

Miami-Dade County Public Schools

North County K 8 Center



2016-17 Schoolwide Improvement Plan

North County K 8 Center

3250 NW 207TH ST, Miami Gardens, FL 33056

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	B

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for North County K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of North County K-8 Center is to foster academic excellence by building literacy and creativity through purposeful and enriching instruction and by ensuring that each student is reaching his/her optimal potential to become a productive citizen in society.

b. Provide the school's vision statement.

North County K-8 Center is committed to promoting life-long learning in a caring, nurturing environment ensuring that our students develop the knowledge and skills needed to succeed in a global society.

2. School Environment

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

The school learns about student cultures by reviewing current data from needs assessments, climate surveys, referrals, Positive Behavior Support (PBS) reports, Accreditation reports and assessments data. The school builds relationships between teachers and students by ensuring that the learning environment is safe, respectful, nurturing and engaging. Students are encouraged to be accountable and active participants in their education. Programs implemented at the school such as the PBS, Jennifer Turken Award, are geared towards improving relationships between all stakeholders.

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

The school creates an environment where students feel safe and respected by implementing a zero tolerance policy for violence, bullying and disruptive behaviors. The school ensures that consequences are fair and swift based on the district's Code of Student Conduct. Students are encouraged to report any negative behaviors to school officials. There are systems in place for students to communicate with school officials confidentially and/or anonymously. The student services department counsels and provide mediation to eliminate conflict. Resources are provided for parents or family members to ensure the safety of all students. School programs such as the Do The Right Thing, PBS, Values Matter Miami, Jennifer Beth Turken Award are implemented at the school to promote positive character traits and respect for all stakeholders.

c. 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.

The schoolwide behavioral system to minimize distractions is based on the PBS (Positive Behavior Support) plan. PBS is the application of strategies and systems to increase academic performance, increase safety, decrease problem behaviors and establish a positive school culture. By analyzing school data and identifying problem areas, the PBS team formulates interventions to promote school pride, reward students exhibiting the expected behavior and communicate findings to staff, students and families. Interventions implemented throughout the year include re-teaching expectations, consistent rewards and consequences, conference with students, counseling and parent contact. The

staff receives training on the PBS system at the beginning of the year and ongoing support is provided as needed during the year.

d. 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.

The counselors and social worker at the school implement Values Matter Miami and other district curriculum that addresses the social-emotional needs of all students at the school. The lessons and activities are aimed at building self confidence, developing and maintaining positive relationships and making responsible decisions. Lessons are presented in groups and individually. The support services team also provides responsive services through counseling based on referrals by administration, instructional staff, students and parents. Mediation and mentor services are also offered at the school to develop problem solving and decision making skills. The counselors and social worker also assist parents through referrals to outside agencies that may provide additional support.

3. Early Warning Systems

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

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

The following indicators are included in the early warning system at North County K-8 Center:

All Students

- Students who miss more than 10% of instructional time
- Students who have referrals that lead to suspension
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Math Elementary

- Students who are not proficient in reading by Grade 3
- Students who are retained

Middle School

- Course failure in English Language Arts or Mathematics
- Students who fail two or more of any course

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	16	13	6	10	8	3	2	3	3	0	0	0	0	64	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	2	2	11	3	6	3	0	1	0	0	0	0	28	
Level 1 on statewide assessment	2	17	16	0	6	27	1	22	25	0	0	0	0	116	
	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	7	10	2	5	15	1	15	16	0	0	0	0	71	

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

The following intervention strategies are employed by the school to increase achievement of students identified by the early warning system:

- Differentiated Instruction to meet the needs of students
- Analyze current data to drive instruction
- Ongoing progress monitoring to ascertain mastery of skills / standards
- Computer Assisted Instruction
- Intervention during school hours
- After school tutoring in English Language Arts and Mathematics
- Incentive programs to motivate and reward student achievement

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/346413>.

2. Description

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

2. 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.

