

Miami-Dade County Public Schools

# North Miami Elementary School



2015-16 School Improvement Plan

## North Miami Elementary School

655 NE 145TH ST, North Miami, FL 33161

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	97%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	100%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	D	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>22</b>
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	24
<b>Appendix 1: Implementation Timeline</b>	<b>32</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>33</b>
Professional Development Opportunities	34
Technical Assistance Items	37
<b>Appendix 3: Budget to Support Goals</b>	<b>0</b>

## 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

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 2013-2014 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 information sheet 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 SPROUTing for 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. In addition, North Miami Elementary has a registered nurse assigned to our school every Friday. We also house a State Certified Social Worker on Mondays in the school clinic.

### 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**

According to iReady Diagnostic data, 131 students have been identified as scoring in Tier 2 and Tier 3 which indicates that they are Reading 2 years or more below grade level. In Mathematics, 111 students are performing 2 years or more below grade level. These students will need extra assistance in Reading and or Math. Students in grades K-5 will be monitored every 20 instructional days using the Growth monitoring system in i-Ready.

**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	12	3	1	5	7	3	31
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

**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:

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 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:**

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
Stanley Wong	Parent
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 2014-2015 school improvement plan was discussed with every grade level at the end of the 2014-2015 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 2015-2016 school year. 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:**

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
Blanchard, Gina	Teacher, K-12

**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 2015-2016 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

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

---

## 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.

## 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

G073994

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Math - All Students	64.0
FCAT 2.0 Science Proficiency	36.0

**Resources Available to Support the Goal** 2

- Language Arts Florida Standards (LAFS) Item Specifications, Pacing Guides, Planning Cards, Task Cards, Daily Learning Targets; District Pacing Guides, collaborative planning, Instructional Frameworks, model classrooms, MyOn Reading, AR and iReady usage on laptops and at home.
- Collaborative Planning, Infographics, Think Central, CER Bellringers, and Promethean Planet Lessons. Go Math Series (Books, manipulatives), Instructional Frameworks, ESOL strategies, and shared instructional practices.
- District Pacing Guides, scope and sequence, Science Corner, AIMS, Essential Labs, Discovery Education, Gizmo, J and J Boot Camp, technology usage and FCAT Item Specifications,

**Targeted Barriers to Achieving the Goal** 3

- 1. There is an emphasis on instructional routines and frameworks. As a result, there is limited evidence of an in-depth understanding of standard-based instruction
- 2. Insufficient in-depth Standards-Based Common Planning with an emphasis on the Mathematical Progressions.
- 3. Inconsistent use of the NGSSS to ensure standard-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 8/24/2015 to 6/9/2016

**Evidence of Completion**

Student work samples Performance data

## 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**

 G073994

**G1.B1** 1. There is an emphasis on instructional routines and frameworks. As a result, there is limited evidence of an in-depth understanding of standard-based instruction **2**

 B193227

**G1.B1.S1** Utilize the Language Arts Florida Standards (LAFS) when planning for and delivering instruction. **4**

 S204732

### Strategy Rationale

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

### Action Step 1 **5**

Provide professional development on unwrapping the standards to ensure instruction is aligned to the Language Arts Florida Standards.

#### Person Responsible

Sandy Zamora

#### Schedule

On 9/30/2015

#### Evidence of Completion

Sign-in sheets, agenda, PD handouts, Lesson Plans



### Action Step 2 5

Provide professional development on comprehensive lesson planning and purpose driven standard instruction aligned to the Language Arts Florida Standards (LAFS) that scaffold to the highest level of DOK.

**Person Responsible**

Sandy Zamora

**Schedule**

On 10/14/2015

**Evidence of Completion**

Sign-in sheets, agenda, PD handouts, Lesson Plans, student work samples

### Action Step 3 5

Monitor/Follow-Up on the effective implementation of Language Arts Florida Standards (LAFS) during planning and instructional delivery.

**Person Responsible**

Debra Dubin

**Schedule**

Biweekly, from 10/1/2015 to 10/30/2015

**Evidence of Completion**

Walkthrough documentation, Administrative feedback

### Action Step 4 5

Work collaboratively during common planning to unwrap the standards, employ the effective use of the Language Arts Florida Standards (LAFS), item specifications, planning cards, and create rigorous lesson plans.

