



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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North Miami Elementary School

655 NE 145TH ST

North Miami, FL 33161

305-949-6156

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 97%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 99%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> C	<b>2009-10</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

North Miami Elementary School

##### Principal

Debra Dubin L

##### School Advisory Council chair

Mary Sisley

##### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
D. Dubin	Principal
M. Jean Francois	Asistant Principal
J Hyman	Counselor
M. Sisley	Special Ed Teacher
M. Delisma	Reading Coach
S. Zamora	Reading Coach
D. Aloba	Math Coach
A. Alberto	Science Coach
R. Valverde	Media Specialist
G. Blanchard	ELL Teacher
E. Noel	Union Steward

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Membership of SAC

Principal - 1, UTD steward – 1, Teachers – 5, Alternate teachers - 1, Parents – 5, Alternate Parents - 1, Educational Support - 1, Alternate Educational Support - 1, student – 1, Alternate Students - 1, Business/Community – 3

### **Involvement of the SAC in the development of the SIP**

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plan. It is responsible for the development, implementation and monitoring of the School Improvement Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and delivery of programs.

### **Activities of the SAC for the upcoming school year**

The purpose of the SAC will be to support :

- the development and monitoring of the implementation of the School Improvement Plan
- ongoing initiatives which support the school improvement plan
- resources to strengthen proficiency levels of all subgroups
- student achievement through trophies
- hourly employment for tutoring

The EESAC convened during the summer to review data and identify strategies that were successful. With input from all stakeholders, the EESAC met and wrote the School Improvement Plan. The School Improvement Plan was revised based on recommendations from the state and the approval of the EESAC.

### **Projected use of school improvement funds, including the amount allocated to each project**

Ongoing initiatives which support the school improvement plan  
FCAT 2.0 resources to strengthen proficiency levels of all subgroups  
Acknowledge student achievement through trophies  
Hourly employment for tutoring

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

#### **# of administrators**

2

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**

**Debra Dubin L**

Principal

Years as Administrator: 18

Years at Current School: 10

**Credentials**

Leadership,Principal Certification-State of Florida  
 BS/MS Education-Florida State University;  
 Certification- Educational Leadership all levels,  
 Emotionally Handicapped K-12, Specific  
 Learning Disabilities K-12,  
 Varying Exceptionalities K-12,  
 Endorsement-ESOL Nova Southeastern University  
 Certification-Educational

**Performance Record**

2013 – School Grade D  
 Rdg. Proficiency, 38%  
 Math Proficiency, 40%  
 Rdg. Lrg. Gains, 64 points  
 Math Lrg. Gains, 52 points  
 Rdg. Imp. of Lowest 25% - 68 points  
 Math Imp. of Lowest 25% - 63 points  
 Rdg. AMO –52  
 Math AMO–54  
 2012 – School Grade C  
 Rdg. Proficiency, 34%  
 Math Proficiency, 40%  
 Rdg. Lrg. Gains, 65 points  
 Math Lrg. Gains, 66 points  
 Rdg. Imp. of Lowest 25% - 79 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg. AMO –47  
 Math AMO–48  
 2011 and prior use original format.  
 '11 '10 '09  
 School Grade C B A  
 AYP N N N  
 High Standards Rdg. 56 61 61  
 High Standards Math 62 62 54



**Marc Jean Francois**

Asst Principal

Years as Administrator: 2

Years at Current School: 2

**Credentials**

Educational Leadership all levels  
 BS psychology-Nova Southeastern University; Master of Science-  
 Educational Leadership-Nova Southeastern University;  
 Varying Exceptionality K-12  
 ESOL Endorsement  
 Integrated Curriculum 5th – 9th grade

