# North County K 8 Center



**2014-15 School Improvement Plan**

# North County K 8 Center

### 3250 NW 207TH ST, Miami Gardens, FL 33056

### http://northcounty.dadeschools.net/

## School Demographics

| **School Type** | **Title I** | **Free/Reduced Price Lunch** |
|---|---|---|
| Combination | Yes | 97% |

| **Alternative/ESE Center** | **Charter School** | **Minority** |
|---|---|---|
| No | No | 99% |

## School Grades History

| **Year** | **2013-14** | **2012-13** | **2011-12** | **2010-11** |
|---|---|---|---|---|
| **Grade** | C | B | C | C |

## School Board Approval

This plan is pending approval by the Dade County School Board.

## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

## Table of Contents

# Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

## Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

## Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

## Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

## 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

## 2014-15 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not In DA | 5 | Gayle Sitter |

| Former F | | Turnaround Status |
|---|---|---|
| No | | |

## Part I: Current School Status

**Supportive Environment**

### School Mission and Vision

**Provide the school's mission statement**

The mission of North County K-8 Center is to foster academic excellence by building literacy and creativity through purposeful and enriching instruction and by ensuring that each student is reaching his/her optimal potential to become a productive citizen in society.

**Provide the school's vision statement**

North County K-8 Center is committed to promoting life-long learning in a caring, nurturing environment ensuring that our students develop the knowledge and skills needed to succeed in a global society.

### School Environment

**Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The school learns about student cultures by reviewing current data from needs assessments, climate surveys, referrals, Positive Behavior Support (PBS) reports, Accreditation reports and assessments data. The school builds relationships between teachers and students by ensuring that the learning environment is safe, respectful, nurturing and engaging. Students are encouraged to be accountable and active participants in their education. Programs implemented at the school such as the PBS, Jennifer Turken Award, are geared towards improving relationships between all stakeholders.

**Describe how the school creates an environment where students feel safe and respected before, during and after school**

The school creates an environment where students feel safe and respected by implementing a zero tolerance policy for violence, bullying and disruptive behaviors. The school ensures that consequences are fair and swift based on the district's Code of Student Conduct. Students are encouraged to report any negative behaviors to school officials. There are systems in place for students to communicate with school officials confidentially and/or anonymously. The student services department counsels and provide mediation to eliminate conflict. Resources are provided for parents or family members to ensure the safety of all students. Programs school such as the Do The Right Thing, PBS, Jennifer Turken Award are implemented at the school to promote respect for all stakeholders.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The schoolwide behavioral system to minimize distractions is based on the PBS (Positive Behavior Support) plan. PBS is the application of strategies and systems to increase academic performance, increase safety, decrease problem behaviors and establish a positive school culture. By analyzing school data and identifying problem areas, the PBS team formulates interventions to promote school pride, reward students exhibiting the expected behavior and communicate findings to staff, students and families. Interventions implemented throughout the year include re-teaching expectations, consistent rewards and consequences, conference with students, counseling and parent contact. The

staff receives training on the PBS system at the beginning of the year and ongoing support is provided as needed during the year.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The counselors and social worker at the school implement the district's curriculum that addresses the social-emotional needs of all students at the school. The lessons and activities are aimed at building self confidence, developing and maintaining positive relationships and making responsible decisions. Lessons are presented in groups and individually. The support services team also provides responsive services through counseling based on referrals by administration, instructional staff, students and parents. Mediation and mentor services are also offered at the school to develop problem solving and decision making skills. The counselors and social worker also assist parents through referrals to outside agencies that may provide additional support.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The following indicators are included in the early warning system at North County K-8 Center:
All Students
• Students who miss more than 10% of instructional time
• Students who have referrals that lead to suspension
• A Level 1 score on the statewide, standardized assessments in English Language Arts or Math
Elementary
• Students who are not proficient in reading by Grade 3
• Students who are retained
Middle School
• Course failure in English Language Arts or Mathematics
• Students who fail two or more of any course

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Attendance below 90 percent | 14 | 10 | 5 | 10 | 4 | 7 | 3 | 4 | 6 | 63 |
| One or more suspensions | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 0 | 1 | 10 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 11 | 16 | 13 | 18 | 12 | 5 | 75 |
| Failed two or more course | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 6 |
| Retention | 4 | 2 | 4 | 7 | 0 | 1 | 6 | 0 | 0 | 24 |