**Person Responsible**

Sandy Zamora

**Schedule**

Weekly, from 10/19/2015 to 11/27/2015

**Evidence of Completion**

Common planning agenda, Lesson Plans, Student work samples

**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**

Weekly, from 8/24/2015 to 6/9/2016

***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**

Weekly, from 8/24/2015 to 6/9/2016


***Evidence of Completion***

Student work samples Performance data

**G1.B2 2.** Insufficient in-depth Standards-Based Common Planning with an emphasis on the Mathematical Progressions. **2**

 B193228

**G1.B2.S1** Common Plan consistently on a weekly basis, identify specific instructional strategies to target the standards-based objectives, and differentiate instruction to meet the diverse needs of students. **4**

 S204734

**Strategy Rationale**

Teachers need to consistently plan together and utilize current data to set goals as well as target instructional strategies that will provide differentiated instruction to address individual student needs.

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

Provide consistent Common Planning Sessions with a focus on every component of the Gradual Release of Responsibility Model.

**Person Responsible**

Angeline Alberto

**Schedule**

Weekly, from 9/30/2015 to 6/9/2016

**Evidence of Completion**

Evidence of Common Planning to the delivery of the GRRM instructional components with fidelity.

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

Provide Professional Development on Differentiated Instruction.

**Person Responsible**

Angeline Alberto

**Schedule**

On 10/30/2015

**Evidence of Completion**

Evidence of Differentiated Instruction within the framework and student gains on the Interim Assessment, iReady diagnostic data, On-going Progress Monitoring, along with summative assessments.

### Action Step 3 5

Utilization of Infographics during Common Planning, the facilitation of standards-based instruction, and the implementation of Differentiated Instruction.

#### **Person Responsible**

Angeline Alberto

#### **Schedule**

Daily, from 10/30/2015 to 6/9/2016

#### **Evidence of Completion**

Common Planning Notes and observational evidence of standards-based instruction and Differentiated Instruction; evidence of student gains and mastery.

### Action Step 4 5

Teachers will explicitly teach and provide students with opportunities to analyze and process the calculations of Higher Order Thinking word problems independently during the "You Do".

#### **Person Responsible**

Marc Jean-Francois

#### **Schedule**

Daily, from 11/30/2015 to 6/9/2016

#### **Evidence of Completion**

Lesson plans that include Higher Order Thinking questions and the observation of effective independent practice of HOT questions.

### 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 8/24/2015 to 6/9/2016

#### **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**

Weekly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Performance data Student work samples

**G1.B3** 3. Inconsistent use of the NGSSS to ensure standard-based instruction aligned to the cognitive complexity of the standards. 2

 B193229

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

 S204735

**Strategy Rationale**

Teachers need to utilize the Next Generation Sunshine State Standards (NGSSS) and data when planning for and delivering rigorous instruction.

**Action Step 1 5**

Provide professional development to K-5th grade teachers on "unwrapping the benchmark" in order to develop scaffolded daily instruction utilizing the Gradual Release of Responsibility Model.

**Person Responsible**

Marc Jean-Francois

**Schedule**

On 9/16/2015

**Evidence of Completion**

PD Agendas, Sign-in sheets, and lesson plans

**Action Step 2** 5

Provide professional development to K-5th grade teachers on utilizing pacing guides, FCAT 2.0 Item Specifications, planning card, 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**

On 9/30/2015

**Evidence of Completion**

PD Agendas, Sign-in sheets, and lesson plans

**Action Step 3** 5

Monitor the use of planning cards, pacing guides, and item specifications to develop lessons aligned to the standards

**Person Responsible**

Marc Jean-Francois

**Schedule**

Weekly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Observation during walkthroughs by Mr. Jean-Francois

**Action Step 4** 5

Model during planning, "Unwrapping the Benchmarks" to align resources and content for 3rd-5th grade teachers.

**Person Responsible**

Marc Jean-Francois

**Schedule**

On 10/30/2015

**Evidence of Completion**

Lesson plans show evidence of focused lessons aligned to the complexity of the standards

**Action Step 5** 5

Model during planning with 5th teachers the utilization of pacing guide and planning cards to develop lesson planning that is aligned to the cognitive complexity of the standards.

