



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

North County K 8 Center
3250 NW 207TH ST
Miami Gardens, FL 33056
305-624-9648
<http://northcounty.dadeschools.net/>

School Demographics

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

School Grades History

2013-14 C	2012-13 B	2011-12 C	2010-11 C
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SIP Authority and Template

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

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 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

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

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

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

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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

North County K 8 Center

Principal

Melissa Mesa M

School Advisory Council chair

Yolanda West

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

Name	Title

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

The SAC is comprised of the following members:

principal -1, UTD steward – 1, teachers – 5, parents – 10, educational support-1, student – 1, BCR – 2.

Involvement of the SAC in the development of the SIP

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

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

The EESAC will give the final approval of the SIP and will receive regular reports on the implementation of the SIP.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) has an important function for the success of North County K-8 Center. The SAC is instrumental with its assistance in providing suggestions and feedback throughout the development of the SIP, reviewing progress monitoring data of SIP goals, providing monies to purchase incentive items for students, reviewing school needs in the area of personnel, assisting in the

fostering of community partnerships that enhance curricular initiatives, and in making recommendations that enhance school safety and discipline.

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

The projected use of school improvement funds include:

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

Rewards and Incentives for students and teachers - \$500.00

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:

Melissa Mesa M

Principal

Years as Administrator: 11

Years at Current School: 3

Credentials

Degrees
 BA – Rutgers University
 MS – Barry University
 Certifications
 Elementary Education 1-6
 Educational Leadership

Performance Record

2013 – School Grade B
 Rdg. Proficiency, 42%
 Math Proficiency, 53%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 77 points
 Rdg. Imp. of Lowest 25% -
 64 points
 Math Imp. of Lowest 25% -
 70 points
 Rdg. AMO –42
 Math AMO–48
 2012 – School Grade C
 Rdg. Proficiency, 36%
 Math Proficiency, 41%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 71 points
 Rdg. Imp. of Lowest 25% -
 84 points
 Math Imp. of Lowest 25% -
 72 points
 Rdg. AMO –36
 Math AMO–42
 2011 School Grade C
 AYP - Y
 High Standards Rdg.-49
 High Standards Math - 64
 Lrng Gains Rdg - 51
 Lrng Gains Math- 62
 Gains- Rdg-25% - 61
 Gains – Math 25%- 60
 2010 School Grade C
 AYP - N
 High Standards Rdg.-71
 High Standards Math - 71
 Lrng Gains Rdg - 64
 Lrng Gains Math- 61
 Gains- Rdg-25% - 64
 Gains – Math 25%- 49
 2009 School Grade B
 AYP - N
 High Standards Rdg.-66

High Standards Math - 71

Lrng Gains Rdg - 64

Lrng Gains Math- 63

Gains- Rdg-25% - 60

Gains – Math 25%- 62

Alicia Jones

Asst Principal

Years as Administrator: 2

Years at Current School: 1

Credentials

Degrees

BA – University of Florida

MS – Nova Southeastern University

Ed.D- Nova Southeastern University

Certifications

Elementary Education 1-6

Educational Leadership

Reading Endorsement

Performance Record

2013 – School Grade B

Rdg. Proficiency, 42%

Math Proficiency, 53%

Rdg. Lrg. Gains, 64 points

Math Lrg. Gains, 77 points

Rdg. Imp. of Lowest 25% -
64 pointsMath Imp. of Lowest 25% -
70 points

Rdg. AMO –42

Math AMO–48

2012 – School Grade F

Rdg. Proficiency, 31%

Math Proficiency, 29%

Rdg. Lrg. Gains, 60 points

Math Lrg. Gains, 49 points

Rdg. Imp. of Lowest 25% -
64 pointsMath Imp. of Lowest 25% -
56 points

Rdg. AMO –31

Math AMO–29

2011 School Grade C

AYP - Y

High Standards Rdg.-49

High Standards Math - 64

Lrng Gains Rdg - 51

Lrng Gains Math- 62

Gains- Rdg-25% - 61

Gains – Math 25%- 60

2010 School Grade C

AYP - N

High Standards Rdg.-71

High Standards Math - 71

Lrng Gains Rdg - 64

Lrng Gains Math- 61

Gains- Rdg-25% - 64

Gains – Math 25%- 49

2009 School Grade B

AYP - N
High Standards Rdg.-66
High Standards Math - 71
Lrng Gains Rdg - 64
Lrng Gains Math- 63
Gains- Rdg-25% - 60
Gains – Math 25%- 62

