book Fairs

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

Instructional coaches (Reading and Math) meet regularly with grade levels to plan collaboratively. Common planning time has been established to support this collaboration between teachers. There is an open door policy in place so that teachers feel comfortable approaching the administration with questions or concerns. Another strategy to encourage positive working relationships between teachers is the use of committees. Committees are established to work on projects or events throughout the year.

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

1. Regular meeting of new teachers with Principal - Principal
2. Partnering new teachers with veteran teachers - Assistant Principal
3. Seeking referrals from current employees - Principal
4. Encouraging current staff to continue Professional Development - Principal and Assistant Principal

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers will be receiving support from a mentor with at least 10 years teaching experience within the state of Florida. The mentor has also participated and completed the Mentor Intervention for New Teachers (MINT) training program or Clinical Supervision Training . The mentor brings an expertise of knowledge and demonstrated best practices to be share with the new teacher.

The mentor and mentee will meet bi monthly to discuss best practices and Common Core strategies.

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 Miami Elementary follows the districts' established Pacing Guides which are aligned to the Florida Standards. All district adopted books and materials are used to provide core and supplemental instruction to our students.

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

Ongoing progress monitoring is submitted and reviewed on an ongoing basis
Data chats are conducted with the Reading coach, Math coach and administration
Differentiated Instruction is provided daily
Intervention is provided daily using WonderWorks and Saxon
Groups are fluid whereby they are on progress monitoring data
Instructional reviews are conducted 3 times a year to provide feedback and assistance to teachers

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 Miami Elementary School was identified within the lowest 300 schools in the state of Florida. The school has been mandated to provide one hour of intervention for every child daily. Intervention groups have been formed based on an assessment at the beginning of the year. The groups consist of 8-12 children.

Strategy Rationale

As an identified low performing school, an additional hour of reading on a students' identified instructional level will remediate deficiencies.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dubin, Debra, pr3941@dadeschools.net

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

Ongoing Progress monitoring will be reviewed monthly

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPO) Program. HIPPO provides in-home training for parents to become more involved in the educational process of their three-and four-year old children.

North Miami Elementary continues to offer a VPK program for over 70 students from the community.

The Houghton Mifflin Harcourt (HMH) Pre-K Early Growth Indicators Benchmark Assessment is administered to all Prekindergarten students three times a year. The Florida Kindergarten Readiness Screener (FKLRS) is administered at the beginning of Kindergarten to evaluate the transition process. The low performing students are targeted early for further assessment. This program follows the district curriculum preparing children for transition to Kindergarten. During the 2014-2015 school year Pre-K students will take the Florida Voluntary Prekindergarten (VPK) Assessment. The VPK Assessment includes progress monitoring measures in the area of Print Knowledge, Phonological Awareness, Mathematics, and Oral Language/Vocabulary that are aligned with the Standards for Four-Year-Olds.

North Miami Elementary will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school Prekindergarten program. Through this joint venture, parents and children will gain familiarity with Kindergarten as well as receive information relative to the matriculation of students at the school. Selected neighboring preschool centers were invited to visit the students and teachers in Kindergarten and see first-hand the environment where they will continue their learning.

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.** We will increase student achievement by improving core instruction in all content areas.
- G2.** We will decrease the number of students who are not proficient in reading by third grade by providing differentiated instruction.
- G3.** Our students will participate in a school-wide Science Fair by developing a class, group or individual project.
- G4.** See Title I Parent Involvement Plan

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. We will increase student achievement by improving core instruction in all content areas. 1a

G047584

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Math - All Students	59.0
FCAT 2.0 Science Proficiency	36.0

Resources Available to Support the Goal 2

- Florida Standards Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks; Saxon (Literacy)
- Computer Lab, Go Math Series (Books, manipulatives), Promethean and Smart Boards (Math)
- Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos (Science)

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards
- Limited evidence of data driven small group differentiated instruction taking place in the classrooms.
- Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards.

Plan to Monitor Progress Toward G1. 8

The administrative team will analyze performance data.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Student work samples Performance data

Plan to Monitor Progress Toward G1. 8

The administrative team will analyze performance data.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Student work samples Performance data

Plan to Monitor Progress Toward G1. 8

The administrative team will analyze performance data.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Student work samples Performance data

G2. We will decrease the number of students who are not proficient in reading by third grade by providing differentiated instruction. 1a

G047587

Targets Supported 1b

Indicator	Annual Target
Non-proficient Reading by Grade 03	30.0

Resources Available to Support the Goal 2

- Instructional Reading Coach Language Arts Florida Standards (LAFS) Item Specifications
Planning Cards Daily Learning Targets McGraw-Hill Wonders McGraw-Hill Wonder-Works
Saxon Accelerated Reader/STAR FAIR Testing iReady

Targeted Barriers to Achieving the Goal 3

- The implementation of differentiated instruction is limited across grade levels.