**Performance Record**

2013 – School Grade D  
 Rdg. Proficiency, 38%  
 Math Proficiency, 40%  
 Rdg. Lrg. Gains, 64 points  
 Math Lrg. Gains, 52 points  
 Rdg. Imp. of Lowest 25% - 68 points  
 Math Imp. of Lowest 25% - 63 points  
 Rdg. AMO –52  
 Math AMO–54  
 2012 – W. J. Bryan School Grade B  
 Rdg. Proficiency, 50%  
 Math Proficiency, 51%  
 Rdg. Lrg. Gains, 74 points  
 Math Lrg. Gains, 61 points  
 Rdg. Imp. of Lowest 25% - 76 points  
 Math Imp. of Lowest 25% - 60 points  
 2011 and prior use original format.  
 '11 '10 '09  
 School Grade D B A  
 AYP N N N  
 High Standards Rdg. 61 53 59  
 High Standards Math 67 53 62

**Instructional Coaches**

**# of instructional coaches**

4

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Sandy Zamora**

Full-time / School-based                      Years as Coach: 2                      Years at Current School: 8

**Areas**    Reading/Literacy, Other

**Credentials**

BA English Literature  
 MS TESOL  
 Educational Specialist Reading  
 English 6-12  
 ESOL Endorsed  
 Reading Endorsed  
 Elementary Pre-K-3  
 Nationally Board Certified

**Performance Record**

2013 – School Grade D  
 Rdg. Proficiency, 38%  
 Math Proficiency, 40%  
 Rdg. Lrg. Gains, 64 points  
 Math Lrg. Gains, 52 points  
 Rdg. Imp. of Lowest 25% - 68 points  
 Math Imp. of Lowest 25% - 63 points  
 Rdg. AMO –52  
 Math AMO–54  
 2012 – School Grade C  
 Rdg. Proficiency, 34%  
 Math Proficiency, 40%  
 Rdg. Lrg. Gains, 65 points  
 Math Lrg. Gains, 66 points  
 Rdg. Imp. of Lowest 25% - 79 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg. AMO –47  
 Math AMO–48  
 2011 and prior use original format.  
 '11 '10 '09  
 School Grade C B A  
 AYP N N N  
 High Standards Rdg. 56 61 61  
 High Standards Math 62 62 54

Doris Aloba		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8
<b>Areas</b>	Mathematics	
<b>Credentials</b>	BS Elementary Education K-6 ESOL Endorsed Teacher's Facilitator	
<b>Performance Record</b>	2013 – School Grade D Rdg. Proficiency, 38% Math Proficiency, 40% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 63 points Rdg. AMO –52 Math AMO–54 2012 – School Grade C Rdg. Proficiency, 34% Math Proficiency, 40% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –47 Math AMO–48 2011 and prior use original format. '11 '10 '09 School Grade C B A AYP N N N High Standards Rdg. 56 61 61 High Standards Math 62 62 54	

**Angeline Alberto**

Full-time / School-based                      Years as Coach: 1                      Years at Current School: 10

**Areas**    Science

**Credentials**                                      BS Elementary Education K-6  
 MS Reading K-12  
 ESOL Endorsed K-12

**Performance Record**                              2013 – School Grade D  
 Rdg. Proficiency, 38%  
 Math Proficiency, 40%  
 Rdg. Lrg. Gains, 64 points  
 Math Lrg. Gains, 52 points  
 Rdg. Imp. of Lowest 25% - 68 points  
 Math Imp. of Lowest 25% - 63 points  
 Rdg. AMO –52  
 Math AMO–54  
 2012 – School Grade C  
 Rdg. Proficiency, 34%  
 Math Proficiency, 40%  
 Rdg. Lrg. Gains, 65 points  
 Math Lrg. Gains, 66 points  
 Rdg. Imp. of Lowest 25% - 79 points  
 Math Imp. of Lowest 25% - 65 points  
 Rdg. AMO –47  
 Math AMO–48  
 2011 and prior use original format.  
 '11 '10 '09  
 School Grade C B A  
 AYP N N N  
 High Standards Rdg. 56 61 61  
 High Standards Math 62 62 54

**Myrian Delisma-Pierre**

Full-time / School-based                      Years as Coach: 3                      Years at Current School: 9