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Yolanda West		
Full-time / School-based	Years as Coach: 2	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	Degrees BA-The Union Institute Certifications Elementary Education (K-6) Gifted Endorsement	
Performance Record	2013 – School Grade B Rdg. Proficiency, 42% Math Proficiency, 53% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 70 points Rdg. AMO –42 Math AMO–48 2012 – School Grade C Rdg. Proficiency, 36% Math Proficiency, 41% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 84 points Math Imp. of Lowest 25% - 72 points Rdg. AMO –36 Math AMO–42 2011 School Grade C AYP - Y High Standards Rdg.-49 High Standards Math - 64 Lrng Gains Rdg - 51 Lrng Gains Math- 62 Gains- Rdg-25% - 61 Gains – Math 25%- 60 2010 School Grade C AYP - N High Standards Rdg.-71 High Standards Math - 71 Lrng Gains Rdg - 64 Lrng Gains Math- 61 Gains- Rdg-25% - 64 Gains – Math 25%- 49 2009 School Grade B AYP - N High Standards Rdg.-66	

High Standards Math - 71

Lrng Gains Rdg - 64

Lrng Gains Math- 63

Gains- Rdg-25% - 60

Gains – Math 25%- 62

Lena Williams

Full-time / School-based

Years as Coach: 5

Years at Current School: 1

Areas

Mathematics

Credentials

Degrees

BA-ENMU

MS – Nova Southeastern University

Ed.Sp – Nova Southeastern University

Certifications:

Mathematics 5-9

Mathematics 6-12

Ed Leadership K-12

Performance Record

2013 – School Grade B

Rdg. Proficiency, 42%

Math Proficiency, 53%

Rdg. Lrg. Gains, 64 points

Math Lrg. Gains, 77 points

Rdg. Imp. of Lowest 25% -
64 pointsMath Imp. of Lowest 25% -
70 points

Rdg. AMO –42

Math AMO–48

2012 – School Grade C

Rdg. Proficiency, 41%

Math Proficiency, 51%

Rdg. Lrg. Gains, 69 points

Math Lrg. Gains, 56 points

Rdg. Imp. of Lowest 25% -
75 pointsMath Imp. of Lowest 25% -
68 points

Rdg. AMO –41

Math AMO–51

2011 School Grade D

AYP - Y

High Standards Rdg.-37

High Standards Math - 39

Lrng Gains Rdg - 53

Lrng Gains Math- 58

Gains- Rdg-25% - 65

Gains – Math 25%- 63

2010 School Grade D

AYP - N

High Standards Rdg.-19

High Standards Math - 55

Lrng Gains Rdg - 37

Lrng Gains Math- 73

Gains- Rdg-25% - 46

Gains – Math 25%- 74

2009 School Grade N/A
AYP – N/A
High Standards Rdg.- N/A
High Standards Math - N/A
Lrng Gains Rdg - N/A
Lrng Gains Math- N/A
Gains- Rdg-25% - N/A
Gains – Math 25%- N/A