Plan to Monitor Progress Toward G2. 8

The administrative team will analyze performance data.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Student work samples Performance data

G3. Our students will participate in a school-wide Science Fair by developing a class, group or individual project. 1a

G047586

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	36.0

Resources Available to Support the Goal 2

- Science Curriculum Support Specialist Assistant Principal Professional Development Common Planning Time Data Chats Title I Funds

Targeted Barriers to Achieving the Goal 3

- Students need increased exposure to the scientific processes and methods through hands on experiences in a lab setting.

Plan to Monitor Progress Toward G3. 8

The administrative team will analyze performance data.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Science Fair judging rubric Student work samples Performance data

G4. See Title I Parent Involvement Plan 1a

G049146

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

-

Targeted Barriers to Achieving the Goal 3

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. We will increase student achievement by improving core instruction in all content areas. **1**

 G047584

G1.B1 There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards **2**

 B118454

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. **4**

 S130231

Strategy Rationale

Teachers need to provide more rigorous purposeful and engaging instructional activities based on student data and the activities will be aligned with the Florida Standards to increase student achievement.

Action Step 1 **5**

Provide professional development and follow-up on the implementation of the Florida Standards.

Person Responsible

Sandy Zamora

Schedule

On 8/14/2014

Evidence of Completion

PD sign in sheets Agenda PD follow-up product Observations Lesson Plans

Action Step 2 5

Implement and monitor an Instructional Framework that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs based on developed lesson plans from bell-to-bell.

Person Responsible

Sandy Zamora

Schedule

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

Evidence of Completion

Planning notes Lesson Plans Group activities

Action Step 3 5

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

Person Responsible

Sandy Zamora

Schedule

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

Evidence of Completion

Coach calendar/log Coaching cycle debriefing forms

Action Step 4 5

Work collaboratively during common planning to create lesson plans including work products aligned to the standards.

Person Responsible

Sandy Zamora

Schedule

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

Evidence of Completion

Student work product Lesson plans Coach log

Action Step 5 5

Employ the effective use of the Florida Standards item specifications, Educational Transformation Office planning cards and Webb's DOK, in order to create rigorous lessons.

Person Responsible

Sandy Zamora

Schedule

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

Evidence of Completion

Coach calendar/log Planning notes Lesson plans

Action Step 6 5

Debrief with instructional coaches on the implementation of teachers' use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Leadership team meeting notes Coach log/feedback

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

The administrative team will conduct classroom observations and the leadership team will conduct classroom visits.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Walk-through checklists Lesson plans Administrative observation data

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

The administrative team will analyze performance data.

Person Responsible

Debra Dubin

Schedule


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

Evidence of Completion


Student work samples Performance data

G1.B2 Limited evidence of data driven small group differentiated instruction taking place in the classrooms.

2

 B118455

G1.B2.S1 Use data to set goals, determine sound instructional practices based on research, and differentiated instruction to meet the various needs of students. 4

 S130233

Strategy Rationale

Student achievement will increase if teachers utilize data to set goals and provide differentiated instruction to address individual student needs.

Action Step 1 5

Conduct data chats with all stakeholders (administration, coaches, teachers, and students).

Person Responsible

Angeline Alberto

Schedule

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

Evidence of Completion

Coaching Logs, Data Chat sheets, Instructional Focus Calendar

Action Step 2 5

Provide professional development on the implementation of small group, differentiated instruction.

Person Responsible

Angeline Alberto

Schedule

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

Evidence of Completion

Walkthroughs Observations Lesson Plans Sign-in sheets

Action Step 3 5

Teachers utilize technology to differentiate instruction (i.e., iReady, GoMath).

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Classroom visits/observations Software Reports

Action Step 4 5

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

Person Responsible

Marc Jean-Francois

Schedule

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

Evidence of Completion

Flexible DI grouping sheets DI Centers Common planning

Action Step 5 5

Utilize relevant and current data (Interim Data and Chapter Assessment Data) to set goals and create flexible student groups that are aligned to students' deficiencies, and targeted needs.

