

Miami-Dade County Public Schools

North Miami Elementary School



2016-17 Schoolwide Improvement Plan

North Miami Elementary School

655 NE 145TH ST, North Miami, FL 33161

<http://nmiamielem.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)
Elementary School PK-5	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

**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 Miami Elementary School

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 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.

b. Provide the school's vision statement.

We are committed to provide educational excellence for all students.

2. School Environment

a. 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 students, as stated in the school's 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-two years. Generations of family members have attended this learning institution. Given the fact that over 90% 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.

b. 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 participating in many activities. 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 two 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.

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.

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. This is also repeated daily on the Closed Circuit TV as our daily affirmation. The other theme is Building Brighter Buccaneers Seeking Bountiful Buried Treasures. Each classroom has a teacher made treasure chest reflecting this theme. 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.

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.

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 consultation 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.

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.

According to iReady Diagnostic data, 147 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, 112 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 quarterly using the Growth monitoring system in i-Ready.

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	2	3	3	1	4	3	0	0	0	0	0	0	0	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	4	5	15	4	2	2	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	5	22	36	13	36	58	0	0	0	0	0	0	0	170

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	4	8	18	10	13	38	0	0	0	0	0	0	0	91

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

- * WonderWorks
- * iReady Reading and Math
- * Reflex Math
- * Saturday Academy
- * Before school computer lab
- * After school tutoring
- * NBA Incentive - Never Be Absent Incentive

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/346348>.

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.

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 part-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.

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
Darbonne, Deborah	Principal
Jean-Francois, Marc	Assistant Principal
Sisley, Mary	Teacher, ESE
Zamora, Sandy	Instructional Coach
Alberto, Angeline	Instructional Coach
Valverde, Rebeca	Instructional Media
Blanchard, Gina	Teacher, K-12
Morris, Giovanni	School Counselor
Severe, Edeline	Teacher, K-12

b. Duties

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

Ms. Dubin, as the instructional leader of the school facilitates leadership team meetings each week. 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; G. Morris

Member of advisory group,

Media Specialist: R. Valverde

Union Steward: E. Severe

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.

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 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 to 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.

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 Specialist (CIS), serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities.

The CIS schedules meetings and activities, encourages 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 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-5)
- parent outreach activities (K-5) 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-5)
- reading and supplementary instructional materials(K-5)
- cultural supplementary instructional materials (K-5)
- 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-5, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

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.

- The school site Homeless Student Liaison and the school counselor continue to participate in community organization meetings and task forces as it relates to homeless children and youth. The school based homeless coordinator and counselor have been trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and the elementary counselor.
- Training and technical assistance for elementary school teachers, administrators, and counselors is also a component of this program.
- Counselor focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

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.

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 collecting Box Tops For Education. North Miami Elementary 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 designee 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.

North Miami Elementary implements 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 5.

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 Common Threads. The program focuses on educating children on the importance of nutrition, physical well-being and cultural diversity through cooking.

Career and Technical Education

By promoting career pathways through the use of guest speakers and classroom readers, students will have a better understanding and appreciation of the post secondary opportunities available and how to acquire the skills necessary to take advantage of different opportunities.

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-5.
- 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Debra L. Dubin	Principal
Mary Sisley	Teacher
Elizabeth Noel	Teacher
Jean Maklusky-Rivero	Teacher
Angeline Alberto	Teacher
Rebeca Valverde	Teacher
Malisa Pierre	Education Support Employee
Tammy Turner	Education Support Employee
Germanie Saint-Fort	Parent
Judy Wilensky	Parent
Camille Cortijo	Education Support Employee
Nick Decius	Business/Community
Pedro Gonzalez	Business/Community
Tracy Leppo	Business/Community
Giovanni Morris	Teacher
Tiffany A. Green	Parent
Mary Mitchell	Parent
Bianca Oscar	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 2015-2016 school improvement plan was discussed with every grade level at the end of the 2015-2016 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 2016-2017 school year . As part of every SAC meeting the school improvement plan is on the agenda and discussed. It is reviewed continuously.

b. Development of this school improvement plan

The School Advisory Council (SAC) 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 SAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and delivery of programs.