**Person Responsible**

Marc Jean-Francois

**Schedule**

On 11/30/2015

***Evidence of Completion***

Lesson plans show evidence of focused lessons aligned to the complexity of the standards

**Action Step 6** 5

Model the delivery of scaffolded instruction with 5th grade teacher aligning resources and content to the cognitive complexity of the standards.

**Person Responsible**

Marc Jean-Francois

**Schedule**

On 9/30/2015

***Evidence of Completion***

Lesson plans show evidence of focused lessons aligned to the complexity of the standards

**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**

Weekly, from 8/24/2015 to 6/9/2016

***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**

Weekly, from 8/24/2015 to 6/9/2016

**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 on unwrapping the standards to ensure instruction is aligned to the Language Arts Florida Standards.	Zamora, Sandy	9/30/2015	Sign-in sheets, agenda, PD handouts, Lesson Plans	9/30/2015 one-time
G1.B2.S1.A1	Provide consistent Common Planning Sessions with a focus on every component of the Gradual Release of Responsibility Model.	Alberto, Angeline	9/30/2015	Evidence of Common Planning to the delivery of the GRRM instructional components with fidelity.	6/9/2016 weekly
G1.B3.S1.A1	Provide professional development to K-5th grade teachers on "unwrapping the benchmark" in order to develop scaffolded daily instruction utilizing the Gradual Release of Responsibility Model.	Jean-Francois, Marc	9/16/2015	PD Agendas, Sign-in sheets, and lesson plans	9/16/2015 one-time
G1.B1.S1.A2	Provide professional development on comprehensive lesson planning and purpose driven standard instruction aligned to the Language Arts Florida Standards (LAFS) that scaffold to the highest level of DOK.	Zamora, Sandy	10/14/2015	Sign-in sheets, agenda, PD handouts, Lesson Plans, student work samples	10/14/2015 one-time
G1.B2.S1.A2	Provide Professional Development on Differentiated Instruction.	Alberto, Angeline	10/30/2015	Evidence of Differentiated Instruction within the framework and student gains on the Interim Assessment, iReady diagnostic data, On-going Progress Monitoring, along with summative assessments.	10/30/2015 one-time
G1.B3.S1.A2	Provide professional development to K-5th grade teachers on utilizing pacing guides, FCAT 2.0 Item Specifications, planning card, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.	Jean-Francois, Marc	9/30/2015	PD Agendas, Sign-in sheets, and lesson plans	9/30/2015 one-time
G1.B1.S1.A3	Monitor/Follow-Up on the effective implementation of Language Arts Florida Standards (LAFS) during planning and instructional delivery.	Dubin, Debra	10/1/2015	Walkthrough documentation, Administrative feedback	10/30/2015 biweekly