Person Responsible

Marc Jean-Francois

Schedule

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

Evidence of Completion

Data Chats Forms Common Planning Agenda/Form Thinkgate Reports Instructional Focus Calendars Standards-based Bell ringers

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The administrative team will conduct classroom observations and the leadership team will conduct classroom visits.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Classroom observation/checklist Lesson plans Coaching Logs Data chat sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The administrative team will analyze performance data.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Performance data Student work samples

G1.B3 Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards. 2

B119450

G1.B3.S1 Utilize the Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. (Science) 4

S131326

Strategy Rationale

Student achievement will increase in the area of Science if teachers utilize the Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

Action Step 1 5

Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.

Person Responsible

Marc Jean-Francois

Schedule

Quarterly, from 8/18/2014 to 10/3/2014

Evidence of Completion

Walkthrough checklists Observations Lesson Plans Sign-in sheets

Action Step 2 5

Create Instructional Frameworks with an emphasis on explicit instruction and student generated work.

Person Responsible

Marc Jean-Francois

Schedule

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

Evidence of Completion

Instructional Frameworks Student work samples

Action Step 3 5

Model during planning the utilization of the pacing guide and scope and sequence to develop questions, select tasks, and identify appropriate instructional strategies that are aligned to the cognitive complexity of the standard.

Person Responsible

Marc Jean-Francois

Schedule

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

Evidence of Completion

Lesson plans Student work samples

Action Step 4 5

Model the delivery of instruction, to targeted teachers, designed as a result of “unwrapping the benchmark” with a focus on utilizing topical questions and essential questions to drive instruction.

Person Responsible

Marc Jean-Francois

Schedule

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

Evidence of Completion

Lesson Plans Student work samples

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The administrative team will conduct classroom observations and the leadership team will conduct classroom visits.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Walk-through checklists Lesson plans Administrative observation data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The administrative team will analyze performance data

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Student work samples Performance data


G2. We will decrease the number of students who are not proficient in reading by third grade by providing differentiated instruction. 1

 G047587

G2.B1 The implementation of differentiated instruction is limited across grade levels. 2

 B118458

G2.B1.S1 Teachers will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

 S130236

Strategy Rationale

Due to the inconsistency of differentiated instruction students are not proficient in reading by third grade.

Action Step 1 5

Provide professional development and follow-up on the implementation of small group, differentiated instruction.

Person Responsible

Sandy Zamora

Schedule

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

Evidence of Completion

PD sign in sheets Agenda PD follow up product

Action Step 2 5

Teachers will utilize relevant and current data (FAIR-FS Patterns, Interim Data, iReady, Saxon and STAR) to set goals and create flexible student groups that are aligned to students' reading and writing deficiencies to target their needs.

Person Responsible

Sandy Zamora

Schedule

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

Evidence of Completion

Ongoing Progress Monitoring Data Grouping templates Small group activities and materials

Action Step 3 5

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

Person Responsible

Sandy Zamora

Schedule

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

Evidence of Completion

Differentiated Instruction plan/folders Resources Activities

Action Step 4 5

Develop centers that are clearly defined and provide explicit directions for independent centers.

Person Responsible

Sandy Zamora

Schedule

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

Evidence of Completion

Observations Rotation charts Small group activities and instructions

Action Step 5 5

Conduct coaching cycles and model the implementation of small group instruction aligned to data.

Person Responsible

Sandy Zamora

Schedule

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

Evidence of Completion

Coach calendar/log Coaching cycle Student work samples Differentiated Instruction folders
Debriefing forms

Action Step 6 5

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Coach calendar/log feedback Observation notes Student work samples Differentiated
Instruction folders

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

The administrative team will conduct classroom observations and the leadership team will conduct classroom visits.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Walkthrough checklists Lesson plans Administrative observation data

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

The administrative team will analyze performance data.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Student work samples Performance data

G3. Our students will participate in a school-wide Science Fair by developing a class, group or individual project. 1

 G047586

G3.B1 Students need increased exposure to the scientific processes and methods through hands on experiences in a lab setting. 2

 B118457

G3.B1.S1 Plan for and deliver lessons that focus on the components of the scientific method. 4

 S130235

Strategy Rationale

Student achievement in the area of Science will increase if students are provided with exposure to the scientific processes and methods through hands on experiences while participating in Science Fair projects.