At North County K -8 Center parents and community members are encouraged to play an active role in the students' education. The goal is to strengthen the relationship between the community, home and school. Below are steps employed at North County K-8 Center to build and sustain partnerships with the local community to support the school and student achievement:

- Communicate with community members about the school's programs and initiatives
- Provide a parent resource center
- Invite community members to special events/activities at the school (before, during and after)
- Invite community members to workshops and meetings
- Encourage community members and parents to volunteer at the school
- Use a variety of methods to communicate with community members and parents (flyers, school website, marquee etc.)
- Ask community members to become active members of the PTA and EESAC

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Mesa, Melissa	Principal
Jones, Alicia	Assistant Principal
Baskin, Katrina	Instructional Coach
Angiolillo, Theresa	Instructional Media
Shreve, June	School Counselor
Miler, Alison	Instructional Coach

b. Duties

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

Melissa Mesa, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is properly implementing interventions, conducts assessment effectiveness of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Alicia Jones, Assistant Principal: Assists the principal with activities listed above.

Katrina Baskin, Instructional Coach: Provides professional development and classroom follow-up on best practices for teachers, coordinates pull-out intervention activities, assists with standards based assessments and progress monitoring data, and provides intervention to small groups of students in Reading and Writing.

Alison Miler, Instructional Coach: Provides professional development and classroom follow-up on best practices for teachers, coordinates pull-out intervention activities, assists with standards based assessments and progress monitoring data, and provides intervention to small groups of students in Mathematics.

Theresa Angiolillo, Media Specialist- Oversees school-wide activities that promote literacy. Provides intervention to small groups of students in Reading and Science.

June Shreve, Counselor/ SPED Chairperson- Oversees school SPED Department to ensure the SWD subgroup population demonstrates continuous progress as delineated in their IEP while working toward achievement of goals based on the Sunshine State Standards. Also provides intervention to small groups of students in Reading and Mathematics. Provides support in behavioral strategies that will minimize classroom distractions and increase student achievement.

The Rtl team meets biweekly to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on each school initiative they oversee. All aspects of school operations are discussed including budgetary matters which may impact student achievement. Agendas and sign-in sheets are kept weekly.

2. 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 at North County K-8 Center use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress toward those goals

at least three times per year by:

- Holding regular team meetings where problem solving is the sole focus.
- 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.
- Identifying, monitoring and responding when students not meeting grade level expectations.
- Providing enrichment for students responding positively instruction or have met proficiency by raising goals or providing enrichment respectively.
- Provide professional development for faculty as needed.
- Monitor intervention and analyze ongoing progress monitoring (OPM) data to ensure the effectiveness of interventions and guide instruction.

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 to:

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

Annual goals are evaluated based on progress monitoring (3 times per year) and ongoing progress monitoring measures 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.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be 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.

North County K-8 Center has one Voluntary Pre-Kindergarten (VPK) class. The staff in this class assists pre-school children to make the transition into our elementary school program through the implementation of a Pre-School Transition Plan, also funded by the Title I Grant.

Title I, Part C- Migrant

At this time North County K-8 Center does not have migrant students.

Title X- Homeless

- 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 with the identification, enrollment,

attendance, and transportation of homeless students.

- 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 entitlements
- Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools- each school is provided a video and curriculum manual and contest is sponsored by the homeless trust – a community organization.

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 and counselors..

- Training and technical assistance for kindergarten through eighth grade teachers, administrators and counselors is also a component of this program.
- The counselors provide training and follow-up activities to all school staff in the areas of violence prevention, stress management and crisis management.
- The counselors focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises