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

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

2. 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 - \$700.00
 FSA resources to strengthen proficiency levels of all subgroups - \$500.00
 Acknowledge student achievement through trophies and other incentives - \$600.00
 Hourly employment for tutoring - \$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
Darbonne, Deborah	Principal
Jean-Francois, Marc	Assistant Principal
Sisley, Mary	SAC Member
Zamora, Sandy	Instructional Coach
Valverde, Rebeca	Instructional Media
Morris, Giovanni	School Counselor
Alberto, Angeline	Instructional Coach
Blanchard, Gina	Teacher, K-12
Victor, Valeria	Teacher, K-12
Cortijo, Camille	Paraprofessional

b. Duties

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

- Monitoring the effective implementation of the Florida State Standards (FSS), 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

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.

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.

2. 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

3. 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.

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.

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.

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.

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 (FS and ACT)

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

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: Before School Program

Minutes added to school year: 6,000

North Miami Elementary School will extend the school day before school 5 times a week for one hour. This activity is anticipated to begin in November.

Strategy Rationale

Low performing students will be identified as well Tier 1 and 2 students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Darbonne, Deborah, pr3941@dadeschools.net

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

Attendance logs will be reviewed and progress monitored monthly using iReady data.

Strategy: Weekend Program

Minutes added to school year: 2,700

North Miami Elementary School will extend the school week until Saturdays. Students will meet for 3 hours. This activity is anticipated to begin in November.

Strategy Rationale

Low performing students will be identified as well Tier 1 and 2 students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Darbonne, Deborah, pr3941@dadeschools.net

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

Attendance logs will be reviewed and progress monitored monthly using iReady data.

Strategy: After School Program

Minutes added to school year: 2,340

North Miami Elementary School will extend the school day after school 2 times a week for one hour and a half. This activity is anticipated to begin in January.

Strategy Rationale

Low performing students will be identified as well Tier 1 and 2 students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Darbonne, Deborah, pr3941@dadeschools.net

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

Attendance logs will be reviewed and progress monitored monthly using iReady data.

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 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 (HIPPPY) Program. HIPPPY 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 2016-2017 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.

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.

North Miami Elementary participates in an annual Career Day whereby parents and community members come to the school to share their career experiences. Also students are encouraged to wear their favorite college jersey on special days throughout the year.

The school reaches out to local colleges and community organizations to strengthen the partnership between elementary school and post secondary experiences. Miami Dade College sends students out monthly to read to specific grade levels. Profession and students from Barry University's Science department facilitates the school's Saturday Science tutoring program and provides classroom support.

The FBI/CAAA - Federal Bureau of Investigation/Citizens Academy Alumni Association has provided monthly visits to North Miami Elementary for the past four years. They engage with the students and share their career experiences while also reading related stories.

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

NA

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

NA

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.

NA

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. We will increase student achievement by improving student collaborative conversation.

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. We will increase student achievement by improving student collaborative conversation. 1a

G087927

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	36.0

Targeted Barriers to Achieving the Goal 3

- 1. There is an excess of teacher-directed instruction and students working independently.
- 2. Teachers are teaching and students are working independently. Teachers are spending too much time during the teacher-directed (I Do Explicit Teaching) and not releasing students during collaborative conversations (They Do).
- 3. Student to student conversation and interactions during lessons is not evident.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Florida Standards (LAFS) Item Specifications, District Pacing Guides, Best Practices during Common Planning, Collaborative Conversations, Professional Development
- Math Framework, GO Math Professional Development Videos, 5E's Lesson Plan Template focusing on Collaborative Activities (They Do), Professional Development, Journal Samples and use of manipulatives during Common Planning focusing on Collaborative Activities.
- Discovery, Gizmo, District Pacing Guides, J and J Boot Camp, CPalms

Plan to Monitor Progress Toward G1. 8

The administrative team will analyze performance data.

