

Miami-Dade County Public Schools

North Miami Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
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	2016-17	2015-16	2014-15	2013-14
Grade	C	B	C*	D

**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 Miami Elementary School

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 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-three 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 and one part-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 school's 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.

Limited access into the school provides a more secure environment. One way panic bars have been

installed at the school allowing parents to go through the front gate and into the office where they can be helped.

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 "Sailing the high C's towards A better future". Several classrooms have 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. This year we are implementing a "Students Who ROCK!" program where teachers nominate students and their names are prominently displayed on a board in the cafeteria area where all students can see their names.

In addition, there are grade level assemblies where the Student Code of Conduct is given to each student to take home to be reviewed by parents. Teachers and parents work together to reinforce positive behavior.

Another school wide initiative deals with attendance called Never Be Absent (NBA). Classes with 100% attendance for the week receive a "Treasure Chest Poster" to proudly display and their picture is shown on the CCTV for the week. The grade level with the best attendance for the quarter will be rewarded.

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 (eyeglasses), Youth Crime Watch, Common Threads, 5000 Role Model and Student Support consultation are in place. There are various after school clubs students can also participate in such as the Garden Club, Chorus and Drumline. In addition, the school provides a Learn to Swim program for grades Pre-K through first. This year, a mentoring program is implemented where a student is assigned to a teacher and they meet weekly.

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 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.

According to iReady Diagnostic data, 343 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, 377 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	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	4	9	16	6	4	5	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	3	10	25	12	13	26	0	0	0	0	0	0	0	89

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	27	4	16	25	0	0	0	0	0	0	0	84

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 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 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. Second Cup of Coffee meetings are held on a monthly basis to provide information on various essential school topics. A program called Parents Helping Parents is also in place at North Miami Elementary. The Family Support Specialist assists parents and works closely with the Community Involvement Specialist as well as the Counselor at the school. The specialist also conducts webinars in the parents' home language.

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.

Professors from Barry University enhance our instruction through their support and assistance with students in Science. Johnson and Wales also supports the school through various beautification projects throughout the school year.

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
Darbonne, Deborah	Principal
Sisley, Mary	SAC Member
Alberto, Angeline	Instructional Coach
Valverde, Rebeca	Instructional Media
Morris, Giovanni	School Counselor
Severe, Edeline	Teacher, K-12
Agumagu, Grace	Teacher, PreK
Watson-Richards, Maureen	Teacher, K-12
Trody, Christina	Teacher, K-12
Louis Jeune, Mostafa	Teacher, K-12
Cummings, Juanita	Teacher, K-12
Gaspard, Donnan	Teacher, K-12
Jean-Francois, Marc	Assistant Principal
Zamora, Sandy	Instructional Coach

b. Duties

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

Ms. Dubin, as the instructional leader of the school facilitates leadership team meetings each week. She also guides the instructional program while monitoring the implementation of the curriculum.

Along with her Assistant Principal, Mr. Jean Francois they schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps and 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. They meet monthly to discuss grade level and department level concerns. Additionally, they discuss student needs that can be addressed with strategies and additional resources. They also discuss strategies to improve the school's culture with an emphasis on ensuring that each teacher and student has a voice. The representatives of the instructional staff that are on the leadership team are listed below :

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

Pre-K Teacher: G. Agumagu

First Grade Teacher: C. Trody

Third Grade Teacher: M. Louis-Jeune

Fourth Grade Teacher: J. Cummings

Fifth Grade Teacher: D. Gaspard

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.

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

Tier 2

The Reading coach and the guidance counselor will conduct regular meetings to evaluate intervention efforts for students by subject, grade, and intervention. In addition to those selected, grade level chairs will be involved when needed to provide information or revise efforts. This second level of support also 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

Tier 3 SST

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

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 I and Title III to ensure staff development needs are provided at North Miami Elementary. Our school based, Title I funded Community Involvement Specialist (CIS), serves as bridge between the home and North Miami Elementary through home visits, telephone calls, school site and community parenting activities. North Miami Elementary's 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 our school's Parent and Family Engagement Policy (PFEF– 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. Every effort is made to inform parents of the importance of this survey via our 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.