Nutrition Programs

1. North County K-8 Center 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.

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 are staffed by a School Social Worker, a Nurse and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and provides care for students who are not eligible for other services.
- HCiOS enhances the health education activities provided by the school 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Melissa M. Mesa	Principal
Caryn Jefferson	Teacher
Theresa Angiolillo	Teacher
Miriam Sawyer-Hill	Teacher
Alison Mller	Teacher
Angela Chaney	Education Support Employee
Lamonica Gray	Education Support Employee
Pierre Labroche	Parent
Nathaniel Lester	Business/Community
Chrystal Hill	Parent
Frances Carpenter	Parent
Alex Saleh	Business/Community
Monique Davis	Parent
Katrina Baskin	Teacher
Chiquita Parks-Stewart	Teacher
Kia Simmons	Teacher
Rodney Starling	Parent
Kelly Louiseau	Student
Lashone Morrow	Parent
Alonzo Flowers	Parent
Tameka Bolling	Parent
Alvin Dean	Parent
Maryann Jones	Parent
Ashantell Mann	Parent
Pierre Labroche	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) has an important function to ensure the success of the academic program at North County K-8 Center. The evaluation of last year's school improvement plan included:

- The SAC members providing suggestions and feedback throughout the development and implementation

of the School Improvement Plan (SIP).

- Reviewing progress monitoring data of the SIP goals.
- Providing funds to increase student achievement.
- Reviewing school needs in the area of personnel.
- Fostering community partnerships that enhance curricular initiatives.
- Making recommendations that improve school safety and discipline.

b. Development of this school improvement plan

The SAC involvement in the development of the school improvement plan included:

- Conducting meetings on a regular basis.
- Reviewing applicable student performance data on an ongoing basis.
- Identifying students' needs and recommending strategies to address their needs.
- Utilize current data to assist in the preparation and evaluation of the SIP.

The EESAC approved the SIP and received regular reports on the implementation of the SIP.

c. Preparation of the school's annual budget and plan

EESAC provides recommendations to the principal on the development of the school's budget. The members ensure that expenditures are aligned to SIP objectives and strategies. Funds are provided to assist with the purchase of instructional materials, personnel and incentives to increase student achievement.

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

The use of school improvement funds allocated last year included:

Positive Behavior Support (School safety and discipline) – \$300.00

Rewards and Incentives for students and teachers - \$500.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Mesa, Melissa	Principal
Jones, Alicia	Assistant Principal
Baskin, Katrina	Instructional Coach
Angiolillo, Theresa	Instructional Media
Shreve, June	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Major initiatives of the LLT are to analyze data and develop school programs/activities that assist with raising student achievement in reading/language arts (and related core subject areas). Examples include: Revamping the school's monthly assessment program to include online assessments correlated to the Florida Standards, providing professional development to teachers, developing an intervention schedule in Reading and Writing, providing small group intervention activities for at-risk students, developing school-wide activities and initiatives to motivate reading at all grade levels.

D. Public and Collaborative Teaching

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

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

The following strategies are implemented at North County to promote a collaborative working relationship between teachers:

- Designated times on the Master Schedule for Common Planning
- Collaborative Planning with the Instructional Coach
- Peer Observations
- Data Chats with administration, teachers and instructional coach
- Job embedded professional development that encourages collaboration among teachers such as a PLC.

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

The following strategies to recruit and retain highly qualified, effective teachers are implemented by Administrative Team:

- Solicit referrals from current employees.
- Collaborate with local universities to coordinate student teaching opportunities and observation hours.
- Mentoring Program for novice teachers paired with and expert teacher.
- Provide job embedded professional development during faculty meetings, common planning and on teacher workdays.

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

The mentoring plan and program at North County includes providing teachers with ongoing support from instructional coaches and information on courses they can take to become highly qualified. Beginning teachers are also supported through the district's New Teacher MINT Program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The leadership team at North County K-8 Center works collaboratively with district personnel and teachers to ensure that the core instructional program and materials are aligned to Florida Standards. The district provides instructional materials that meet the expectations of the Florida standards. Instructional personnel were provided with the Florida Standards and Item Specifications for each subject area. Teachers received training on how to plan for and deliver lessons that are aligned to the standards. Teachers receive ongoing support through common planning and coaching cycles. Administrators monitor the effective implementation of lessons aligned with the Florida Standards by analyzing current data and walkthroughs.

b. Instructional Strategies

1. 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.