<b>Areas</b>	Reading/Literacy
<b>Credentials</b>	BS Business Administration/Interpersonal Communication MS Special Education K-12 Educational Leadership K-12 ESOL Endorsed Reading Endorsed French K-12
<b>Performance Record</b>	2013 – School Grade D Rdg. Proficiency, 38% Math Proficiency, 40% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 63 points Rdg. AMO –52 Math AMO–54 2012 – School Grade C Rdg. Proficiency, 34% Math Proficiency, 40% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –47 Math AMO–48 2011 and prior use original format. '11 '10 '09 School Grade C B A AYP N N N High Standards Rdg. 56 61 61 High Standards Math 62 62 54

**Classroom Teachers**

**# of classroom teachers**

44

**# receiving effective rating or higher**

44, 100%

**# Highly Qualified Teachers**

73%

**# certified in-field**

44, 100%

**# ESOL endorsed**

30, 68%

**# reading endorsed**

7, 16%

**# with advanced degrees**

22, 50%

**# National Board Certified**

1, 2%

**# first-year teachers**

2, 5%

**# with 1-5 years of experience**

7, 16%

**# with 6-14 years of experience**

22, 50%

**# with 15 or more years of experience**

13, 30%

**Education Paraprofessionals**

**# of paraprofessionals**

5

**# Highly Qualified**

3, 60%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

0

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

New teachers will be receiving support from a mentor with at least 10 years teaching experience within the state of Florida. The mentor has also participated and completed the Mentor Intervention

for New Teachers (MINT) training program or Clinical Supervision Training . The mentor brings an expertise of knowledge and demonstrated best practices to be share with the new teacher. The mentor and mentee will meet bi monthly to discuss best practices and Common Core strategies.

### Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

#### Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

## **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Mr. Jean Francois will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

School reading coaches: S.Zamora and M. Delisma-Pierre

Math coach: D. Aloba

Science coach: A. Alberto

Special education personnel: M. Berrouet

School guidance counselor; J. Hyman

Member of advisory group,

Media Specialist: R. Valverde

Union steward: E. Noel

ESOL teacher: G Blanchard

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

Tier 2

Reading coaches and the guidance counselor will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected grade level chairs will be involved when needed to provide information or revise efforts.

Tier 3 SST

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

## **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Utilizing the Florida's MTSS website [www.florida-rti.org/index.htm](http://www.florida-rti.org/index.htm) The Tier 1 and Tier 2 worksheets document and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

## **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students adjust the delivery of behavior management system
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments



- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
- Student Engagement Survey through Ready Schools
- School Culture Survey completed by teachers through Ready Schools
- School Climate Survey

#### Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

### **Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Regularly update staff members through staff meetings and data chats

The district professional development and support will include:

1. training for all administrators in the MTSS/RtI problem solving, data analysis process;
2. providing support for school staff to understand basic MTSS/RtI principles and procedures; and
3. providing a network of ongoing support for MTSS/ RtI organized through feeder patterns.

### **Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 4,500

Selected students will be provided extended learning opportunities in the core academic subjects twice a week for a total of 3 hours per week from September to April.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

#### **How is data collected and analyzed to determine the effectiveness of this strategy?**

Attendance will be taken to ensure participation and a subgroup will be developed on Edusoft to monitor selected students' interim testing data

#### **Who is responsible for monitoring implementation of this strategy?**

Reading Coaches and Assistant Principal

## Literacy Leadership Team (LLT)

### Names and position titles of the members of the school-based LLT

Name	Title
D, Dubin	Principal
M. Jean Francois	Assistant Principal
M. Sisley	Educational Excellence School Advisory Council (EESAC) Chairperson
M.Delisma-Pierre	Instructional Coach-Reading
S. Zamora	Instructional Coach-Reading
R. Valverde	Media Specialist
J. Hyman	Student Services Personnel-Counselor
M. Pierre	Community Involvement Specialist
D. Aloba	Math Coach
A. Alberto	Science Coach

### How the school-based LLT functions

The following steps will be considered by the school's Literacy Leadership Team to address how we can enhance the literacy at North Miami Elementary.