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: At North Miami Elementary, the funds are used as follows:

- tutorial programs (K-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- reading and supplementary instructional materials(K-5)
- cultural supplementary instructional materials (K-5)

- 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 at North Miami Elementary by collaborating with parents, the school and the community.
- Project Upstart, Homeless Children & Youth Program North Miami Elementary with the identification, enrollment, attendance, and transportation of homeless students. North Miami Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for the school's registrar on the procedures for enrolling homeless students and for the school counselor 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 the school - North Miami Elementary is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- North Miami Elementary's 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 has been provided to the teachers, and counselors. Additionally, the 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 daily.

The school participates in the 5000 Role Model initiative promoting positive attitudes. The students proudly wear white shirts with their red role model ties every Wednesday.

District Policy Against Bullying and Harassment

- North Miami Elementary adheres to the Miami-Dade County Public School District policy 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.
- The administrators at North Miami Elementary begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers have received training. 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 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.
- 5) North Miami Elementary incorporates a program called Small Bites that teaches students about nutrition and healthy cooking through a series of eight one hour lessons combining nutrition and knife-free cooking. Lessons are grade specific and aligned to National Health Education Standards and support the Florida Standards and Next Generation Science Standards. Through this program students are given the opportunity to connect math, language arts and science concepts to hands-on experiences that will give them tools to live longer, healthier lives.
- 6) Our Family Cooking Class (FCC) teaches parents and students how to cook healthy and economic meals. The class focuses on family participation, healthy ingredient substitutions and convenient cost-saving recipes. The goal of FCC is to teach families how to cook together and incorporate healthy habits at home, while maintaining their existing traditions.
- 7) The Education Fund has created a food forest on the school campus whereby some of the fruits and vegetables are used in the school lunch to show students how food goes from garden to table.

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.
- The team at North Miami Elementary is 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 North Miami Elementary 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 a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grade 5.
- HIV/AIDS curriculum at North Miami Elementary is consistent with state legislation, 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 Standards.
- Our 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 our school site 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
Angeline Alberto	Teacher
Rebeca Valverde	Teacher
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
Bianca Oscar	Student
Edeline Severe	Teacher
Mostafa Louis-Jeune	Teacher
Linda Julien	Parent
Germanie Saint Fort	Student
Jacquecon Bernard	Parent
Eberson Staime	Business/Community

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 2016-2017 School Improvement Plan was discussed with every grade level at the end of the 2016-2017 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 the goals, strategies and suggestions for the 2017-2018 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
Agumagu, Grace	Teacher, PreK
Watson-Richards, Maureen	Teacher, K-12
Louis Jeune, Mostafa	Teacher, K-12
Cummings, Juanita	Teacher, K-12
Gaspard, Donnan	Teacher, K-12
Trody, Christina	Teacher, K-12
Severe, Edeline	Teacher, K-12

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 the District's Pacing Guides and provide assessments to measure ongoing student progress throughout the school year
- Coaching direct support of teachers through modeling and 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 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.

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 Mentoring and Induction for New Teachers (MINT) training program or Clinical Supervision Training . The teacher new to the profession is assigned a Buddy Teacher to assist and share their expertise of knowledge and demonstrated best practices with the new teacher. The Buddy Teacher and mentee will meet bi-monthly to discuss best practices and Florida Standards 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 District's 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: 2,160

North Miami Elementary School will extend the school day before school 3 times a week for one hour. This activity is anticipated to begin in January.

Strategy Rationale

Low performing students will be identified as well as 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: 2,160

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

Strategy Rationale

Low performing students will be identified as well as 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: 3,600

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 November.

Strategy Rationale

Low performing students will be identified as well as 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 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 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 (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three-and four-year old children.

North Miami Elementary continues to offer a VPK program for 60 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 2017-2018 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. Professors 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 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.

NA

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.

NA

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. If ongoing, timely and specific feedback is provided to students in all content areas, then student achievement will be increased.

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 ongoing, timely and specific feedback is provided to students in all content areas, then student achievement will be increased. **1a**

 G097093

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	36.0

Targeted Barriers to Achieving the Goal **3**

- There is a lack of time management techniques for specific, timely and ongoing written feedback on student work.

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, Feedback techniques, Professional Development, Framework of Effective Instruction, Teach Like A Champion 2.0
- Math Framework, GO Math Professional Development Videos, 5E's Lesson Plan Template focusing on Collaborative Activities (They Do), Professional Development, Journal Samples during Common Planning focusing on techniques to improve feedback.
- Discovery, Gizmo, District Pacing Guides, J and J Boot Camp, CPalms

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 ongoing, timely and specific feedback is provided to students in all content areas, then student achievement will be increased. 1

 G097093

G1.B1 There is a lack of time management techniques for specific, timely and ongoing written feedback on student work. 2

 B261182

G1.B1.S1 Provide timely specific feedback on student work. 4

 S276532

Strategy Rationale

During an internal instructional review it was noted that teachers were not providing ongoing, timely and specific feedback. In order for North Miami Elementary to close the achievement gap, students need to know what they did wrong and must have time to make corrections, thus teacher feedback needs to be implemented in all content areas.

