

Miami-Dade County Public Schools

North County K 8 Center



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	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	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for North County K 8 Center

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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.

North County K-8 Center learns about students' cultures by reviewing current data from needs assessments, climate surveys, referrals, Positive Behavior Support (PBS) 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 and the Jennifer Beth 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.

North County K-8 Center 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 provides mediation to eliminate conflict. Resources are provided for parents or family members to ensure the safety of all students. School programs such as Do The Right Thing, PBS, Values Matter Miami and the 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.

Our 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 North County K-8 Center implements Values Matter Miami and other district curriculum that addresses the social and 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 provides responsive services through counseling based on referrals by administration, instructional staff, students and parents. Mediation and mentor services are 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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
- Students who are retained
- Course failure in English Language Arts or Mathematics (Middle School)

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	6	2	9	5	4	10	0	0	0	0	0	0	37
Level 1 on statewide assessment	2	5	5	11	14	12	13	11	12	0	0	0	0	85

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	3	7	8	6	15	11	16	14	13	0	0	0	0	93

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
- Utilize 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

North County K-8 Center believes that positive parent/family involvement is essential to student achievement and thus encourages such involvement through participation in various school advocacy committees and activities. Parents are encouraged to participate on the EESAC Committee, the PTA, and in Parent Academy Workshops. Through participation on the EESAC Committee, parents and school personnel will collaborate on the SIP, school initiatives and the use of Title I funds to support the SIP Goals. Parent workshops are provided to address the curriculum, assessments, and expected proficiency levels. Parents are further encouraged to schedule parent conferences as needed and monitor student progress via the Parent Portal. Parent meetings and conferences are scheduled during the morning and evening to accommodate various work schedules. Partnering with the school on these endeavors will ensure that each child is maximizing their full academic potential.

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 school)
- 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

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
	Assistant Principal
Angiolillo, Theresa	Instructional Media
Shreve, June	School Counselor

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 core instruction and interventions, analyze assessment data to ensure the effectiveness of instruction, assesses the Rtl skills of school staff, ensures implementation of intervention support and maintenance of related 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, provides professional development and ensures the effectiveness of the school's curriculum and programs.

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

June Shreve, Counselor/ SPED Chairperson- Oversees the school SPED department to ensure the SWD population demonstrates continuous progress as delineated in their IEP, while working toward achievement of their goals based on the Florida Standards. 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 the 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 maintained biweekly.

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 uses 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 are not meeting grade level expectations.
- Providing enrichment for students responding positively to instruction or have met proficiency.
- Providing professional development for faculty as needed.
- Monitoring intervention and analyzing 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 to instruction
- Support interventions where there is not an overall positive group response to instruction
- Select students for SST and 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 support is provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Title I, Part A

North County K-8 Center provides services to ensure students requiring additional remediation are assisted through after-school programs or summer school. Support services are provided to secondary students. Instructional 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 to address student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students 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 at North County K-8 Center 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 at North County K-8 Center provides training for school registrars on the procedures for enrolling homeless students. The liaison trains the school counselor on the McKinney Vento Homeless Assistance Act, ensuring homeless children and youth are not stigmatized, separated, segregated, or isolated based 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. A 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 at North County K-8 Center provide training and follow-up activities to all school staff in the areas of violence prevention, stress management and crisis management.
- The counselors also 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 at North County K-8 Center 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 North County K-8 Center 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
Patricia Cook	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
Graciela Brown	Teacher
Chiquita Parks-Stewart	Teacher
Kia Simmons	Teacher
Rodney Starling	Parent
Lashone Morrow	Parent
Alonzo Flowers	Parent
Tameka Bolling	Parent
Alvin Dean	Parent
Maryann Jones	Parent
Ashantell Mann	Parent
Lauren Satil	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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:

- Providing suggestions and feedback by SAC members about 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.
- Utilizing current data to assist in the preparation and evaluation of the SIP.

The EESAC approved the SIP and receives regular updates 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
	Assistant Principal
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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 K-8 Center to promote a collaborative working relationship between teachers:

- Designated times on the Master Schedule for Common Planning
- Collaborative Planning with the instructional coach and/or administration
- 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 the 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 an 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 K-8 Center includes providing teachers with ongoing support from instructional coaches and/or lead teachers 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 the 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 explicit 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 conducting 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 or above the proficient level on the FSA.