The Literacy Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
  - What will all students learn? (Curriculum based on standards)
  - How will we determine if the students have learned? (Common assessments)
  - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (Enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold weekly team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

### Major initiatives of the LLT

- Monitoring the effective implementation of the Common Core State Standards (CCSS), Accelerated Reader program and other computerized technology programs used throughout the school
- Provide necessary intervention groups
- Review District Pacing Guide and provide assessments to measure ongoing student progress throughout the school year
- Coaching direct support of teachers through modeling & instructional strategies
- Scheduling an evening event inviting the community
- Give opportunities for parents to purchase books to develop home libraries through Book Fairs

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

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 over 70 students from the community. The Houghton Mifflin Harcourt (HMH) Pre-K Early Growth Indicators Benchmark Assessment is administered to all Prekindergarten students three times a year. The Florida Kindergarten Readiness Screener (FKLRS) is administered at the beginning of Kindergarten to evaluate the transition process. The low performing students are targeted early for further assessment. This program follows the district curriculum preparing children for transition to Kindergarten. During the 2012-2013 school year Pre-K students 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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	38%	No	52%
American Indian				
Asian				
Black/African American	48%	39%	No	53%
Hispanic	41%	44%	Yes	47%
White				
English language learners	42%	33%	No	48%
Students with disabilities	43%	36%	No	49%
Economically disadvantaged	45%	39%	No	51%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	23%	27%
Students scoring at or above Achievement Level 4	34	13%	15%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	71%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	140	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	68	24%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	65	22%	30%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	25	27%	34%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	40%	No	54%
American Indian				
Asian				
Black/African American	49%	40%	No	54%
Hispanic	46%	48%	Yes	51%
White				
English language learners	43%	35%	No	49%
Students with disabilities	39%	36%	No	45%
Economically disadvantaged	47%	41%	No	52%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	25%	29%
Students scoring at or above Achievement Level 4	33	13%	15%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		52%	57%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%

**Area 4: Science****Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	16%	21%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		10
Participation in STEM-related experiences provided for students	178	32%	42%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	9	1%	1%
Students who are not proficient in reading by third grade	54	64%	58%
Students who receive two or more behavior referrals	28	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	1%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

See Title I Parent Involvement Plan

**Specific Parental Involvement Targets**

<b>Target</b>	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
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## Goals Summary

- G1.** Increase student engagement during instructional delivery through the use of hands on activities and collaborative work.
- G2.** Teachers will increase student writing performance through effective delivery of instruction.
- G3.** Students will participate in a school-wide Science Fair by developing a class, group or individual project.
- G4.** North Miami Elementary will decrease the number of students missing 10% or more the available instructional time and the number of students who have received 2 or more behavioral referrals by 1%.

## Goals Detail

**G1.** Increase student engagement during instructional delivery through the use of hands on activities and collaborative work.

### Targets Supported

- Reading ()
- Writing
- Math ()

### Resources Available to Support the Goal

- ETO CSS Coaches Principal Assistant Principal Interventionists Professional Development ELL Support Common Planning Time Data Chats Title I Funds

### Targeted Barriers to Achieving the Goal

- Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.
- Inconsistent implementation of active learning strategies (manipulatives, graphic organizers, interactive journals) through the use of the new Math and Reading curriculum.

### Plan to Monitor Progress Toward the Goal

Design and deliver PD in quality instruction, gradual release, and data-driven differentiated instruction and tasks.

### Person or Persons Responsible

Administration Coaches

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Formative-District Interim Assessment Summative: 2014 FCAT 2.0 Assessment



**G2. Teachers will increase student writing performance through effective delivery of instruction.**

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- ETO CSS Coaches Principal Assistant Principal Interventionists Professional Development ESOL Teachers Common Planning Time Data Chats Title I Funds

**Targeted Barriers to Achieving the Goal**

- Lack of effective instructional delivery aligned to the writing process.