*The number of students identified by the system as exhibiting two or more early warning indicators:*

| Indicator | Grade Level | Total |
|---|---|---|
| Students exhibiting two or more indicators | | |

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

The following intervention strategies are employed by the school to increase achievement of students identified by the early warning system:
• Differentiated Instruction to meet the needs of students
• Analyze current data to drive instruction
• Ongoing progress monitoring to ascertain mastery of skills / standards
• Computer Assisted Instruction
• Intervention during school hours
• After school tutoring in English Language Arts and Mathematics
• Incentive programs to motivate and reward student achievement

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

*PIP Link*

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

*Description*

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

At North County K -8 Center parents and community members are encouraged to play an active role in the students' education. The goal is to strengthen the relationship between the community, home and school. Below are steps employed at North County K-8 Center to build and sustain partnerships with the local community to support the school and student achievement:
• Communicate with community members about the school's programs and initiatives
• Provide a parent resource center
• Invite community members to special events/activities at the school (before, during and after)
• Invite community members to workshops and meetings
• Encourage community members and parents to volunteer at the school
• Use a variety of methods to communicate with community members and parents (flyers, school website,
marquee etc.)
• Ask community members to become active members of the PTA and EESAC

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

**Membership**
Identify the name, email address and position title for each member of the school leadership team.**:**

| Name | Title |
|------|-------|
| Mesa, Melissa | Principal |
| Jones, Alicia | Assistant Principal |
| West, Yolanda | Instructional Coach |
| Angiolillo, Theresa | Instructional Media |
| Shreve, June | Guidance Counselor |

**Duties**

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

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

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS Leadership Team at North County K-8 Center 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.

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 CHESS (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 FloridaEducation 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.

**School Advisory Council (SAC)**

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

| Name | Stakeholder Group |
|------|-------------------|
| Melissa M. Mesa | Principal |
| Charlene Curry | Teacher |
| Caryn Jefferson | Teacher |
| Yolanda West | Teacher |
| Theresa Angiolillo | Teacher |
| Miriam Sawyer-Hill | Teacher |
| Rose Ann Gutierrez | Teacher |
| Alison MIler | Teacher |
| Angela Chaney | Education Support Employee |
| Lamonica Gray | Education Support Employee |
| Anette Murray | Parent |
| | Student |
| Althea Corneal | Parent |
| Pamela JOnes | Parent |
| John Hightower | Parent |
| Rodney Starling | Parent |
| William Kindred | Parent |
| Neva Whitaker | Parent |
| Susan Smith | Parent |
| Pierre Labroche | Parent |
| Danielle Lawson | Parent |
| Andree Falconer | Student |
| Ashley Parlor | Student |
| Nathaniel Lester | Business/Community |
| Noah Kahn | Business/Community |
| | Student |

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The School Advisory Council (SAC) has an important function for the success of academic program at North County K-8 Center. The members of SAC are instrumental in providing suggestions and feedback throughout the development of the School Improvement Plan (SIP), reviewing progress

monitoring data of the SIP goals, providing funds to increase student achievement, reviewing school needs in the area of personnel, assisting in the fostering of community partnerships that enhance curricular initiatives, and in making recommendations that improve school safety and discipline.

*Development of this school improvement plan*

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.

*Preparation of the school's annual budget and plan*

EESAC provides recommendations to the principal on the development of the school's budget. The members ensure that expenditures are aligned to SIP objectives and strategies. Funds are provided to assist with the purchase of instructional materials, personnel and incentives to increase student achievement.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for 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

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***
Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

## Literacy Leadership Team (LLT)

**Membership**
Identify the name, email address and position title for each member of the school-based LLT.**:**

| Name | Title |
| --- | --- |
| Mesa, Melissa | Principal |
| Jones, Alicia | Assistant Principal |
| West, Yolanda | Instructional Coach |
| Angiolillo, Theresa | Instructional Media |
| Shreve, June | Guidance Counselor |

**Duties**

***Describe how the LLT promotes literacy within the school***

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 Florida Standards, providing professional development to teachers, developing an intervention schedule in

Reading and Writing, providing small group intervention activities for at-risk students, developing school-wide activities and initiatives to motivate reading at all grade levels.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The following strategies are implemented at North County to promote a collaborative working relationship between teachers:
• Designated times on the Master Schedule for Common Planning
• Collaborative Planning with the Instructional Coach
• Peer Observations
• Data Chats with administration, teachers and instructional coach
• Job embedded professional development that encourages collaboration among teachers such as a PLC.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The following strategies to recruit and retain highly qualified, effective teachers 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.