Strategy Rationale

By participating in the after-school tutoring program, students will improve performance on District and state assessments. Proficient students participating in the enrichment program will gain knowledge to 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

Mesa, Melissa, mmmesa@dadeschools.net

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

Data from the i-Ready Reading and Mathematics Diagnostic Tests will be collected three times throughout 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. 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. In the Spring, neighboring head start programs are invited to visit North County K-8 Center to tour the school and kindergarten classes. The principal will also meet with the center directors of neighborhood centers. A Kindergarten Transition Meeting is held in May to provide parents with an overview and expectations of kindergarten.

Additionally, the eighth grade students are presented with various options for high school enrollment such as feeder pattern and magnet high schools. Our counselor guides students and parents through the process of completing high school magnet applications. A representative from the feeder pattern high school assists students with completing the subject selection forms. To ensure a smooth transition, the eighth grade students also participate in a field trip to learn about the programs offered at the feeder pattern.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

N/A

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. If core instruction improves, then student achievement will increase 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. If core instruction improves, then student achievement will increase in all content areas. 1a

G096863

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	
FSA ELA Achievement - SWD	
ELA/Reading Lowest 25% Gains	
FSA Mathematics Achievement	
FCAT 2.0 Science Proficiency	45.0
FSA Math Achievement - SWD	
Math Lowest 25% Gains	

Targeted Barriers to Achieving the Goal 3

- Limited evidence of teachers tracking and monitoring mastery of the benchmarks /standards and utilizing data to guide instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, Instructional Coaches/ Lead Teachers, Common Planning, Curriculum Support Specialist, Pacing Guides, Item Specifications, CPalms, Technology Resources, i-Ready, Wonder Works, Go Math

Plan to Monitor Progress Toward G1. 8

Follow the FCIM and analyze disaggregated data from Informal and Formal Assessments.

Person Responsible

Melissa Mesa

Schedule

Monthly, from 9/18/2017 to 6/6/2018

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. If core instruction improves, then student achievement will increase in all content areas. **1**

 G096863

G1.B1 Limited evidence of teachers tracking and monitoring mastery of the benchmarks /standards and utilizing data to guide instruction. **2**

 B260579

G1.B1.S1 Develop and utilize a tracking instrument to monitor mastery of the benchmarks / standards and provide instruction based on students' learning needs. **4**

 S275969

Strategy Rationale

As a result of utilizing a tracking system for ongoing progress monitoring and adjusting instruction for mastery, student achievement will increase on formative and summative assessments across all content areas.

Action Step 1 **5**

Develop a tracking system to monitor mastery of the benchmarks/ standards.

Person Responsible

Melissa Mesa

Schedule

On 10/13/2017

Evidence of Completion

Data Tracking Form

Action Step 2 **5**

Provide a professional development to include the following topics: analyzing and interpreting assessment data to drive instruction based on the students' learning needs and utilizing the tracking system to monitor mastery of the benchmarks/ standards.

Person Responsible

Theresa Angiolillo

Schedule

On 10/27/2017

Evidence of Completion

Agenda, Sign-in Sheets, Follow-up Activity, Lesson plans, student artifacts and classroom observation

Action Step 3 5

Disaggregate, analyze and interpret assessment data during Common Planning and Data Chats to identify deficiencies and make instructional decisions that will meet the needs of all learners in whole group and differentiated instruction.

Person Responsible

Melissa Mesa

Schedule

Biweekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Lesson plans, Data Tracking Form and student artifacts

Action Step 4 5

Implement the tracking system and adjust instruction for re-teaching, remediation and enrichment to ensure mastery of the benchmarks/standards.

Person Responsible

Melissa Mesa

Schedule

Biweekly, from 10/16/2017 to 6/7/2018

Evidence of Completion

Lesson plans, Data Tracking Form and student artifacts

Action Step 5 5

Plan for and deliver explicit data driven lessons to meet the needs of learners during whole group and differentiated instruction.

Person Responsible

Melissa Mesa

Schedule

Weekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Lesson plans, Data Tracking Form and student artifacts and class observation

Action Step 6 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 9/18/2017 to 6/7/2018

Evidence of Completion

Reports for attendance, referrals, PBS and assessments.