**Plan to Monitor Progress Toward the Goal**

Maintain the school-wide Wednesday Write Night utilizing passage based responses.

**Person or Persons Responsible**

Resource Teacher

**Target Dates or Schedule:**

Weekly

**Evidence of Completion:**

Formative mini assessment; Conferencing: Teacher/student Student/student Summative: 2014 FCAT 2.0 Assessment

**G3. Students will participate in a school-wide Science Fair by developing a class, group or individual project.**

**Targets Supported**

- Reading ()
- Writing
- Math ()
- Science

**Resources Available to Support the Goal**

- ETO CSS Coaches Principal Assistant Principal Interventionists Professional Development ESOL Teachers Common Planning Time Data Chats Title I Funds

**Targeted Barriers to Achieving the Goal**

- Students need increased exposure to the scientific processes and method through hands on experiences in a lab setting.

### Plan to Monitor Progress Toward the Goal

Engage students in hands-on, real-world applications through projects and lab experiences.

**Person or Persons Responsible**

Teachers Science Coach Science Fair Committee Members

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Formative: Science Fair judging rubric Mini assessments. Summative: Results from 2013 FCAT 2.0 Science Assessment

**G4.** North Miami Elementary will decrease the number of students missing 10% or more the available instructional time and the number of students who have received 2 or more behavioral referrals by 1%.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Counselor Buccaneer Bucks Spot Success Do the Right Thing This School R.O.C.K.S. Connect Ed Never Be Absent Club (NBA) Youth Crime Watch (Peer Mentoring)

**Targeted Barriers to Achieving the Goal**

- Due to the lack of parental support and a home environment conducive to home learning, students may experience difficulties completing home learning tasks; therefore, often displaying negative behavior in school.

### Plan to Monitor Progress Toward the Goal

Teachers and staff members will nominate students for "Do the Right Thing" and "Spot Success"

**Person or Persons Responsible**

Administrative Team Counselor

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

The number of entries submitted to "Do the Right Thing" and "Spot Success" will be evaluated in comparison to the student population.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase student engagement during instructional delivery through the use of hands on activities and collaborative work.

**G1.B1** Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.

**G1.B1.S1** Plan for and deliver lessons that follow an instructional routine.

#### Action Step 1

Provide professional development on the planning and implementation of the gradual release model.

##### Person or Persons Responsible

ETO CSS Coaches Principal Assistant Principal

##### Target Dates or Schedule

Ongoing

##### Evidence of Completion

Agenda Coaching logs PD Roster ETO support documents

##### Facilitator:

ETO CSS Coaches

##### Participants:

Teachers

#### Action Step 2

Develop and implement lessons that include collaborative strategies to allow for student accountable talk.

##### Person or Persons Responsible

ETO CSS Coaches Principal Assistant Principal

##### Target Dates or Schedule

Ongoing

##### Evidence of Completion

Observation notes Coaches logs Administrative feedback

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Design and deliver PD in quality instruction, gradual release, and data-driven differentiated instruction and tasks.

#### **Person or Persons Responsible**

Administration Coaches

#### **Target Dates or Schedule**

ongoing

#### **Evidence of Completion**

Formative: District and School-site assessment data, intervention assessments Monthly data chats: Administrator/teacher and quarterly teacher/student data chats

### **Plan to Monitor Effectiveness of G1.B1.S1**

Design and deliver PD in quality instruction, gradual release, and data-driven differentiated instruction and tasks.

#### **Person or Persons Responsible**

Administration Coaches

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Formative: District and School-site assessment data, intervention assessments Monthly data chats: Administrator/teacher and quarterly teacher/student data chats

**G1.B2** Inconsistent implementation of active learning strategies (manipulatives, graphic organizers, interactive journals) through the use of the new Math and Reading curriculum.

**G1.B2.S1** Plan for and deliver lessons demonstrating the use of active learning strategies including manipulatives, graphic organizers and interactive journals.

**Action Step 1**

During collaborative planning the coaches will support and assist teachers with creating activities that will enhance active learning.