**Describe the school's teacher mentoring program, including the rationale for pairings and 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.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

*Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards*

The leadership team at North County K-8 Center works collaboratively with district personnel and teachers to ensure that the core instructional program and materials are aligned to Florida Standards. The district provides instructional materials that meet the expectations of the new standards. Instructional personnel were provided with the Florida Standards and Item Specifications for each subject area. Teachers received training on how to plan for and deliver lessons that are aligned to the new standards. Teachers receive ongoing support through common planning and coaching cycles. Administrators monitor the effective implementation of lessons aligned with the Florida Standards by analyzing current data and walkthroughs.

#### Instructional Strategies

*Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments*

The FCIM is employed at North County K-8 Center to develop and/or modify instructional strategies that will increase student achievement. After each assessment, the data is disaggregated and analyzed to guide instruction. Instruction is reviewed and adjusted to provide students with challenging and equitable opportunities to increase mastery of skills and standards. Administrators, instructional coaches and teachers work collaboratively to develop fluid groups for differentiated instruction to address the needs of all learners. Students are placed in intervention or enrichment groups based on current data. The use of technology programs will assist with the providing instructional programs that are tailored to meet the students' academic needs.

*Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:*

| **Strategy:** Extended School Day |
| :--- |
| **Minutes added to school year:** |

*Strategy Rationale*

*Strategy Purpose(s)*
""

*Person(s) responsible for monitoring implementation of the strategy*

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

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

*Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another*

Title I Administration assists North County K-8 Center by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides 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 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

*Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations*

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

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

*Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes*

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal          **B =** Barrier          **S** = Strategy

1 = Problem Solving Step          🔑 S123456 = Quick Key

## Strategic Goals Summary

**G1.**     To increase student achievement by improving core instruction in all content areas.

**G2.**     Increase intervention in core subjects in order to decrease the percentage of students with Early Warning Signs due to academic and/or attendance issues.

**G3.**     Increase participation in a school wide Science Fair and district STEM competitions.

**G4.**     See Title I PIP

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** To increase student achievement by improving core instruction in all content areas.  1a

🔍 G047790

## Targets Supported  1b

| Indicator | Annual Target |
|---|---|
| AMO Reading - All Students | 53.0 |
| AMO Reading - African American | 54.0 |
| AMO Reading - SWD | 40.0 |
| AMO Reading - ED | 52.0 |
| AMO Math - SWD | 40.0 |
| FCAT 2.0 Science Proficiency | 37.0 |

## Resources Available to Support the Goal  2

- Administrators, Instructional Coaches, Common Planning

## Targeted Barriers to Achieving the Goal  3

- Limited evidence of rigor and depth of the Florida Standards on lesson plans and delivery of instruction.

## Plan to Monitor Progress Toward G1.  8

Follow FCIM utilizing disaggregated data from Informal and Formal Assessments.

### Person Responsible
Melissa Mesa

### Schedule
Monthly, from 9/2/2014 to 6/4/2015

### *Evidence of Completion*
Monthly Tests, Interim Assessments and results from FSA, EOC and FCAT 2.0 (Science)

**G2.** Increase intervention in core subjects in order to decrease the percentage of students with Early Warning Signs due to academic and/or attendance issues. 1a

🔍 G046539

## Targets Supported 1b

| Indicator | Annual Target |
|-----------|---------------|
| Level 1 - All Grades | 54.0 |
| Retained Students | 52.0 |
| Non-proficient Reading by Grade 03 | 40.0 |
| Course Failures ELA | 40.0 |
| Course Failures Mathematics | 40.0 |