Arlene Trotter		
Full-time / School-based	Years as Coach: 12	Years at Current School: 3
Areas	Science	
Credentials	Degrees BA – Kean College of New Jersey MS – Nova Southeastern University Ed. Spec. - University of Miami Certifications Early Childhood Elementary Education(1-6) ESOL	
Performance Record	2013 – School Grade B Rdg. Proficiency, 42% Math Proficiency, 53% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 77 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 70 points Rdg. AMO –42 Math AMO–48 2012 – School Grade C Rdg. Proficiency, 36% Math Proficiency, 41% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 71 points Rdg. Imp. of Lowest 25% - 84 points Math Imp. of Lowest 25% - 72 points Rdg. AMO –36 Math AMO–42 2011 School Grade C AYP - Y High Standards Rdg.-49 High Standards Math - 64 Lrng Gains Rdg - 51 Lrng Gains Math- 62 Gains- Rdg-25% - 61 Gains – Math 25%- 60 2010 School Grade C AYP - N High Standards Rdg.-71 High Standards Math - 71 Lrng Gains Rdg - 64 Lrng Gains Math- 61 Gains- Rdg-25% - 64 Gains – Math 25%- 49	

2009 School Grade B
 AYP - N
 High Standards Rdg.-66
 High Standards Math - 71
 Lrng Gains Rdg - 64
 Lrng Gains Math- 63
 Gains- Rdg-25% - 60
 Gains – Math 25%- 62

Mesha Campbell-McLemore

Full-time / School-based Years as Coach: 7 Years at Current School: 0

Areas Reading/Literacy

Credentials
 Degrees
 BA- Florida A & M University
 MS - Florida Atlantic University
 Certifications
 Reading
 MG Social Science
 ED Leadership

Performance Record N/A

Classroom Teachers

of classroom teachers

36

receiving effective rating or higher

36, 100%

Highly Qualified Teachers

36%

certified in-field

35, 97%

ESOL endorsed

11, 31%

reading endorsed

4, 11%

with advanced degrees

17, 47%

National Board Certified

1, 3%

first-year teachers

8, 22%

with 1-5 years of experience

6, 17%

with 6-14 years of experience

16, 44%

with 15 or more years of experience

6, 17%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

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

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

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

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

The mentoring plan and program at North County includes providing teachers with ongoing support from instructional coaches and information on courses they can take to become highly qualified.

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 at North County K-8 Center use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress toward those goals at least three times per year by:

- Holding regular team meetings where problem solving is the sole focus.
- Using the four step problem solving process as the basis for goal setting, planning, and program evaluation

during all team meetings that focus on increasing student achievement or behavioral success.

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

Tier 2

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

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

Annual goals are evaluated based on progress monitoring (3 times per year) and ongoing progress monitoring measures that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

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

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

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

Yolanda West, Reading Coach: Provides professional development and classroom follow-up on best practices for intermediate teachers, in Reading/LA, coordinates pull-out intervention activities, assists with benchmark assessments and progress monitoring data, and provides intervention to small groups of students in Reading and Writing.

Arlene Trotter, Science Coach- Provides science professional development and spearheads curriculum planning/mapping in science. Also provides intervention to small groups of students in Science.

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

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

Helene Cohen, Writing Hourly Teacher- Provides PD and follow-up co-teaching to teachers in Reading/ Language Arts. Provides intervention to small groups of students in Reading and Writing.

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

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

The Leadership Team will:

- Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following areas:
 - Curriculum based on standards
 - Expected progress in core areas
 - Monitoring common assessments
 - Response to Intervention problem solving process and monitoring progress of interventions
 - Enrichment opportunities
 - 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.
 - Team meetings are held once per week. Use 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.
 - Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
 - Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
 - Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
 - Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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 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
- Oral Reading Fluency Measures
- Baseline Benchmark Assessments
- Success Maker Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

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

The plan to provide support will include:

1. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
2. Ongoing use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
3. Strong, positive, and ongoing collaborative partnerships with all stakeholders.
4. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
5. Coaching supports to assist school team and staff problem-solving efforts.
6. Ongoing data-driven professional development activities that align to core student goals and staff needs.
7. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

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

Name	Title
Melissa M. Mesa	Principal
Alicia Jones	Assistant Principal
Yolanda West	Reading Coach
Theresa Angiolillo	Media Specialist
June Shreve	Counselor
Helene Cohen	Hourly Teacher

How the school-based LLT functions

Principal: Provides a common vision for the use of data-based decision-making, ensures proper implementation of reading/language arts intervention activities, ensures adequate professional development to support initiatives of the LLT, and communicates with parents regarding school-based LLT plans and activities.