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3	Utilization of Infographics during Common Planning, the facilitation of standards-based instruction, and the implementation of Differentiated Instruction.	Alberto, Angeline	10/30/2015	Common Planning Notes and observational evidence of standards-based instruction and Differentiated Instruction; evidence of student gains and mastery.	6/9/2016 daily
G1.B3.S1.A3	Monitor the use of planning cards, pacing guides, and item specifications to develop lessons aligned to the standards	Jean-Francois, Marc	8/24/2015	Observation during walkthroughs by Mr. Jean-Francois	6/9/2016 weekly
G1.B1.S1.A4	Work collaboratively during common planning to unwrap the standards, employ the effective use of the Language Arts Florida Standards (LAFS), item specifications, planning cards, and create rigorous lesson plans.	Zamora, Sandy	10/19/2015	Common planning agenda, Lesson Plans, Student work samples	11/27/2015 weekly
G1.B2.S1.A4	Teachers will explicitly teach and provide students with opportunities to analyze and process the calculations of Higher Order Thinking word problems independently during the "You Do".	Jean-Francois, Marc	11/30/2015	Lesson plans that include Higher Order Thinking questions and the observation of effective independent practice of HOT questions.	6/9/2016 daily
G1.B3.S1.A4	Model during planning, "Unwrapping the Benchmarks" to align resources and content for 3rd-5th grade teachers.	Jean-Francois, Marc	10/30/2015	Lesson plans show evidence of focused lessons aligned to the complexity of the standards	10/30/2015 one-time
G1.B3.S1.A5	Model during planning with 5th teachers the utilization of pacing guide and planning cards to develop lesson planning that is aligned to the cognitive complexity of the standards.	Jean-Francois, Marc	11/30/2015	Lesson plans show evidence of focused lessons aligned to the complexity of the standards	11/30/2015 one-time
G1.B3.S1.A6	Model the delivery of scaffolded instruction with 5th grade teacher aligning resources and content to the cognitive complexity of the standards.	Jean-Francois, Marc	9/30/2015	Lesson plans show evidence of focused lessons aligned to the complexity of the standards	9/30/2015 one-time
G1.MA1	The administrative team will analyze performance data.	Dubin, Debra	8/24/2015	Student work samples Performance data	6/9/2016 monthly
G1.B1.S1.MA1	The administrative team will analyze performance data.	Dubin, Debra	8/24/2015	Student work samples Performance data	6/9/2016 weekly
G1.B1.S1.MA1	The administrative team will conduct classroom observations and the leadership team will conduct classroom visits.	Dubin, Debra	8/24/2015	Walk-through checklists Lesson plans Administrative observation data	6/9/2016 weekly
G1.B2.S1.MA1	The administrative team will analyze performance data.	Dubin, Debra	8/24/2015	Performance data Student work samples	6/9/2016 weekly
G1.B2.S1.MA1	The administrative team will conduct classroom observations and the leadership team will conduct classroom visits.	Dubin, Debra	8/24/2015	Classroom observation/checklist Lesson plans Coaching Logs Data chat sheets	6/9/2016 daily
G1.B3.S1.MA1	The administrative team will analyze performance data	Dubin, Debra	8/24/2015	Student work samples Performance data	6/9/2016 weekly
G1.B3.S1.MA1	The administrative team will conduct classroom observations and the leadership team will conduct classroom visits.	Dubin, Debra	8/24/2015	Walk-through checklists Lesson plans Administrative observation data	6/9/2016 weekly

## 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** 1. There is an emphasis on instructional routines and frameworks. As a result, there is limited evidence of an in-depth understanding of standard-based instruction

**G1.B1.S1** Utilize the Language Arts Florida Standards (LAFS) when planning for and delivering instruction.

### PD Opportunity 1

Provide professional development on unwrapping the standards to ensure instruction is aligned to the Language Arts Florida Standards.

#### Facilitator

Instructional Coaches

#### Participants

K-5 Teachers

#### Schedule

On 9/30/2015

### PD Opportunity 2

Provide professional development on comprehensive lesson planning and purpose driven standard instruction aligned to the Language Arts Florida Standards (LAFS) that scaffold to the highest level of DOK.

#### Facilitator

Instructional Coaches

#### Participants

K-5 Teachers

#### Schedule

On 10/14/2015

**G1.B2 2. Insufficient in-depth Standards-Based Common Planning with an emphasis on the Mathematical Progressions.**

**G1.B2.S1** Common Plan consistently on a weekly basis, identify specific instructional strategies to target the standards-based objectives, and differentiate instruction to meet the diverse needs of students.

**PD Opportunity 1**

Provide Professional Development on Differentiated Instruction.

**Facilitator**

Instructional Coaches Curriculum Support Specialists

**Participants**

K-5 Teachers

**Schedule**

On 10/30/2015

**G1.B3 3. Inconsistent use of the NGSSS to ensure standard-based instruction aligned to the cognitive complexity of the standards.**

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

**PD Opportunity 1**

Provide professional development to K-5th grade teachers on "unwrapping the benchmark" in order to develop scaffolded daily instruction utilizing the Gradual Release of Responsibility Model.

**Facilitator**

Science Curriculum Support Specialist Assistant Principal

**Participants**

K-5 Teachers

**Schedule**

On 9/16/2015

## **PD Opportunity 2**

Provide professional development to K-5th grade teachers on utilizing pacing guides, FCAT 2.0 Item Specifications, planning card, 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**

On 9/30/2015

## **PD Opportunity 3**

Model during planning, "Unwrapping the Benchmarks" to align resources and content for 3rd-5th grade teachers.

### **Facilitator**

Science Curriculum Support Specialist Assistant Principal

### **Participants**

3-5 Teachers

### **Schedule**

On 10/30/2015

## **PD Opportunity 4**

Model the delivery of scaffolded instruction with 5th grade teacher aligning resources and content to the cognitive complexity of the standards.