## Resources Available to Support the Goal 2

- MTSS/RtI team

## Targeted Barriers to Achieving the Goal 3

- 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 G2. 8

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

**Person Responsible**

Melissa Mesa

**Schedule**

Monthly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Attendance Reports Results from Interim Assessments and the FSA

**G3.** Increase participation in a school wide Science Fair and district STEM competitions. `1a`

G046538

**Targets Supported** `1b`

| Indicator | Annual Target |
|---|---|
| FCAT 2.0 Science Proficiency | 37.0 |

**Resources Available to Support the Goal** `2`

- Adminstrators

**Targeted Barriers to Achieving the Goal** `3`

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

**Plan to Monitor Progress Toward G3.** `8`

Increased participation in school site and district STEM competitions.

**Person Responsible**

Melissa Mesa

**Schedule**

Monthly, from 9/2/2014 to 6/4/2015

*Evidence of Completion*

Results from District Assessments, Interim Assessments and FCAT 2.0 (Science)

**G4.** See Title I PIP `1a`

G046540

**Targets Supported** `1b`

| Indicator | Annual Target |
|---|---|
| | |

**Resources Available to Support the Goal** `2`

-

**Targeted Barriers to Achieving the Goal** `3`

-

**Plan to Monitor Progress Toward G4.** `8`

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

**Person Responsible**

Melissa Mesa

**Schedule**

Monthly, from 9/4/2014 to 6/4/2015

*Evidence of Completion*

Results from Interim Assessments, FSA

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal    **B =** Barrier    **S** = Strategy

1 = Problem Solving Step    🔑 S123456 = Quick Key

**G1.** To increase student achievement by improving core instruction in all content areas. 1

🔑 G047790

**G1.B1** Limited evidence of rigor and depth of the Florida Standards on lesson plans and delivery of instruction. 2

🔑 B119088

**G1.B1.S1** Plan for and deliver instruction that is aligned to the expectations of the standards and/or specific course benchmarks and meets the expectations of the content standard's complexity level. 4

🔑 S130876

**Strategy Rationale**

As a result of purposeful, engaging and rigorous instruction student achievement will increase on informal and formal assessments across all content areas.

**Action Step 1** 5

Develop lessons with the effective use of the Item Specifications and Webb's DOK to increase rigor in all content areas.

**Person Responsible**

Yolanda West

**Schedule**

Weekly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, student artifacts and classroom observations

**Action Step 2** 5

Disaggregate and analyze assessment data for targeted small group differentiated instruction.

### Person Responsible

Alicia Jones

### Schedule

Biweekly, from 9/2/2014 to 6/4/2015

### *Evidence of Completion*

Lesson plans, student artifacts and classroom observation.

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

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

### Person Responsible

Alicia Jones

### Schedule

Biweekly, from 9/2/2014 to 6/4/2015

### *Evidence of Completion*

Lesson Plans, Bi-weekly Tests, Monthly Tests and Interim Assessments

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

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

### Person Responsible

Melissa Mesa

### Schedule

Monthly, from 9/2/2014 to 6/4/2015

### *Evidence of Completion*

Formative Assessments -Interim and Monthly Assessments

**G1.B1.S2** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process. 4

S142829

### Strategy Rationale

As a result of purposeful writing instruction students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

### Action Step 1 5

Conduct mini lessons aligned to writing traits that will strengthen students' academic writing.

**Person Responsible**

Yolanda West

**Schedule**

Biweekly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, student artifacts and classroom observations

### Action Step 2 5

Disaggregate and analyze assessment data to effectively plan for writing instruction based on student needs.

**Person Responsible**

Alicia Jones

**Schedule**

Monthly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans, student artifacts and classroom observations

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** `6`

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

### Person Responsible

Alicia Jones

### Schedule

Biweekly, from 9/2/2014 to 6/4/2015

### *Evidence of Completion*

Lesson Plans, Bi-weekly Tests, Monthly Tests and Interim Assessments

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** `7`

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

### Person Responsible

Melissa Mesa

### Schedule

Monthly, from 9/2/2014 to 6/4/2015

### *Evidence of Completion*

Formative Assessments -Interim and Monthly Assessments

**G2.** Increase intervention in core subjects in order to decrease the percentage of students with Early Warning Signs due to academic and/or attendance issues. 1

🔑 G046539

**G2.B1** Limited methods to motivate students leads to an increase in Early Warning Signs as it relates to attendance, academic progression and behavioral issues. 2

🔑 B115395

**G2.B1.S1** Provide intervention and after school tutoring to address students' academic deficiencies. 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. 4

🔑 S126996

**Strategy Rationale**

Increase student achievement in core subjects.