Action Step 1 5

During the Professional Development Days, October 2nd and 27th, the Instructional Coaches will present different ways to provide feedback to students.

Person Responsible

Sandy Zamora

Schedule

On 10/27/2017

Evidence of Completion

Agenda, Sign in sheet, Participants reflection

Action Step 2 5

The Principal will conduct Data Chats where the Framework of Effective Instruction is shared with teachers whereby ongoing, timely and specific feedback to students is part of the 6 areas of the framework.

Person Responsible

Deborah Darbonne

Schedule

Monthly, from 10/9/2017 to 6/7/2018

Evidence of Completion

Student journals with written feedback, iReady data

Action Step 3 5

The Instructional Coaches will model and implement student feedback techniques during coaching cycles.

Person Responsible

Angeline Alberto

Schedule

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

Evidence of Completion

Student work samples with written feedback, coaching logs, administration walk throughs

Action Step 4 5

The Instructional Coaches will follow up and support during student product reviews and at faculty meetings.

Person Responsible

Sandy Zamora

Schedule

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

Evidence of Completion

Agendas, Student Product Reflections

Action Step 5 5

The administration will monitor student feedback on student work during formal and informal walkthroughs.

Person Responsible

Deborah Darbonne






Schedule

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

Evidence of Completion

Walkthrough documentation, Administrative feedback, Student journals

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  A372641	During the Professional Development Days, October 2nd and 27th, the Instructional Coaches will...	Zamora, Sandy	10/2/2017	Agenda, Sign in sheet, Participants reflection	10/27/2017 one-time
G1.B1.S1.A2  A372642	The Principal will conduct Data Chats where the Framework of Effective Instruction is shared with...	Darbonne, Deborah	10/9/2017	Student journals with written feedback, iReady data	6/7/2018 monthly
G1.B1.S1.A3  A372643	The Instructional Coaches will model and implement student feedback techniques during coaching...	Alberto, Angeline	10/16/2017	Student work samples with written feedback, coaching logs, administration walk throughs	6/7/2018 biweekly
G1.B1.S1.A4  A372644	The Instructional Coaches will follow up and support during student product reviews and at faculty...	Zamora, Sandy	10/16/2017	Agendas, Student Product Reflections	6/7/2018 biweekly
G1.B1.S1.A5  A372645	The administration will monitor student feedback on student work during formal and informal...	Darbonne, Deborah	10/16/2017	Walkthrough documentation, Administrative feedback, Student journals	6/7/2018 biweekly

V. Professional Development Opportunities

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

G1. If ongoing, timely and specific feedback is provided to students in all content areas, then student achievement will be increased.

G1.B1 There is a lack of time management techniques for specific, timely and ongoing written feedback on student work.

G1.B1.S1 Provide timely specific feedback on student work.

PD Opportunity 1

During the Professional Development Days, October 2nd and 27th, the Instructional Coaches will present different ways to provide feedback to students.

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Schedule

On 10/27/2017

PD Opportunity 2

The Instructional Coaches will model and implement student feedback techniques during coaching cycles.

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Schedule

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

PD Opportunity 3

The Instructional Coaches will follow up and support during student product reviews and at faculty meetings.

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Schedule

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

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	During the Professional Development Days, October 2nd and 27th, the Instructional Coaches will present different ways to provide feedback to students.				\$0.00
2	G1.B1.S1.A2	The Principal will conduct Data Chats where the Framework of Effective Instruction is shared with teachers whereby ongoing, timely and specific feedback to students is part of the 6 areas of the framework.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3941 - North Miami Elementary School	General Fund		\$1,200.00
3	G1.B1.S1.A3	The Instructional Coaches will model and implement student feedback techniques during coaching cycles.				\$0.00
4	G1.B1.S1.A4	The Instructional Coaches will follow up and support during student product reviews and at faculty meetings.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3941 - North Miami Elementary School	General Fund		\$1,000.00
5	G1.B1.S1.A5	The administration will monitor student feedback on student work during formal and informal walkthroughs.				\$0.00
Total:						\$2,200.00