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

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

Person Responsible

Melissa Mesa

Schedule

Biweekly, from 9/18/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Bi-weekly Tests, Monthly Tests, District Assessments, walkthrough annotations

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

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

Person Responsible

Melissa Mesa










Schedule

Monthly, from 9/18/2017 to 6/7/2018

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
2018					
G1.B1.S1.A1  A371170	Develop a tracking system to monitor mastery of the benchmarks/ standards.	Mesa, Melissa	10/2/2017	Data Tracking Form	10/13/2017 one-time
G1.B1.S1.A2  A371171	Provide a professional development to include the following topics: analyzing and interpreting...	Angiolillo, Theresa	10/16/2017	Agenda, Sign-in Sheets, Follow-up Activity, Lesson plans, student artifacts and classroom observation	10/27/2017 one-time
G1.MA1  M399461	Follow the FCIM and analyze disaggregated data from Informal and Formal Assessments.	Mesa, Melissa	9/18/2017	Monthly Tests, District Assessments and results from FSA, EOC and FCAT 2.0 (Science)	6/6/2018 monthly
G1.B1.S1.MA1  M399459	Following the FCIM, review ongoing assessment data reports to guide instruction. Observations...	Mesa, Melissa	9/18/2017	Formative Assessments - Monthly and District Assessments	6/7/2018 monthly
G1.B1.S1.MA1  M399460	Following the FCIM, review ongoing assessment data reports to guide instruction. Observations...	Mesa, Melissa	9/18/2017	Lesson Plans, Bi-weekly Tests, Monthly Tests, District Assessments, walkthrough annotations	6/7/2018 biweekly
G1.B1.S1.A3  A371172	Disaggregate, analyze and interpret assessment data during Common Planning and Data Chats to...	Mesa, Melissa	9/18/2017	Lesson plans, Data Tracking Form and student artifacts	6/7/2018 biweekly
G1.B1.S1.A4  A371173	Implement the tracking system and adjust instruction for re-teaching, remediation and enrichment to...	Mesa, Melissa	10/16/2017	Lesson plans, Data Tracking Form and student artifacts	6/7/2018 biweekly
G1.B1.S1.A5  A371174	Plan for and deliver explicit data driven lessons to meet the needs of learners during whole group...	Mesa, Melissa	9/18/2017	Lesson plans, Data Tracking Form and student artifacts and class observation	6/7/2018 weekly
G1.B1.S1.A6  A371175	Utilize a reward system, such as PBS, as motivation to improve student attendance, academic...	Shreve, June	9/18/2017	Reports for attendance, referrals, PBS and assessments.	6/7/2018 monthly

V. Professional Development Opportunities

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

G1. If core instruction improves, then student achievement will increase in all content areas.

G1.B1 Limited evidence of teachers tracking and monitoring mastery of the benchmarks /standards and utilizing data to guide instruction.

G1.B1.S1 Develop and utilize a tracking instrument to monitor mastery of the benchmarks / standards and provide instruction based on students' learning needs.

PD Opportunity 1

Provide a professional development to include the following topics: analyzing and interpreting assessment data to drive instruction based on the students' learning needs and utilizing the tracking system to monitor mastery of the benchmarks/ standards.

Facilitator

Jones, Alicia

Participants

K- 8 Teachers

Schedule

On 10/27/2017

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	Develop a tracking system to monitor mastery of the benchmarks/ standards.				\$0.00
2	G1.B1.S1.A2	Provide a professional development to include the following topics: analyzing and interpreting assessment data to drive instruction based on the students' learning needs and utilizing the tracking system to monitor mastery of the benchmarks/ standards.				\$0.00
3	G1.B1.S1.A3	Disaggregate, analyze and interpret assessment data during Common Planning and Data Chats to identify deficiencies and make instructional decisions that will meet the needs of all learners in whole group and differentiated instruction.				\$0.00
4	G1.B1.S1.A4	Implement the tracking system and adjust instruction for re-teaching, remediation and enrichment to ensure mastery of the benchmarks/standards.				\$0.00
5	G1.B1.S1.A5	Plan for and deliver explicit data driven lessons to meet the needs of learners during whole group and differentiated instruction.				\$0.00
6	G1.B1.S1.A6	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	2017-18
			3821 - North County K 8 Center			\$800.00
Total:						\$800.00