Assistant Principal: Assists the principal with activities listed above.

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

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

Counselor- Oversees school SPED Department to ensure the SWD subgroup population demonstrates continuous progress as delineated in their IEP while working toward achievement of goals based on the Sunshine State Standards in Reading/LA. Provides intervention to small groups of students in Reading. Hourly Teacher- Provides PD and follow-up co-teaching to teachers in Reading/Language Arts. Provides intervention to small groups of students in Reading and Writing.

The LLT team meets once per week to analyze summative data, progress monitoring data, benchmark assessment data, and makes instructional decisions based on this data as appropriate. Team members provide updates on all literacy-based initiatives and interventions. Professional development needs and outcomes are discussed. Follow-up classroom observation and co-teaching schedules are developed in order for teachers to have guided practice on new instructional skills acquired.

Major initiatives of the LLT

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

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers attend regular staff developments where the core concept is how to infuse reading strategies throughout every discipline. Researched based strategies such as CRISS, the use of graphic organizers, understanding and generating Higher Order Questions are utilized in common planning sessions. Every teacher at North County is a teacher of reading and reading is at the core of everything that we do. All content area curriculum branches form a thorough foundation of the ability to read.

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 North County K-8 Center by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPI) Program. HIPPI provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. North County K-8 Center established and expanded the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The Middle School students are enrolled in a Career Planning course. Career week activities are planned for students to learn more information about various careers.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The school promotes academic and career planning by enrolling all students in a Career Planning course. The counselors meet with student to advise them on course selections that are meaningful and interesting to the students.

Strategies for improving student readiness for the public postsecondary level

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	42%	42%	Yes	48%
American Indian				
Asian				
Black/African American	43%	43%	Yes	48%
Hispanic				
White				
English language learners				
Students with disabilities	25%	14%	No	33%
Economically disadvantaged	40%	41%	Yes	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	22%	26%
Students scoring at or above Achievement Level 4	35	16%	18%

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			

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)		64%	68%

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)	[data excluded for privacy reasons]		68%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		26%

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	28	82%	83%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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%	53%	Yes	53%
American Indian				
Asian				
Black/African American	48%	53%	Yes	54%
Hispanic				
White				
English language learners				
Students with disabilities	25%	23%	No	33%
Economically disadvantaged	47%	52%	Yes	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	26%	30%
Students scoring at or above Achievement Level 4	48	21%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		77%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		70%	73%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		0%	50%
Middle school performance on high school EOC and industry certifications			

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		<i>[data excluded for privacy reasons]</i>	21%
Students scoring at or above Achievement Level 4	11	26%	28%

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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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)	0		2
Participation in STEM-related experiences provided for students	0	0%	10%

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	54	13%	12%
Students retained, pursuant to s. 1008.25, F.S.	17	6%	5%
Students who are not proficient in reading by third grade	29	54%	49%
Students who receive two or more behavior referrals	56	15%	14%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	5%	4%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course	9	10%	9%
Students who fail an English Language Arts course	3	3%	2%
Students who fail two or more courses in any subject	4	5%	4%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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

Our goal for the 2013-2014 school year is to increase the percent of registered volunteers and the number of parents in attendance at parent engagement opportunities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the percent of registered parent volunteers	137	40%	45%

Goals Summary

- G1.** Teachers will deliver lessons that incorporate a variety of higher order thinking strategies.
- G2.** Teachers will consistently provide effective, data driven differentiated instruction that meet the needs of all students.
- G3.** Teachers will deliver effective lessons aligned to the standards that include explicit instruction and the Gradual Release model.
- G4.** Teachers will Increase STEM learning opportunities for students enrolled in Career Planning courses.
- G5.** Increase participation in a school wide Science Fair and district STEM competitions.
- G6.** Increase student attendance by decreasing the percentage of students with Early Warning Signs due to academic, behavior and/or attendance issues.
- G7.** Increase the number registered parent volunteers and opportunities for parents to volunteer at the school.