Action Step 1 5

Engage students in hands-on, real-world applications through projects and lab experiences.

Person Responsible

Marc Jean-Francois

Schedule

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

Evidence of Completion

Mini assessments

Action Step 2 5

Plan collaboratively on a weekly basis to ensure that instruction includes teacher-demonstrated as well as student-centered weekly laboratory experiences that follow the Instructional Focus Calendar which includes Education Transformation Office Essential Labs as well as mini labs.

Person Responsible

Marc Jean-Francois

Schedule

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

Evidence of Completion

Lesson Plans Mini assessments

Action Step 3 5

Develop, distribute and review a comprehensive Science Fair packet that includes topics, procedures, examples and a specific time line for implementation.

Person Responsible

Marc Jean-Francois

Schedule

Weekly, from 11/3/2014 to 5/15/2015

Evidence of Completion

Lesson Plans Student work products Science Fair product components

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

The administrative team will conduct classroom observations and the leadership team will conduct classroom visits.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Walk-through checklists Lesson plans Administrative observation data

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

The administrative team will analyze performance data.

Person Responsible

Debra Dubin

Schedule

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

Evidence of Completion

Student work samples Performance data

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
G1.B1.S1.A1	Provide professional development and follow-up on the implementation of the Florida Standards.	Zamora, Sandy	8/14/2014	PD sign in sheets Agenda PD follow-up product Observations Lesson Plans	8/14/2014 one-time
G1.B2.S1.A1	Conduct data chats with all stakeholders (administration, coaches, teachers, and students).	Alberto, Angeline	8/18/2014	Coaching Logs, Data Chat sheets, Instructional Focus Calendar	6/4/2015 monthly
G3.B1.S1.A1	Engage students in hands-on, real-world applications through projects and lab experiences.	Jean-Francois, Marc	8/18/2014	Mini assessments	6/4/2015 biweekly
G2.B1.S1.A1	Provide professional development and follow-up on the implementation of small group, differentiated instruction.	Zamora, Sandy	8/18/2014	PD sign in sheets Agenda PD follow up product	6/4/2015 weekly
G1.B3.S1.A1	Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.	Jean-Francois, Marc	8/18/2014	Walkthrough checklists Observations Lesson Plans Sign-in sheets	10/3/2014 quarterly
G1.B1.S1.A2	Implement and monitor an Instructional Framework that follows all the components of the Gradual Release of Responsibility Model (GRRM) and the effective use of small group instruction to target students' needs based on developed lesson plans from bell-to-bell.	Zamora, Sandy	8/18/2014	Planning notes Lesson Plans Group activities	6/4/2015 daily
G1.B2.S1.A2	Provide professional development on the implementation of small group, differentiated instruction.	Alberto, Angeline	8/18/2014	Walkthroughs Observations Lesson Plans Sign-in sheets	6/4/2015 weekly
G3.B1.S1.A2	Plan collaboratively on a weekly basis to ensure that instruction includes teacher-demonstrated as well as student-centered weekly laboratory experiences that follow the Instructional Focus Calendar which includes Education Transformation Office Essential Labs as well as mini labs.	Jean-Francois, Marc	8/18/2014	Lesson Plans Mini assessments	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A2	Create Instructional Frameworks with an emphasis on explicit instruction and student generated work.	Jean-Francois, Marc	8/18/2014	Instructional Frameworks Student work samples	6/4/2015 quarterly
G2.B1.S1.A2	Teachers will utilize relevant and current data (FAIR-FS Patterns, Interim Data, iReady, Saxon and STAR) to set goals and create flexible student groups that are aligned to students' reading and writing deficiencies to target their needs.	Zamora, Sandy	8/18/2014	Ongoing Progress Monitoring Data Grouping templates Small group activities and materials	6/4/2015 monthly
G1.B1.S1.A3	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Zamora, Sandy	8/18/2014	Coach calendar/log Coaching cycle debriefing forms	6/4/2015 daily
G1.B2.S1.A3	Teachers utilize technology to differentiate instruction (i.e., iReady, GoMath).	Dubin, Debra	8/18/2014	Classroom visits/observations Software Reports	6/4/2015 daily
G1.B3.S1.A3	Model during planning the utilization of the pacing guide and scope and sequence to develop questions, select tasks, and identify appropriate instructional strategies that are aligned to the cognitive complexity of the standard.	Jean-Francois, Marc	8/18/2014	Lesson plans Student work samples	6/4/2015 weekly
G2.B1.S1.A3	Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.	Zamora, Sandy	8/18/2014	Differentiated Instruction plan/folders Resources Activities	6/4/2015 weekly