### **Facilitator**

Science Curriculum Support Specialist Assistant Principal

### **Participants**

5th Grade Teachers

### **Schedule**

On 9/30/2015

## 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** 2. Insufficient in-depth Standards-Based Common Planning with an emphasis on the Mathematical Progressions.

**G1.B2.S1** Common Plan consistently on a weekly basis, identify specific instructional strategies to target the standards-based objectives, and differentiate instruction to meet the diverse needs of students.

### PD Opportunity 1

Utilization of Infographics during Common Planning, the facilitation of standards-based instruction, and the implementation of Differentiated Instruction.

#### Facilitator

Instructional Coaches Curriculum Support Specialists

#### Participants

K-5 Teachers

#### Schedule

Daily, from 10/30/2015 to 6/9/2016

**G1.B3** 3. Inconsistent use of the NGSSS to ensure standard-based instruction aligned to the cognitive complexity of the standards.

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

### PD Opportunity 1

Model during planning with 5th teachers the utilization of pacing guide and planning cards to develop lesson planning that is aligned to the cognitive complexity of the standards.

#### Facilitator

Science Curriculum Support Specialist Assistant Principal

#### Participants

5th Grade Teachers

#### Schedule

On 11/30/2015

## Budget

## Budget Data

1	G1.B1.S1.A1	<b>Provide professional development on unwrapping the standards to ensure instruction is aligned to the Language Arts Florida Standards.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3941 - North Miami Elementary School			\$1,000.00
2	G1.B1.S1.A2	<b>Provide professional development on comprehensive lesson planning and purpose driven standard instruction aligned to the Language Arts Florida Standards (LAFS) that scaffold to the highest level of DOK.</b>				<b>\$0.00</b>
3	G1.B1.S1.A3	<b>Monitor/Follow-Up on the effective implementation of Language Arts Florida Standards (LAFS) during planning and instructional delivery.</b>				<b>\$0.00</b>
4	G1.B1.S1.A4	<b>Work collaboratively during common planning to unwrap the standards, employ the effective use of the Language Arts Florida Standards (LAFS), item specifications, planning cards, and create rigorous lesson plans.</b>				<b>\$0.00</b>
5	G1.B2.S1.A1	<b>Provide consistent Common Planning Sessions with a focus on every component of the Gradual Release of Responsibility Model.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3941 - North Miami Elementary School	General Fund		\$0.00
6	G1.B2.S1.A2	<b>Provide Professional Development on Differentiated Instruction.</b>				<b>\$600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3941 - North Miami Elementary School			\$600.00
7	G1.B2.S1.A3	<b>Utilization of Infographics during Common Planning, the facilitation of standards-based instruction, and the implementation of Differentiated Instruction.</b>				<b>\$0.00</b>
8	G1.B2.S1.A4	<b>Teachers will explicitly teach and provide students with opportunities to analyze and process the calculations of Higher Order Thinking word problems independently during the "You Do".</b>				<b>\$0.00</b>
9	G1.B3.S1.A1	<b>Provide professional development to K-5th grade teachers on "unwrapping the benchmark" in order to develop scaffolded daily instruction utilizing the Gradual Release of Responsibility Model.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3941 - North Miami Elementary School	General Fund		\$0.00
10	G1.B3.S1.A2	<b>Provide professional development to K-5th grade teachers on utilizing pacing guides, FCAT 2.0 Item Specifications, planning card, along with a variety of research-based resources that will assist in the planning and delivery of targeted instruction.</b>				<b>\$600.00</b>

<b>Budget Data</b>						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			3941 - North Miami Elementary School			\$600.00
11	G1.B3.S1.A3	<b>Monitor the use of planning cards, pacing guides, and item specifications to develop lessons aligned to the standards</b>				<b>\$0.00</b>
12	G1.B3.S1.A4	<b>Model during planning, "Unwrapping the Benchmarks" to align resources and content for 3rd-5th grade teachers.</b>				<b>\$0.00</b>
13	G1.B3.S1.A5	<b>Model during planning with 5th teachers the utilization of pacing guide and planning cards to develop lesson planning that is aligned to the cognitive complexity of the standards.</b>				<b>\$0.00</b>
14	G1.B3.S1.A6	<b>Model the delivery of scaffolded instruction with 5th grade teacher aligning resources and content to the cognitive complexity of the standards.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$2,200.00</b>