Goals Detail

G1. Teachers will deliver lessons that incorporate a variety of higher order thinking strategies.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Administrators, Instructional Coaches and Common Planning

Targeted Barriers to Achieving the Goal

- There are limited classroom opportunities for students to utilize critical thinking strategies needed to locate, interpret, organize, analyze and synthesize information.

Plan to Monitor Progress Toward the Goal

Follow FCIM utilizing data from Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments – Interim and Monthly Assessments Summative Assessments – Results from the 2014 FCAT 2.0 Assessments

G2. Teachers will consistently provide effective, data driven differentiated instruction that meet the needs of all students.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Administrators and Instructional Coaches

Targeted Barriers to Achieving the Goal

- Lack of consistent, targeted differentiated instruction to meet the specific needs of students.

Plan to Monitor Progress Toward the Goal

Follow FCIM utilizing data from Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments – Interim and Monthly assessments Summative Assessments – Results from the 2014 FCAT 2.0 Assessments

G3. Teachers will deliver effective lessons aligned to the standards that include explicit instruction and the Gradual Release model.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Administrators, Instructional Coaches, Common Planning

Targeted Barriers to Achieving the Goal

- Teachers lack consistency in following instructional routines during lesson delivery.

Plan to Monitor Progress Toward the Goal

Follow FCIM utilizing data from Interim Assessments and FCAT 2.0

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative Assessments – Interim and Monthly assessments Summative Assessments – Results from the 2014 FCAT 2.0 Assessments and EOC

G4. Teachers will Increase STEM learning opportunities for students enrolled in Career Planning courses.

Targets Supported

- CTE

Resources Available to Support the Goal

- Math and Science Coach

Targeted Barriers to Achieving the Goal

- Limited opportunities for advanced level STEM learning activities at the school.

Plan to Monitor Progress Toward the Goal

Increased participation in school site and district STEM competitions.

Person or Persons Responsible

Administrative Team, Science and Math Coaches

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments – District and Interim Assessments

G5. Increase participation in a school wide Science Fair and district STEM competitions.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Science Coach and Math Coach

Targeted Barriers to Achieving the Goal

- Limited students are engaged in the problem solving process and participate in Project Based Learning in STEM.

Plan to Monitor Progress Toward the Goal

Increased participation in school site and district STEM competitions.

Person or Persons Responsible

Administrative Team, Science and Math Coaches

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments – District and Interim Assessments

G6. Increase student attendance by decreasing the percentage of students with Early Warning Signs due to academic, behavior and/or attendance issues.

Targets Supported

- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- MTSS/Rtl team

Targeted Barriers to Achieving the Goal

- Limited methods to motivate students leads to an increase in Early Warning Signs as it relates to attendance, academic progression, and behavioral issues.

Plan to Monitor Progress Toward the Goal

Follow FCIM model using data from Interim Assessments and Attendance Reports.

Person or Persons Responsible

MTSS/Rtl team

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance Report Formative Assessment: Interim Assessments Summative Assessments - Results from the 2014 FCAT 2.0

G7. Increase the number registered parent volunteers and opportunities for parents to volunteer at the school.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Administrators and Instructional Coaches

Targeted Barriers to Achieving the Goal

- Parents have limited understanding of the various opportunities to volunteer at the school.

Plan to Monitor Progress Toward the Goal

Workshop sign-in sheets will be reviewed to ascertain progress towards achieving our goal and to identify a correlation between improved student achievement.

Person or Persons Responsible

Administrative Team and CIS

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative Assessments- Interim Assessment Summative Assessments - Results from the 2014 FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will deliver lessons that incorporate a variety of higher order thinking strategies.

G1.B1 There are limited classroom opportunities for students to utilize critical thinking strategies needed to locate, interpret, organize, analyze and synthesize information.

G1.B1.S1 Plan for and deliver lessons that include higher order thinking strategies to promote a deeper understanding of the content.

Action Step 1

Plan for and deliver lessons that incorporate collaborative strategies, higher order questioning strategies and opportunities for student accountable talk.