The FCIM is employed at North County K-8 Center to develop and/or modify instructional strategies that will increase student achievement. After each assessment, the data is disaggregated and analyzed to guide instruction. Instruction is reviewed and adjusted to provide students with challenging and equitable opportunities to increase mastery of skills and standards. Administrators, instructional coaches and teachers work collaboratively to develop fluid groups for differentiated instruction to address the needs of all learners. Students are placed in intervention or enrichment groups based on current data. The use of technology programs will assist with the providing instructional programs that are tailored to meet the students' academic needs.

2. 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: After School Program

Minutes added to school year: 4,200

Tutoring in Reading and Mathematics are provided after school for students not scoring at the proficient level on the FSA ELA and Mathematics .

Enrichment programs are provided after school for students scoring at the proficient level on the FSA.

Strategy Rationale

Students participating in the after-school tutoring program will increase performance on district and state assessments.

Students participating in the after-school enrichment program will maintain proficiency or increase performance on district and state assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jones, Alicia, aliciat@dadeschools.net

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

Data from the iReady Reading and Mathematics Diagnostic Test will be collected three times during the school year to progress monitor and determine the effectiveness of instruction during the tutoring and enrichment programs.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 North County K-8 Center 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 initiatives shared with supportive adults. In

selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. North County K-8 Center established and expanded the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school pre-kindergarten 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. The principal will also meet with the center directors of neighborhood centers.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To 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”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

G087918

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Reading - African American	66.0
AMO Reading - SWD	55.0
AMO Reading - ED	64.0
AMO Math - SWD	55.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of teachers delivering explicit instruction with scaffolding and checks for understanding.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, Instructional Coaches, Common Planning, Curriculum Support Specialist, Pacing Guides, Item Specifications, CPalms, Technology Resources,

Plan to Monitor Progress Toward G1. 8

Follow FCIM utilizing disaggregated data from Informal and Formal Assessments.

Person Responsible

Melissa Mesa

Schedule

Monthly, from 9/5/2016 to 6/7/2017

Evidence of Completion

Monthly Tests, District Assessments and results from FSA, EOC and FCAT 2.0 (Science)

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

 = Problem Solving Step  S123456 = Quick Key


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

 G087918

G1.B1 Limited evidence of teachers delivering explicit instruction with scaffolding and checks for understanding. 2

 B233766

G1.B1.S1 Implement standards-based lesson plans that are clear, sequential and incorporate checks for understanding. 4

 S246603

Strategy Rationale

As a result of purposeful, explicit and engaging instruction student achievement will increase on informal and formal assessments across all content areas.

Action Step 1 5

Provide a professional development on developing standards-based lesson plans that are clear, sequential and incorporate checks for understanding.

Person Responsible

Katrina Baskin

Schedule

On 10/28/2016

Evidence of Completion

Agenda, Sign-in Sheets, Follow-up Activity

Action Step 2 5

Provide a professional development on delivering standards-based lesson plans that are clear, sequential and incorporate checks for understanding.

Person Responsible

Alison Miler

Schedule

On 10/28/2016

Evidence of Completion

Agenda, Sign-in Sheets, Follow-up Activity

Action Step 3 5

Plan for and deliver explicit lessons that implement steps and strategies to solve/answer higher order thinking questions to scaffold instruction that meets the needs of all learners.

Person Responsible

Alicia Jones

Schedule

Weekly, from 9/5/2016 to 6/7/2017

Evidence of Completion

Lesson plans, student artifacts and classroom observation

Action Step 4 5

Disaggregate and analyze assessment data to drive instruction (whole group and differentiated instruction).

Person Responsible

Alicia Jones

Schedule

Biweekly, from 9/5/2016 to 6/7/2017

Evidence of Completion

Lesson plans, student artifacts and classroom observation

Action Step 5 5

Utilize a reward system, such as PBS, as motivation to improve student attendance, academic performance and behavior.

Person Responsible

June Shreve

Schedule

Monthly, from 9/5/2016 to 6/7/2017

Evidence of Completion

Reports for attendance, referrals, PBS and assessments.

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

Following the FCIM model, review ongoing assessment data reports to guide instruction. Observations through classroom walkthroughs and coaching cycles.