**Action Step 1** 5

Monitor data related to intervention, unacceptable attendance, referrals and students working below grade level expectations.

**Person Responsible**

June Shreve

**Schedule**

Monthly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Reports for attendance, referrals, PBS and assessments

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

FCIM model using data from Interim Assessments and attendance reports.

**Person Responsible**

Alicia Jones

**Schedule**

Quarterly, from 9/2/2014 to 6/4/2015

***Evidence of Completion***

Reports for attendance, referrals, and assessments.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** `7`

FCIM model using data from Interim Assessments and attendance reports.

### Person Responsible

Alicia Jones

### Schedule

Quarterly, from 9/2/2014 to 6/4/2015

### *Evidence of Completion*

Results from Interim Assessments Attendance Reports

**G3.** Increase participation in a school wide Science Fair and district STEM competitions. `1`

🔑 G046538

**G3.B1** Limited students are engaged in the problem solving process and participate in Project Based Learning in STEM. `2`

🔑 B115394

**G3.B1.S1** Conduct scientific investigations following the scientific method. Model all the steps involved in creating a science project. `4`

🔑 S126995

### Strategy Rationale

Increase students achievement in science and participation in inquiry based projects.

**Action Step 1** `5`

Provide students with opportunities to use collaborative strategies to complete a science project. Supplement classroom instruction with computer based science programs.