Person or Persons Responsible

Teachers and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Facilitator:

Instructional Coaches

Participants:

Teachers Grades K-8

Action Step 2

Provide ongoing support through the coaching cycle and modeling effective lessons that include higher order thinking strategies.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs and student work samples

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

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

Person or Persons Responsible

Administrative Team and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Tests (bi-weekly and monthly) and Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Administrative Team and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Interim and Monthly assessments

G2. Teachers will consistently provide effective, data driven differentiated instruction that meet the needs of all students.

G2.B1 Lack of consistent, targeted differentiated instruction to meet the specific needs of students.

G2.B1.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Plan for and deliver effective DI lessons utilizing current data to target, align and monitor instruction.

Person or Persons Responsible

Teachers and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and student work samples

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

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

Person or Persons Responsible

Administrative Team and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Student works samples, Monthly Test and Interim Assessments

Plan to Monitor Effectiveness of G2.B1.S1

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

Person or Persons Responsible

Administrative Team and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Interim and Monthly assessments

G3. Teachers will deliver effective lessons aligned to the standards that include explicit instruction and the Gradual Release model.

G3.B1 Teachers lack consistency in following instructional routines during lesson delivery.

G3.B1.S1 Plan for and deliver lesson utilizing an instructional framework to ensure appropriate pacing.

Action Step 1

Develop, implement and monitor the use of an instructional framework that focuses on appropriate pacing based on the needs of learners.

Person or Persons Responsible

Instructional Coaches and Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans and student work samples

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

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

Person or Persons Responsible

Administrative Team and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Tests (Bi-weekly and monthly), Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S1

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

Person or Persons Responsible

Administrative Team and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Interim and Monthly assessments

G3.B1.S2 Implement lessons that encompass all components of the instructional routine.

Action Step 1

Provide ongoing support through the coaching cycle and modeling effective lessons to include explicit instruction and the Gradual Release model.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Logs and student work samples

Plan to Monitor Fidelity of Implementation of G3.B1.S2

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

Person or Persons Responsible

Administrative Team and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Tests (bi-weekly and monthly) and Interim Assessments

Plan to Monitor Effectiveness of G3.B1.S2

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

Person or Persons Responsible

Administrative Team and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Interim and Monthly assessments

G4. Teachers will Increase STEM learning opportunities for students enrolled in Career Planning courses.

G4.B1 Limited opportunities for advanced level STEM learning activities at the school.

G4.B1.S1 Provide opportunities for students to apply literacy and STEM-related skills when solving real-world problems during district sponsored events and competitions.

Action Step 1

Provide students with opportunities to use collaborative strategies during project based learning activities that incorporates STEM-related and career curriculum.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Observations through classroom walkthroughs and review of student work samples.

Person or Persons Responsible

Administrative Team, Science and Math Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

STEM / Career Related Projects and Interim Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Observations through classroom walkthroughs and review of student work samples.

Person or Persons Responsible

Administrative Team, Science and Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – STEM / Career Related Projects and Interim Assessments

G5. Increase participation in a school wide Science Fair and district STEM competitions.

G5.B1 Limited students are engaged in the problem solving process and participate in Project Based Learning in STEM.

G5.B1.S1 Conduct scientific investigations following the scientific method. Model all the steps involved in creating a science project.

Action Step 1

Provide students with opportunities to use collaborative strategies to complete a science project. Supplement classroom instruction with Gizmos and Discovery Fun-damentals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Observations through classroom walkthroughs and coaching cycle, review of student interactive science journals and science projects.

Person or Persons Responsible

Administrative Team, Science and Math Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Science Projects and Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Observations through classroom walkthroughs and coaching cycle, review of student interactive science journals and science projects.

Person or Persons Responsible

Administrative Team, Science and Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments – Student Science Fair projects and Interim Assessments

G6. Increase student attendance by decreasing the percentage of students with Early Warning Signs due to academic, behavior and/or attendance issues.

G6.B1 Limited methods to motivate students leads to an increase in Early Warning Signs as it relates to attendance, academic progression, and behavioral issues.