G3.B1.S1.A3	Develop, distribute and review a comprehensive Science Fair packet that includes topics, procedures, examples and a specific time line for implementation.	Jean-Francois, Marc	11/3/2014	Lesson Plans Student work products Science Fair product components	5/15/2015 weekly
G1.B1.S1.A4	Work collaboratively during common planning to create lesson plans including work products aligned to the standards.	Zamora, Sandy	8/18/2014	Student work product Lesson plans Coach log	6/4/2015 monthly
G1.B2.S1.A4	Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.	Jean-Francois, Marc	8/18/2014	Flexible DI grouping sheets DI Centers Common planning	6/4/2015 weekly
G1.B3.S1.A4	Model the delivery of instruction, to targeted teachers, designed as a result of "unwrapping the benchmark" with a focus on utilizing topical questions and essential questions to drive instruction.	Jean-Francois, Marc	8/18/2014	Lesson Plans Student work samples	6/4/2015 monthly
G2.B1.S1.A4	Develop centers that are clearly defined and provide explicit directions for independent centers.	Zamora, Sandy	8/18/2014	Observations Rotation charts Small group activities and instructions	6/4/2015 biweekly
G1.B1.S1.A5	Employ the effective use of the Florida Standards item specifications, Educational Transformation Office planning cards and Webb's DOK, in order to create rigorous lessons.	Zamora, Sandy	8/18/2014	Coach calendar/log Planning notes Lesson plans	6/4/2015 weekly
G1.B2.S1.A5	Utilize relevant and current data (Interim Data and Chapter Assessment Data) to set goals and create flexible student groups that are aligned to students' deficiencies, and targeted needs.	Jean-Francois, Marc	8/18/2014	Data Chats Forms Common Planning Agenda/Form Thinkgate Reports Instructional Focus Calendars Standards-based Bell ringers	6/4/2015 monthly
G2.B1.S1.A5	Conduct coaching cycles and model the implementation of small group instruction aligned to data.	Zamora, Sandy	8/18/2014	Coach calendar/log Coaching cycle Student work samples Differentiated Instruction folders Debriefing forms	6/4/2015 weekly
G1.B1.S1.A6	Debrief with instructional coaches on the implementation of teachers' use of	Dubin, Debra	8/18/2014	Leadership team meeting notes Coach log/feedback	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.				
G2.B1.S1.A6	Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.	Dubin, Debra	8/18/2014	Coach calendar/log feedback Observation notes Student work samples Differentiated Instruction folders	6/4/2015 weekly
G1.MA1	The administrative team will analyze performance data.	Dubin, Debra	8/18/2014	Student work samples Performance data	6/4/2015 monthly
G1.MA2	The administrative team will analyze performance data.	Dubin, Debra	8/18/2014	Student work samples Performance data	6/4/2015 monthly
G1.MA3	The administrative team will analyze performance data.	Dubin, Debra	8/18/2014	Student work samples Performance data	6/4/2015 monthly
G1.B1.S1.MA1	The administrative team will analyze performance data.	Dubin, Debra	8/18/2014	Student work samples Performance data	6/4/2015 daily
G1.B1.S1.MA1	The administrative team will conduct classroom observations and the leadership team will conduct classroom visits.	Dubin, Debra	8/18/2014	Walk-through checklists Lesson plans Administrative observation data	6/4/2015 daily
G1.B2.S1.MA1	The administrative team will analyze performance data.	Dubin, Debra	8/18/2014	Performance data Student work samples	6/4/2015 daily
G1.B2.S1.MA1	The administrative team will conduct classroom observations and the leadership team will conduct classroom visits.	Dubin, Debra	8/18/2014	Classroom observation/checklist Lesson plans Coaching Logs Data chat sheets	6/4/2015 daily
G1.B3.S1.MA1	The administrative team will analyze performance data	Dubin, Debra	8/18/2014	Student work samples Performance data	6/4/2015 daily
G1.B3.S1.MA1	The administrative team will conduct classroom observations and the leadership team will conduct classroom visits.	Dubin, Debra	8/18/2014	Walk-through checklists Lesson plans Administrative observation data	6/4/2015 daily
G2.MA1	The administrative team will analyze performance data.	Dubin, Debra	8/18/2014	Student work samples Performance data	6/4/2015 daily
G2.B1.S1.MA1	The administrative team will analyze performance data.	Dubin, Debra	8/18/2014	Student work samples Performance data	6/4/2015 daily
G2.B1.S1.MA1	The administrative team will conduct classroom observations and the leadership team will conduct classroom visits.	Dubin, Debra	8/18/2014	Walkthrough checklists Lesson plans Administrative observation data	6/4/2015 daily
G3.MA1	The administrative team will analyze performance data.	Dubin, Debra	8/18/2014	Science Fair judging rubric Student work samples Performance data	6/4/2015 daily
G3.B1.S1.MA1	The administrative team will analyze performance data.	Dubin, Debra	8/18/2014	Student work samples Performance data	6/4/2015 daily
G3.B1.S1.MA1	The administrative team will conduct classroom observations and the leadership team will conduct classroom visits.	Dubin, Debra	8/18/2014	Walk-through checklists Lesson plans Administrative observation data	6/4/2015 daily