### Person Responsible

Alicia Jones

### Schedule

Annually, from 9/2/2014 to 1/4/2016

### *Evidence of Completion*

Student work samples

## Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

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

### Person Responsible

Alicia Jones

### Schedule

Weekly, from 9/2/2014 to 6/4/2015

### *Evidence of Completion*

Science Projects and Interim Assessments

## Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

### Person Responsible

Alicia Jones

### Schedule

Weekly, from 9/2/2014 to 6/4/2015

### *Evidence of Completion*

Formative Assessments – Student Science Fair projects and Interim Assessments

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G3.B1.S1.A1 | Provide students with opportunities to use collaborative strategies to complete a science project. Supplement classroom instruction with computer based science programs. | Jones, Alicia | 9/2/2014 | Student work samples | 1/4/2016 annually |
| G2.B1.S1.A1 | Monitor data related to intervention, unacceptable attendance, referrals and students working below grade level expectations. | Shreve, June | 9/2/2014 | Reports for attendance, referrals, PBS and assessments | 6/4/2015 monthly |
| G1.B1.S1.A1 | Develop lessons with the effective use of the Item Specifications and Webb's DOK to increase rigor in all content areas. | West, Yolanda | 9/2/2014 | Lesson plans, student artifacts and classroom observations | 6/4/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B1.S2.A1 | Conduct mini lessons aligned to writing traits that will strengthen students' academic writing. | West, Yolanda | 9/2/2014 | Lesson plans, student artifacts and classroom observations | 6/4/2015 biweekly |
| G1.B1.S1.A2 | Disaggregate and analyze assessment data for targeted small group differentiated instruction. | Jones, Alicia | 9/2/2014 | Lesson plans, student artifacts and classroom observation. | 6/4/2015 biweekly |
| G1.B1.S2.A2 | Disaggregate and analyze assessment data to effectively plan for writing instruction based on student needs. | Jones, Alicia | 9/2/2014 | Lesson plans, student artifacts and classroom observations | 6/4/2015 monthly |
| G1.MA1 | Follow FCIM utilizing disaggregated data from Informal and Formal Assessments. | Mesa, Melissa | 9/2/2014 | Monthly Tests, Interim Assessments and results from FSA, EOC and FCAT 2.0 (Science) | 6/4/2015 monthly |
| G1.B1.S1.MA1 | Following the FCIM model, review ongoing assessment data reports to guide instruction. Observations through classroom walkthroughs and coaching cycle. | Mesa, Melissa | 9/2/2014 | Formative Assessments -Interim and Monthly Assessments | 6/4/2015 monthly |
| G1.B1.S1.MA1 | Following the FCIM model, review ongoing assessment data reports to guide instruction. Observations through classroom walkthroughs and coaching cycles. | Jones, Alicia | 9/2/2014 | Lesson Plans, Bi-weekly Tests, Monthly Tests and Interim Assessments | 6/4/2015 biweekly |
| G1.B1.S2.MA1 | Following the FCIM model, review ongoing assessment data reports to guide instruction. Observations through classroom walkthroughs and coaching cycle. | Mesa, Melissa | 9/2/2014 | Formative Assessments -Interim and Monthly Assessments | 6/4/2015 monthly |
| G1.B1.S2.MA1 | Following the FCIM model, review ongoing assessment data reports to guide instruction. Observations through classroom walkthroughs and coaching cycles. | Jones, Alicia | 9/2/2014 | Lesson Plans, Bi-weekly Tests, Monthly Tests and Interim Assessments | 6/4/2015 biweekly |
| G2.MA1 | Follow FCIM model using data from Interim Assessments and Attendance Reports. | Mesa, Melissa | 9/2/2014 | Attendance Reports Results from Interim Assessments and the FSA | 6/4/2015 monthly |
| G2.B1.S1.MA1 | FCIM model using data from Interim Assessments and attendance reports. | Jones, Alicia | 9/2/2014 | Results from Interim Assessments Attendance Reports | 6/4/2015 quarterly |
| G2.B1.S1.MA1 | FCIM model using data from Interim Assessments and attendance reports. | Jones, Alicia | 9/2/2014 | Reports for attendance, referrals, and assessments. | 6/4/2015 quarterly |
| G3.MA1 | Increased participation in school site and district STEM competitions. | Mesa, Melissa | 9/2/2014 | Results from District Assessments, Interim Assessments and FCAT 2.0 (Science) | 6/4/2015 monthly |
| G3.B1.S1.MA1 | Observations through classroom walkthroughs and review of student interactive science journals and science projects. | Jones, Alicia | 9/2/2014 | Formative Assessments – Student Science Fair projects and Interim Assessments | 6/4/2015 weekly |
| G3.B1.S1.MA1 | Observations through classroom walkthroughs and review of student interactive science journals and science projects. | Jones, Alicia | 9/2/2014 | Science Projects and Interim Assessments | 6/4/2015 weekly |
| G4.MA1 | Workshop sign-in sheets will be reviewed to ascertain progress towards achieving our goal and to identify a correlation between improved student achievement. | Mesa, Melissa | 9/4/2014 | Results from Interim Assessments, FSA | 6/4/2015 monthly |

## Appendix 2: Professional Development and Technical Assistance Outlines

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

# Professional Development Opportuntities

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

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Limited evidence of rigor and depth of the Florida Standards on lesson plans and delivery of instruction.

**G1.B1.S1** Plan for and deliver instruction that is aligned to the expectations of the standards and/or specific course benchmarks and meets the expectations of the content standard's complexity level.

### PD Opportunity 1

Develop lessons with the effective use of the Item Specifications and Webb's DOK to increase rigor in all content areas.

**Facilitator**

Yolanda West

**Participants**

K- 8 Teachers

**Schedule**

Weekly, from 9/2/2014 to 6/4/2015

**G1.B1.S2** Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process.

### PD Opportunity 1

Conduct mini lessons aligned to writing traits that will strengthen students' academic writing.

**Facilitator**

Yolanda West

**Participants**

K-8 Teachers

**Schedule**

Biweekly, from 9/2/2014 to 6/4/2015

# Budget Rollup

| Summary | |
|---|---|
| **Description** | **Total** |
| **Goal 2:** Increase intervention in core subjects in order to decrease the percentage of students with Early Warning Signs due to academic and/or attendance issues. | 800 |
| **Grand Total** | **800** |

| Goal 2: Increase intervention in core subjects in order to decrease the percentage of students with Early Warning Signs due to academic and/or attendance issues. | | |
|---|---|---|
| **Description** | **Source** | **Total** |
| **B1.S1.A1** - Rewards and Incentives for students | School Improvement Funds | 800 |
| **Total Goal 2** | | **800** |