Person Responsible

Deborah Darbonne

Schedule

Biweekly, from 9/30/2016 to 6/8/2017

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 student collaborative conversation. 1

G087927

G1.B1 1. There is an excess of teacher-directed instruction and students working independently. 2

B233787

G1.B1.S1 Use a variety of activity structures to engage students with an increase in collaborative conversations. 4

S246623

Strategy Rationale

Teachers need to provide more rigorous purposeful and engaging instructional activity structures with an increase in collaborative conversations 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

Present diverse activity structures including collaborative conversations such as Turn & Talk, Think Pair Share or Conversation Stems during common planning

Person Responsible

Sandy Zamora

Schedule

Weekly, from 9/30/2016 to 10/27/2016

Evidence of Completion

During collaborative planning the Literacy Coach will present different structures that lend themselves to the current lesson and will denote it on the agenda.

Action Step 2 5

Denote collaborative conversation opportunities on the lesson plans.

Person Responsible

Sandy Zamora

Schedule

Weekly, from 9/30/2016 to 6/8/2017

Evidence of Completion

Teachers will denote which activity will be conducted with varied instructional structures

Action Step 3 5

Model and implement collaborative conversations during gradual release.

Person Responsible

Sandy Zamora

Schedule

Weekly, from 9/30/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, student work samples with group denoted, administration walk throughs

Action Step 4 5

Follow up and support during student product reviews and faculty meetings

Person Responsible

Sandy Zamora

Schedule

Biweekly, from 9/30/2016 to 6/8/2017

Evidence of Completion

Agendas, Student Product Reflections, Rubrics

Action Step 5 5

Monitor diverse activity structures during formal and informal walkthroughs.

Person Responsible

Deborah Darbonne

Schedule

Biweekly, from 9/30/2016 to 6/8/2017

Evidence of Completion

Walkthrough documentation, Administrative feedback

Action Step 6 5

Provide constructive feedback on collaborative activities.

Person Responsible

Sandy Zamora

Schedule

Biweekly, from 1/17/2017 to 6/8/2017

Evidence of Completion

Journal writings, administration walk throughs

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

Deborah Darbonne

Schedule

Biweekly, from 9/30/2016 to 6/8/2017

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

Deborah Darbonne

Schedule

Biweekly, from 9/30/2016 to 6/8/2017

Evidence of Completion


Student work samples Performance data

G1.B2.2. Teachers are teaching and students are working independently. Teachers are spending too much time during the teacher-directed (I Do Explicit Teaching) and not releasing students during collaborative conversations (They Do). 2

 B233788

G1.B2.S1 Engage students in diverse activity structures with an increase in collaborative conversation

4

 S246624

Strategy Rationale

Teachers need to denote collaboration activities in lesson plans specifying collaboration activity time.

Action Step 1 5

Denote collaboration activities in lesson plans specifying collaboration items.

Person Responsible

Angeline Alberto

Schedule

Weekly, from 9/30/2016 to 6/8/2017

Evidence of Completion

Lesson Plan, Walk throughs, Administration Observations focusing on Collaborative Activities

Action Step 2 5

Use of journals to support collaboration activities

Person Responsible

Angeline Alberto

Schedule

Weekly, from 9/30/2016 to 6/8/2017

Evidence of Completion

Lesson Plan, Journal, Walk throughs, Administration Observations during math lesson

Action Step 3 5

Model the first 3 E's (Engagement, Explore and Explain) will be demonstrated during common planning

Person Responsible

Angeline Alberto

Schedule

Weekly, from 9/30/2016 to 3/23/2017

Evidence of Completion

Common Planning, Walk throughs, Administration Observations, Lesson Plans

Action Step 4 5

Model the use of manipulatives during common planning.

Person Responsible

Angeline Alberto

Schedule

Weekly, from 9/30/2016 to 3/23/2017

Evidence of Completion

Common Planning, Walk throughs, Administration Observations, Lesson Plans

Action Step 5 5

During Common Planning, teachers will demonstrate the 3Es while the coach provides feedback

Person Responsible

Angeline Alberto

Schedule

Weekly, from 12/5/2016 to 3/23/2017

Evidence of Completion

Common Planning, Walk throughs, Administration Observations

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

Deborah Darbonne

Schedule

Biweekly, from 9/30/2016 to 6/8/2017

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

Deborah Darbonne

Schedule

Biweekly, from 9/30/2016 to 6/8/2017

Evidence of Completion

Performance data Student work samples

G1.B3 3. Student to student conversation and interactions during lessons is not evident. 2

B233789

G1.B3.S1 Involve students in various classroom activities and instructional structures including discussion during science instruction to promote learning. 4

S246625

Strategy Rationale

Teachers need to denote collaboration activities in lesson plans specifying collaboration activity.