**Person or Persons Responsible**

ETO CSS Coaches Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans demonstrating the gradual release model.

**Action Step 2**

Develop and expose students to both Essential and Higher Order Thinking questions derived from the pacing guides to answer in the interactive journals.

**Person or Persons Responsible**

ETO CSS Coaches Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students will answer the Essential Questions in their journals to demonstrate comprehension of the day's lesson objective.

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Develop and expose students to both Essential and Higher Order Thinking questions derived from the pacing guides to answer in the interactive journals.

**Person or Persons Responsible**

ETO CSS Coaches Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans demonstrating the gradual release model.

### **Plan to Monitor Effectiveness of G1.B2.S1**

Develop and expose students to both Essential and Higher Order Thinking questions derived from the pacing guides to answer in the interactive journals.

**Person or Persons Responsible**

ETO CSS Coaches Administration

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative-District Interim Assessment Summative: 2014 FCAT 2.0 Assessment

**G2. Teachers will increase student writing performance through effective delivery of instruction.**

**G2.B1 Lack of effective instructional delivery aligned to the writing process.**

**G2.B1.S1** Provide opportunities for students to practice the steps associated with the writing process through the use of respond to text.

**Action Step 1**

Maintain the school-wide Wednesday Write Night utilizing passage based responses.

**Person or Persons Responsible**

ETO CSS Coaches Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and mini assessments

**Action Step 2**

Conferencing between teacher-student and student/peers will reinforce the writing process.

**Person or Persons Responsible**

ETO CSS Coaches

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student work and mini assessments

**Plan to Monitor Fidelity of Implementation of G2.B1.S1**

Maintain the school-wide Wednesday Write Night utilizing passage based responses.

**Person or Persons Responsible**

Coaches Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Formative mini assessment Conferencing: Teacher/student student/student

### Plan to Monitor Effectiveness of G2.B1.S1

Maintain the school-wide Wednesday Write Night utilizing passage based responses.

#### Person or Persons Responsible

Coaches Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Formative mini assessment Conferencing: Teacher/student student/student

**G3.** Students will participate in a school-wide Science Fair by developing a class, group or individual project.

**G3.B1** Students need increased exposure to the scientific processes and method through hands on experiences in a lab setting.

**G3.B1.S1** Plan for and deliver lessons that focus on the components of the scientific method.

#### Action Step 1

Engage students in hands-on, real-world applications through projects and lab experiences.

#### Person or Persons Responsible

ETO CSS Science Coach

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Mini assessments

#### Facilitator:

ETO CSS Science Coach

#### Participants:

Teachers



## Action Step 2

Plan collaboratively on a weekly basis to ensure that instruction includes teacher-demonstrated as well as student-centered weekly laboratory experiences that follow the Instructional Focus Calendar which includes ETO Essential Labs as well as mini labs.

### Person or Persons Responsible

ETO CSS Science Coach

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Mini assessments

## Plan to Monitor Fidelity of Implementation of G3.B1.S1

Engage students in hands-on, real-world applications through projects and lab experiences.

### Person or Persons Responsible

ETO CSS Science Coach

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Teacher monitoring Student feedback

## Plan to Monitor Effectiveness of G3.B1.S1

Engage students in hands-on, real-world applications through projects and lab experiences.

### Person or Persons Responsible

Teachers Science Coach Science Fair Committee Members

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Class projects in primary grades, group projects in grade 3 and individual student projects in grades 4-5 Science journals

**G4.** North Miami Elementary will decrease the number of students missing 10% or more the available instructional time and the number of students who have received 2 or more behavioral referrals by 1%.

**G4.B1** Due to the lack of parental support and a home environment conducive to home learning, students may experience difficulties completing home learning tasks; therefore, often displaying negative behavior in school.

**G4.B1.S1** Promote daily student attendance through the Never Be Absent Club (NBA) and the acknowledgement of the homeroom with perfect attendance from the previous week will be displayed on the TV monitor. Provide opportunities for students to engage in proper school behavior through positive behavior incentives such as: "Do the Right Thing", Spot Success, Buccaneer Bucks, and Citizenship Award Ceremony.