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. We will increase student achievement by improving core instruction in all content areas.

G1.B1 There is limited evidence of effective planning and instructional delivery aligned to the Florida Standards

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

PD Opportunity 1

Provide professional development and follow-up on the implementation of the Florida Standards.

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Schedule

On 8/14/2014

G1.B3 Inconsistent use of the NGSSS to ensure standards based instruction aligned to the cognitive complexity of the standards.

G1.B3.S1 Utilize the Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. (Science)

PD Opportunity 1

Provide professional development on the utilization of the pacing guide, FCAT 2.0 Item Specifications, scope and sequence, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.

Facilitator

Science Curriculum Support Specialist Assistant Principal

Participants

K-5 Teachers

Schedule

Quarterly, from 8/18/2014 to 10/3/2014

G2. We will decrease the number of students who are not proficient in reading by third grade by providing differentiated instruction.

G2.B1 The implementation of differentiated instruction is limited across grade levels.

G2.B1.S1 Teachers will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

Provide professional development and follow-up on the implementation of small group, differentiated instruction.

Facilitator

Instructional Reading Coach Curriculum Support Specialist

Participants

K-3 Teachers

Schedule

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

G3. Our students will participate in a school-wide Science Fair by developing a class, group or individual project.

G3.B1 Students need increased exposure to the scientific processes and methods through hands on experiences in a lab setting.

G3.B1.S1 Plan for and deliver lessons that focus on the components of the scientific method.

PD Opportunity 1

Engage students in hands-on, real-world applications through projects and lab experiences.

Facilitator

Science Curriculum Support Specialist

Participants

Teachers

Schedule

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

PD Opportunity 2

Develop, distribute and review a comprehensive Science Fair packet that includes topics, procedures, examples and a specific time line for implementation.

Facilitator

Jean-Francois, Marc

Participants

Classroom Teachers

Schedule

Weekly, from 11/3/2014 to 5/15/2015

Technical Assistance Items

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

G1. We will increase student achievement by improving core instruction in all content areas.

G1.B2 Limited evidence of data driven small group differentiated instruction taking place in the classrooms.

G1.B2.S1 Use data to set goals, determine sound instructional practices based on research, and differentiated instruction to meet the various needs of students.

PD Opportunity 1

Provide professional development on the implementation of small group, differentiated instruction.

Facilitator

Instructional Coaches Curriculum Support Specialists

Participants

K-5 Teachers

Schedule

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

PD Opportunity 2

Teachers utilize technology to differentiate instruction (i.e., iReady, GoMath).

Facilitator

Instructional Coaches Curriculum Support Specialists

Participants

K-5 Teachers

Schedule

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

PD Opportunity 3

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Schedule

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

PD Opportunity 4

Utilize relevant and current data (Interim Data and Chapter Assessment Data) to set goals and create flexible student groups that are aligned to students' deficiencies, and targeted needs.

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Schedule

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

Budget Rollup

Summary	
Description	Total
Goal 1: We will increase student achievement by improving core instruction in all content areas.	1,900
Grand Total	1,900

Goal 1: We will increase student achievement by improving core instruction in all content areas.		
Description	Source	Total
B1.S1.A1	Title I Part A	1,000
B2.S1.A1	General Fund	200
B2.S1.A2	General Fund	500
B3.S1.A1	General Fund	200
Total Goal 1		1,900