Action Step 1 5

Professional development will be provided to assist teachers on how to formulate collaborative interaction by all students (Non-ESOL, ESOL, Gifted and ESE)

Person Responsible

Marc Jean-Francois

Schedule

Weekly, from 9/30/2016 to 3/23/2017

Evidence of Completion

Sign-in sheet, follow up activity, Lesson Plans, Administration Walk throughs

Action Step 2 5

Assistant Principal will model for teachers how to set up classrooms to promote diverse instructional structures

Person Responsible

Marc Jean-Francois

Schedule

Weekly, from 9/30/2016 to 11/1/2016

Evidence of Completion

CSS Notes from debriefings and visits, Administrative Walk throughs

Action Step 3 5

Teachers will denote group activities and varied instructional structures in their lesson plans.

Person Responsible

Marc Jean-Francois

Schedule

Weekly, from 9/30/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, Student Journal Entries. Administrative Walk throughs

Action Step 4 5

Teachers will give students the chance to practice the lab inquiry and to reflect on what they have learned in their journals.

Person Responsible

Marc Jean-Francois

Schedule

Weekly, from 9/30/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, Student Journal Entries. Administrative Walk throughs

Action Step 5 5

Job Roles will be outlined for students to follow as they engage in inquiry labs and different instructional structures.

Person Responsible

Marc Jean-Francois

Schedule

Weekly, from 9/30/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, Student Journal Entries. Job Identification Cards, Administrative Walk throughs

Action Step 6 5

Corrective feedback will be provided in Science Journals.