**Action Step 1**

Implementing school wide affirmation that promotes positive behavior, spot success and Do the Right Thing Programs

**Person or Persons Responsible**

Students through CCTV Teachers Counselor

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Posted in the weekly bulletin

### Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom teachers will recognize students throughout the month for "Do the Right Thing" and submit their names to the counselor by the 20th of each month. At a future faculty meeting, the school counselor will give a brief overview of the benefits of nominating students for "Do the Right Thing" Office staff will inform the media specialist of the homerooms with perfect attendance from the previous week. The counselor will send a weekly email reminding staff members to nominate a student for "Spot Success". At the end of each grading period, the administration will honor students with perfect, citizenship, and honor roll.

#### Person or Persons Responsible

Classroom Teachers Counselor Media Specialist Community Involvement Specialist Office Staff

#### Target Dates or Schedule

Ongoing Weekly Monthly Quarterly

#### Evidence of Completion

Recognition of North Miami Elementary School by the North Miami Police Department for implementing the "Do the Right Thing" program. Never Be Absent chart displayed in the media center. The homerooms with 100% attendance from the previous week will be scrolled down the TV monitor. Student names who are recognized for doing the right thing will be scrolled on the TV monitor. Award Ceremony conducted quarterly

### Plan to Monitor Effectiveness of G4.B1.S1

Classroom teachers will recognize students throughout the month for "Do the Right Thing" and submit their names to the counselor by the 20th of each month. At a future faculty meeting, the school counselor will give a brief overview of the benefits of nominating students for "Do the Right Thing" Office staff will inform the media specialist of the homerooms with perfect attendance from the previous week. The counselor will send a weekly email reminding staff members to nominate a student for "Spot Success". At the end of each grading period, the administration will honor students with perfect, citizenship, and honor roll.

#### Person or Persons Responsible

Classroom Teachers Counselor Media Specialist Community Involvement Specialist Office Staff

#### Target Dates or Schedule

Ongoing Weekly Monthly Quarterly

#### Evidence of Completion

Recognition of North Miami Elementary School by the North Miami Police Department for implementing the "Do the Right Thing" program. Never Be Absent chart displayed in the media center. The homerooms with 100% attendance from the previous week will be scrolled down the TV monitor. Student names who are recognized for doing the right thing will be scrolled down the TV monitor. Award Ceremony conducted quarterly

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### Title I, Part A

North Miami Elementary provides services to ensure students requiring additional remediation are assisted through before and after-school programs and Saturday Academy. The district coordinates with Title II and Title III to ensure staff development needs are provided at North Miami Elementary. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards and/ programs; identify and analyze existing literature on scientifically based curriculum; and utilize behavior assessments and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children considered at risk; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

North Miami Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
  - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)

- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

North Miami Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

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

Youth Crime Watch of Miami-Dade

The school also has a partnership with Youth Crime Watch of Miami-Dade County to provide prevention presentations, safety projects, club meetings, assemblies, rallies and special events to address school safety and violence.

Kiwanis

In conjunction with the Kiwanis of Sunny Isles, North Miami Elementary's K-Kids will continue a peer mediation program whereby students will be given strategies to deal with resolving conflict. Another initiative the Kiwanis is spearheading at North Miami Elementary is the Bring Up Grades (BUG) Program. It

is an initiative to raise student grades to an acceptable range. Students are encouraged to maintain and continue raising their grades during the grading period.

#### R.O.C.K.S.

The school promotes a positive atmosphere through "This School R.O.C.K.S. Campaign" ROCKS is an acronym that students use to remember positive behaviors. R-Respect for others, O-On track for higher knowledge, C-Citizenship for success, K-Kindness for all, S-Safety always first. This motto is reinforced during morning announcements and in the classrooms several times a week.