G6.B1.S1 Utilize a reward system such as PBS and Do the Right Thing as motivation for students to maintain perfect attendance and display positive behavior to reduce the number of referrals. Provide after school tutoring to address students' deficiencies.

Action Step 1

Monitor unacceptable attendance, students who received two or more behavioral referrals and students working below grade level expectations.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reports for attendance, referrals, PBS and assessments

Plan to Monitor Fidelity of Implementation of G6.B1.S1

FCIM model using data from Interim Assessments and attendance reports.

Person or Persons Responsible

MTSS/Rtl Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Reports for attendance, referrals, and assessments.

Plan to Monitor Effectiveness of G6.B1.S1

FCIM model using data from Interim Assessments and attendance reports.

Person or Persons Responsible

MTSS/Rtl team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments- Interim Assessment Attendance Reports

G7. Increase the number registered parent volunteers and opportunities for parents to volunteer at the school.

G7.B1 Parents have limited understanding of the various opportunities to volunteer at the school.

G7.B1.S1 Implement a parent volunteer drive to motivate parent participation and facilitate (expedite and streamline) the application process is needed. Provide parents with information regarding opportunities to volunteer at the school.

Action Step 1

Provide a volunteer drive facilitated to expedite and streamline the application process and to promote volunteer opportunities at the school. Share all the volunteer activities available on a quarterly basis

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in Sheets

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Review workshop sign-in sheets to identify a correlation between improved student achievement.

Person or Persons Responsible

Administrative Team and CIS

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-In Sheets and Interim Assessments

Plan to Monitor Effectiveness of G7.B1.S1

Review workshop sign-in sheets to identify a correlation between improved student achievement.

Person or Persons Responsible

Administrative Team and CIS

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-In Sheets and Interim Assessments

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

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinate with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

ST2 schools are provided with the support form a Professional Development Curriculum Support Specialist which is funded from Title I, part A funds. ST2 is a state approved RtI model for elementary schools.

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

Title I, Part C- Migrant

North County K-8 Center 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.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout 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

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act – ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless – and are provided with entitlements
- Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools-each

school is provided a video and curriculum manual and contest is sponsored by the homeless trust – a community organization.

Supplemental Academic Instruction (SAI)

North County K-8 Center 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 TRUST Specialists.

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

Nutrition Programs

1. North County K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

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, Career and Technical Education and 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 are staffed by a School Social Worker, a Nurse and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and provides care for students who are not eligible for other services.
- HCiOS enhances the health education activities provided by the school and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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. Teachers will deliver lessons that incorporate a variety of higher order thinking strategies.

G1.B1 There are limited classroom opportunities for students to utilize critical thinking strategies needed to locate, interpret, organize, analyze and synthesize information.

G1.B1.S1 Plan for and deliver lessons that include higher order thinking strategies to promote a deeper understanding of the content.

PD Opportunity 1

Plan for and deliver lessons that incorporate collaborative strategies, higher order questioning strategies and opportunities for student accountable talk.

Facilitator

Instructional Coaches

Participants

Teachers Grades K-8

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G6.	Increase student attendance by decreasing the percentage of students with Early Warning Signs due to academic, behavior and/or attendance issues.	\$800
Total		\$800

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC		\$800
Total		\$800

Budget Details

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

G6. Increase student attendance by decreasing the percentage of students with Early Warning Signs due to academic, behavior and/or attendance issues.

G6.B1 Limited methods to motivate students leads to an increase in Early Warning Signs as it relates to attendance, academic progression, and behavioral issues.

G6.B1.S1 Utilize a reward system such as PBS and Do the Right Thing as motivation for students to maintain perfect attendance and display positive behavior to reduce the number of referrals. Provide after school tutoring to address students' deficiencies.

Action Step 1

Monitor unacceptable attendance, students who received two or more behavioral referrals and students working below grade level expectations.

Resource Type

Evidence-Based Program

Resource

Positive Behavior Support (School safety and discipline) Rewards and Incentives for students

Funding Source

EESAC

Amount Needed

\$800