Person Responsible

Marc Jean-Francois

Schedule

Biweekly, from 1/17/2017 to 6/8/2017

Evidence of Completion

Student journal entries

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

Deborah Darbonne

Schedule

Biweekly, from 9/30/2016 to 6/8/2017

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

Deborah Darbonne

Schedule

Biweekly, from 9/30/2016 to 6/8/2017






Evidence of Completion

Student work samples Performance data

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 A320175	Present diverse activity structures including collaborative conversations such as Turn & Talk,...	Zamora, Sandy	9/30/2016	During collaborative planning the Literacy Coach will present different structures that lend themselves to the current lesson and will denote it on the agenda.	10/27/2016 weekly
G1.B3.S1.A2 A320187	Assistant Principal will model for teachers how to set up classrooms to promote diverse...	Jean-Francois, Marc	9/30/2016	CSS Notes from debriefings and visits, Administrative Walk throughs	11/1/2016 weekly
G1.B2.S1.A3 A320183	Model the first 3 E's (Engagement, Explore and Explain) will be demonstrated during common planning	Alberto, Angeline	9/30/2016	Common Planning, Walk throughs, Administration Observations, Lesson Plans	3/23/2017 weekly
G1.B2.S1.A4 A320184	Model the use of manipulatives during common planning.	Alberto, Angeline	9/30/2016	Common Planning, Walk throughs, Administration Observations, Lesson Plans	3/23/2017 weekly
G1.B2.S1.A5 A320185	During Common Planning, teachers will demonstrate the 3Es while the coach provides feedback	Alberto, Angeline	12/5/2016	Common Planning, Walk throughs, Administration Observations	3/23/2017 weekly
G1.B3.S1.A1 A320186	Professional development will be provided to assist teachers on how to formulate collaborative...	Jean-Francois, Marc	9/30/2016	Sign-in sheet, follow up activity, Lesson Plans, Administration Walk throughs	3/23/2017 weekly
G1.MA1 M333491	The administrative team will analyze performance data.	Darbonne, Deborah	9/30/2016	Student work samples Performance data	6/8/2017 biweekly
G1.B1.S1.MA1 M333485	The administrative team will analyze performance data.	Darbonne, Deborah	9/30/2016	Student work samples Performance data	6/8/2017 biweekly
G1.B1.S1.MA1 M333486	The administrative team will conduct classroom observations and the leadership team will conduct...	Darbonne, Deborah	9/30/2016	Walk-through checklists Lesson plans Administrative observation data	6/8/2017 biweekly
G1.B1.S1.A2 A320176	Denote collaborative conversation opportunities on the lesson plans.	Zamora, Sandy	9/30/2016	Teachers will denote which activity will be conducted with varied instructional structures	6/8/2017 weekly
G1.B1.S1.A3 A320177	Model and implement collaborative conversations during gradual release.	Zamora, Sandy	9/30/2016	Lesson Plans, student work samples with group denoted, administration walk throughs	6/8/2017 weekly
G1.B1.S1.A4 A320178	Follow up and support during student product reviews and faculty meetings	Zamora, Sandy	9/30/2016	Agendas, Student Product Reflections, Rubrics	6/8/2017 biweekly
G1.B1.S1.A5 A320179	Monitor diverse activity structures during formal and informal walkthroughs.	Darbonne, Deborah	9/30/2016	Walkthrough documentation, Administrative feedback	6/8/2017 biweekly
G1.B1.S1.A6 A320180	Provide constructive feedback on collaborative activities.	Zamora, Sandy	1/17/2017	Journal writings, administration walk throughs	6/8/2017 biweekly
G1.B2.S1.MA1 M333487	The administrative team will analyze performance data.	Darbonne, Deborah	9/30/2016	Performance data Student work samples	6/8/2017 biweekly
G1.B2.S1.MA1 M333488	The administrative team will conduct classroom observations and the leadership team will conduct...	Darbonne, Deborah	9/30/2016	Classroom observation/checklist Lesson plans Coaching Logs Data chat sheets	6/8/2017 biweekly
G1.B2.S1.A1 A320181	Denote collaboration activities in lesson plans specifying collaboration items.	Alberto, Angeline	9/30/2016	Lesson Plan, Walk throughs, Administration Observations focusing on Collaborative Activities	6/8/2017 weekly
G1.B2.S1.A2 A320182	Use of journals to support collaboration activities	Alberto, Angeline	9/30/2016	Lesson Plan, Journal, Walk throughs, Administration Observations during math lesson	6/8/2017 weekly
G1.B3.S1.MA1 M333489	The administrative team will analyze performance data	Darbonne, Deborah	9/30/2016	Student work samples Performance data	6/8/2017 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1  M333490	The administrative team will conduct classroom observations and the leadership team will conduct...	Darbonne, Deborah	9/30/2016	Walk-through checklists Lesson plans Administrative observation data	6/8/2017 biweekly
G1.B3.S1.A3  A320188	Teachers will denote group activities and varied instructional structures in their lesson plans.	Jean-Francois, Marc	9/30/2016	Lesson Plans, Student Journal Entries. Administrative Walk throughs	6/8/2017 weekly
G1.B3.S1.A4  A320189	Teachers will give students the chance to practice the lab inquiry and to reflect on what they have...	Jean-Francois, Marc	9/30/2016	Lesson Plans, Student Journal Entries. Administrative Walk throughs	6/8/2017 weekly
G1.B3.S1.A5  A320190	Job Roles will be outlined for students to follow as they engage in inquiry labs and different...	Jean-Francois, Marc	9/30/2016	Lesson Plans, Student Journal Entries. Job Identification Cards, Administrative Walk throughs	6/8/2017 weekly
G1.B3.S1.A6  A320191	Corrective feedback will be provided in Science Journals.	Jean-Francois, Marc	1/17/2017	Student journal entries	6/8/2017 biweekly

V. 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 student collaborative conversation.

G1.B1 1. There is an excess of teacher-directed instruction and students working independently.

G1.B1.S1 Use a variety of activity structures to engage students with an increase in collaborative conversations.

PD Opportunity 1

Present diverse activity structures including collaborative conversations such as Turn & Talk, Think Pair Share or Conversation Stems during common planning

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Schedule

Weekly, from 9/30/2016 to 10/27/2016

PD Opportunity 2

Model and implement collaborative conversations during gradual release.

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Schedule

Weekly, from 9/30/2016 to 6/8/2017

G1.B2 2. Teachers are teaching and students are working independently. Teachers are spending too much time during the teacher-directed (I Do Explicit Teaching) and not releasing students during collaborative conversations (They Do).