Person Responsible

Alicia Jones

Schedule

Biweekly, from 9/5/2016 to 6/7/2017

Evidence of Completion

Lesson Plans, Bi-weekly Tests, Monthly Tests and District Assessments

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

Following the FCIM model, review ongoing assessment data reports to guide instruction. Observations through classroom walkthroughs and coaching cycles.

Person Responsible

Melissa Mesa

Schedule

Monthly, from 9/5/2016 to 6/7/2017

Evidence of Completion

Formative Assessments - Monthly and District Assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A320148	Provide a professional development on developing standards-based lesson plans that are clear,...	Baskin, Katrina	9/5/2016	Agenda, Sign-in Sheets, Follow-up Activity	10/28/2016 one-time
G1.B1.S1.A2 A320149	Provide a professional development on delivering standards-based lesson plans that are clear,...	Miler, Alison	9/5/2016	Agenda, Sign-in Sheets, Follow-up Activity	10/28/2016 one-time
G1.MA1 M333444	Follow FCIM utilizing disaggregated data from Informal and Formal Assessments.	Mesa, Melissa	9/5/2016	Monthly Tests, District Assessments and results from FSA, EOC and FCAT 2.0 (Science)	6/7/2017 monthly
G1.B1.S1.MA1 M333442	Following the FCIM model, review ongoing assessment data reports to guide instruction....	Mesa, Melissa	9/5/2016	Formative Assessments - Monthly and District Assessments	6/7/2017 monthly
G1.B1.S1.MA1 M333443	Following the FCIM model, review ongoing assessment data reports to guide instruction....	Jones, Alicia	9/5/2016	Lesson Plans, Bi-weekly Tests, Monthly Tests and District Assessments	6/7/2017 biweekly
G1.B1.S1.A3 A320150	Plan for and deliver explicit lessons that implement steps and strategies to solve/ answer higher...	Jones, Alicia	9/5/2016	Lesson plans, student artifacts and classroom observation	6/7/2017 weekly
G1.B1.S1.A4 A320151	Disaggregate and analyze assessment data to drive instruction (whole group and differentiated...	Jones, Alicia	9/5/2016	Lesson plans, student artifacts and classroom observation	6/7/2017 biweekly
G1.B1.S1.A5 A320152	Utilize a reward system, such as PBS, as motivation to improve student attendance, academic...	Shreve, June	9/5/2016	Reports for attendance, referrals, PBS and assessments.	6/7/2017 monthly

V. Professional Development Opportunities

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

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

G1.B1 Limited evidence of teachers delivering explicit instruction with scaffolding and checks for understanding.

G1.B1.S1 Implement standards-based lesson plans that are clear, sequential and incorporate checks for understanding.

PD Opportunity 1

Provide a professional development on developing standards-based lesson plans that are clear, sequential and incorporate checks for understanding.

Facilitator

Katrina Baskin, Alison Miler

Participants

K- 8 Teachers

Schedule

On 10/28/2016

PD Opportunity 2

Provide a professional development on delivering standards-based lesson plans that are clear, sequential and incorporate checks for understanding.

Facilitator

Katrina Baskin, Alison Miler

Participants

K- 8 Teachers

Schedule

On 10/28/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide a professional development on developing standards-based lesson plans that are clear, sequential and incorporate checks for understanding.				\$0.00
2	G1.B1.S1.A2	Provide a professional development on delivering standards-based lesson plans that are clear, sequential and incorporate checks for understanding.				\$0.00
3	G1.B1.S1.A3	Plan for and deliver explicit lessons that implement steps and strategies to solve/answer higher order thinking questions to scaffold instruction that meets the needs of all learners.				\$0.00
4	G1.B1.S1.A4	Disaggregate and analyze assessment data to drive instruction (whole group and differentiated instruction).				\$0.00
5	G1.B1.S1.A5	Utilize a reward system, such as PBS, as motivation to improve student attendance, academic performance and behavior.				\$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3821 - North County K 8 Center	School Improvement Funds		\$800.00
Total:						\$800.00