#### District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

#### Nutrition Programs

##### 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 is one of 50 schools who are participating in the Healthy Alliance program. During the 2010-2011 school year we were awarded the Silver Level of recognition. We are currently working towards the Gold Level of recognition. Our wellness council convened and identified areas that the staff will focus on. The school employee wellness leaders have conducted a school employee wellness needs assessment and developed a written wellness action plan. In addition, for a second year in a row North Miami Elementary was awarded the USDA Fresh Fruit and Vegetable Federal Grant, whereas, students and staff will receive fresh fruit and vegetables to taste and try outside the cafeteria environment three times a week.
- 5) North Miami Elementary will continue to be involved in an after school cooking class sponsored by Florida International University and Common Threads. The program focuses on educating children on the importance of nutrition, physical well-being and cultural diversity through cooking.

#### Housing Programs - N/A

#### Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

#### Adult Education

N/A

#### Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

#### Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Increase student engagement during instructional delivery through the use of hands on activities and collaborative work.

**G1.B1** Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.

**G1.B1.S1** Plan for and deliver lessons that follow an instructional routine.

### **PD Opportunity 1**

Provide professional development on the planning and implementation of the gradual release model.

#### **Facilitator**

ETO CSS Coaches

#### **Participants**

Teachers

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Agenda Coaching logs PD Roster ETO support documents



**G3.** Students will participate in a school-wide Science Fair by developing a class, group or individual project.

**G3.B1** Students need increased exposure to the scientific processes and method through hands on experiences in a lab setting.

**G3.B1.S1** Plan for and deliver lessons that focus on the components of the scientific method.

**PD Opportunity 1**

Engage students in hands-on, real-world applications through projects and lab experiences.

**Facilitator**

ETO CSS Science Coach

**Participants**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Mini assessments

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement during instructional delivery through the use of hands on activities and collaborative work.	\$1,500
G2.	Teachers will increase student writing performance through effective delivery of instruction.	\$3,900
G3.	Students will participate in a school-wide Science Fair by developing a class, group or individual project.	\$30,000
Total		\$35,400

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Other	Total
SBBS	\$1,500	\$0	\$0	\$1,500
Title I	\$0	\$3,000	\$0	\$3,000
Title I Title III	\$30,000	\$0	\$0	\$30,000
EESAC	\$0	\$0	\$900	\$900
Total	\$31,500	\$3,000	\$900	\$35,400

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Increase student engagement during instructional delivery through the use of hands on activities and collaborative work.

**G1.B1** Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.

**G1.B1.S1** Plan for and deliver lessons that follow an instructional routine.

#### Action Step 1

Provide professional development on the planning and implementation of the gradual release model.

#### Resource Type

Personnel

#### Resource

Substitute Coverage

#### Funding Source

SBBS

#### Amount Needed

\$1,500

**G2.** Teachers will increase student writing performance through effective delivery of instruction.

**G2.B1** Lack of effective instructional delivery aligned to the writing process.

**G2.B1.S1** Provide opportunities for students to practice the steps associated with the writing process through the use of respond to text.

**Action Step 1**

Maintain the school-wide Wednesday Write Night utilizing passage based responses.

**Resource Type**

Evidence-Based Materials

**Resource**

Thinking Maps

**Funding Source**

Title I

**Amount Needed**

\$3,000

**Action Step 2**

Conferencing between teacher-student and student/peers will reinforce the writing process.

**Resource Type**

Other

**Resource**

Interactive journals Anchor Charts Data Binders

**Funding Source**

EESAC

**Amount Needed**

\$900

**G3.** Students will participate in a school-wide Science Fair by developing a class, group or individual project.

**G3.B1** Students need increased exposure to the scientific processes and method through hands on experiences in a lab setting.

**G3.B1.S1** Plan for and deliver lessons that focus on the components of the scientific method.

**Action Step 1**

Engage students in hands-on, real-world applications through projects and lab experiences.

**Resource Type**

Personnel

**Resource**

Intervention Tutoring

**Funding Source**

Title I Title III

**Amount Needed**

\$30,000