G1.B2.S1 Engage students in diverse activity structures with an increase in collaborative conversation

PD Opportunity 1

Model the first 3 E's (Engagement, Explore and Explain) will be demonstrated during common planning

Facilitator

Instructional Coaches Curriculum Support Specialists

Participants

K-5 Teachers

Schedule

Weekly, from 9/30/2016 to 3/23/2017

PD Opportunity 2

Model the use of manipulatives during common planning.

Facilitator

Instructional Coaches Curriculum Support Specialists

Participants

K-5 Teachers

Schedule

Weekly, from 9/30/2016 to 3/23/2017

PD Opportunity 3

During Common Planning, teachers will demonstrate the 3Es while the coach provides feedback

Facilitator

Instructional Coaches Curriculum Support Specialists

Participants

K-5 Teachers

Schedule

Weekly, from 12/5/2016 to 3/23/2017

G1.B3 3. Student to student conversation and interactions during lessons is not evident.

G1.B3.S1 Involve students in various classroom activities and instructional structures including discussion during science instruction to promote learning.

PD Opportunity 1

Professional development will be provided to assist teachers on how to formulate collaborative interaction by all students (Non-ESOL, ESOL, Gifted and ESE)

Facilitator

Science Curriculum Support Specialist Assistant Principal

Participants

K-5 Teachers

Schedule

Weekly, from 9/30/2016 to 3/23/2017

PD Opportunity 2

Assistant Principal will model for teachers how to set up classrooms to promote diverse instructional structures

Facilitator

Science Curriculum Support Specialist Assistant Principal

Participants

K-5 Teachers

Schedule

Weekly, from 9/30/2016 to 11/1/2016

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	Present diverse activity structures including collaborative conversations such as Turn & Talk, Think Pair Share or Conversation Stems during common planning				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3941 - North Miami Elementary School	General Fund		\$300.00
2	G1.B1.S1.A2	Denote collaborative conversation opportunities on the lesson plans.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3941 - North Miami Elementary School	General Fund		\$500.00
3	G1.B1.S1.A3	Model and implement collaborative conversations during gradual release.				\$0.00
4	G1.B1.S1.A4	Follow up and support during student product reviews and faculty meetings				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3941 - North Miami Elementary School	General Fund		\$1,000.00
5	G1.B1.S1.A5	Monitor diverse activity structures during formal and informal walkthroughs.				\$0.00
6	G1.B1.S1.A6	Provide constructive feedback on collaborative activities.				\$0.00
7	G1.B2.S1.A1	Denote collaboration activities in lesson plans specifying collaboration items.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3941 - North Miami Elementary School	General Fund		\$0.00
8	G1.B2.S1.A2	Use of journals to support collaboration activities				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3941 - North Miami Elementary School	General Fund		\$1,200.00
9	G1.B2.S1.A3	Model the first 3 E's (Engagement, Explore and Explain) will be demonstrated during common planning				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3941 - North Miami Elementary School			\$600.00
10	G1.B2.S1.A4	Model the use of manipulatives during common planning.				\$0.00

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11	G1.B2.S1.A5	During Common Planning, teachers will demonstrate the 3Es while the coach provides feedback				\$0.00
12	G1.B3.S1.A1	Professional development will be provided to assist teachers on how to formulate collaborative interaction by all students (Non-ESOL, ESOL, Gifted and ESE)				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3941 - North Miami Elementary School	General Fund		\$600.00
13	G1.B3.S1.A2	Assistant Principal will model for teachers how to set up classrooms to promote diverse instructional structures				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			3941 - North Miami Elementary School	General Fund		\$0.00
14	G1.B3.S1.A3	Teachers will denote group activities and varied instructional structures in their lesson plans.				\$0.00
15	G1.B3.S1.A4	Teachers will give students the chance to practice the lab inquiry and to reflect on what they have learned in their journals.				\$0.00
16	G1.B3.S1.A5	Job Roles will be outlined for students to follow as they engage in inquiry labs and different instructional structures.				\$0.00
17	G1.B3.S1.A6	Corrective feedback will be provided in Science Journals.				\$0.00
					Total:	\$4,200.00