
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 3821 - North County Elementary School

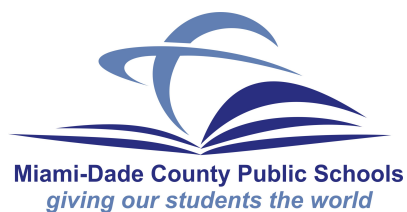
FeederPattern: American Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Lucille Collins

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

North County Elementary School

North County Elementary Community School is located at 3250 N.W. 207th Street, Miami Gardens, Florida 33056. North County Elementary Community School is part of the Miami-Dade County Public School district's Schools Targeting Excellence in Literacy, Learning, and Reading (STELLAR) Initiative. A main focus of a STELLAR school is to promote high student achievement while eliminating low student performance. Enhanced student achievement will be achieved through a highly monitored curriculum that utilizes the Sunshine State Standards (SSS) and the Competency Based Curriculum (CBC).

The student body consists of 408 students in Grades Pre-Kindergarten - Fifth Grade. The student body is made up of ninety-three percent Black, five percent Hispanic, one percent White, and less than one percent other. Less than one percent of the school population is Limited English Proficient (LEP). Eighty percent of the students qualify for free or reduced priced lunch. The student mobility rate is forty-two percent. North County Elementary receives Title I funds that are used to target low-performing students who are struggling with academic achievement. The school also provides a Special Education (SPED) Center servicing emotionally handicapped and severely emotionally disturbed students who reside in the northeast boundaries of Regional Center I.

After analyzing and evaluating the data such as the School's Organizational Improvement Snapshot Assessment, the Florida Comprehensive Assessment Test (FCAT), the Stanford Achievement Test (SAT 10), and the 2006 DIBELS results, the school, in collaboration with the Educational Excellence School Advisory Council (EESAC), has suggested the following strategies for the 2006-2007 school year: monitoring the instruction of the Sunshine State Standards; implementing the Comprehensive Reading Plan (CRP); differentiated instruction; collaborative planning; implementing instructional focus calendars; identifying students low performing students and tutoring them during special area subjects; before-during-after school tutorial; Saturday Academy; infusion of technology into instruction; and ongoing professional development. All of the strategies are designed to achieve our mission of providing all students with opportunities for enrichment through innovative programs that will enable them to succeed academically, become proficient adults, and continue to be life long learners.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by fifty-one percent scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test (FCAT)-Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by fifty-one percent scoring at a Level 3 or higher on the 2007 administration of the FCAT-Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities students in grades three through five will improve their reading skills as evidenced by fifty-one percent scoring at a Level 3 or higher on the 2007 administration of the FCAT-Reading Assessment.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by fifty-six percent scoring at a Level 3 or higher on the 2007 administration of FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by fifty-six percent scoring at a Level 3 or higher on the 2007 administration of FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by fifty-six percent scoring at a Level 3 or higher on the 2007 administration of FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities students in grades three through five will improve their mathematics skills as evidenced by fifty-six percent scoring at a Level 3 or higher on the 2007 administration of FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards, ninety percent of the students in grade four will score a 3.5 or higher on the 2007 Administration of the FCAT Writing Plus Assessment.

Given instruction based on the Sunshine State Standards, thirty percent of the fifth grade students will improve their skills on the 2007 administration of the FCAT-Science Assessment.

Given increased contact through the efforts of the Community Involvement Specialist, parent/family/community attendance at Title I Workshops during the 2006-2007 school year will increase by five percent as compared to attendance during the 2005-2006 school year as evidenced by sign-in logs.

Given the Code of Student Conduct and North County Elementary Community School's Discipline Plan, there will be a five percent decrease in Student Case Management referrals resulting in outdoor suspensions when comparing the 2005-2006 suspension rates to the 2006-2007 suspension rates.

Given information provided from a staff survey, fifty percent of the faculty and staff will use computer based research programs, as well as one-hundred percent of the staff utilizing the electronic gradebook as evidenced by a staff survey and implementation of the electronic gradebook.

Given the 2006-2007 FitnessGram Program, the North County Elementary Community School fourth and fifth grade students participation will increase Gold and Silver awards by five percent as compared to the 2005-2006 FITNESSGRAM Program results.

Given emphasis on the benefits of participating in the advanced academic programs, the number of students enrolled in the Academic Excellence Program (after school Chess Club and Jr. Great Books) will increase by ten percent during the 2006-2007 school year as compared to the 2005-2006 school year.

North County Elementary Community School will improve its ranking on the State of Florida ROI Index publication from the third percentile in 2004-2005 to the fourth percentile on the next publication of the Index.

Analysis of North County Elementary Community School's Organizational Improvement Snapshot Assessment indicates a high level of stakeholder satisfaction as indicated by 100% of the category score rankings averaging 3.9 or above (based on a scale of 1 to 5, where 1 equals never, 3 equals sometimes, and 5 equals always). Further analysis identified the following categories as in need of improvement: 2a: As it plans for the future my work location asks for my ideas (category score of 3.5); 7c: I know how well my organization is doing financially (category score 3.2); 7e: My organization removes things that get in the way of progress (category score 3.5). 7g: My work location has high standards and ethics (category score of 3.5). To further address these areas of concern, North County Elementary Community School will identify and provide staff development that will enable staff members to develop an improved understanding of the school's budget, as well as, solicit input on future projects.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

North County Elementary School

VISION

We, the faculty and staff at North County Elementary Community School, are committed to promoting lifelong learning in a caring, nurturing environment supported by the entire community so that all students are provided the tools necessary to maximize their potential.

MISSION

We provide all students with opportunities for enrichment through innovative programs that will enable them to become academically successful adults and lifelong learners.

CORE VALUES

Academic Excellence:

The faculty and staff members of North County Elementary challenge the intellect of each student to acquire knowledge, concepts, and skills necessary to become thinking, productive, and responsible citizens.

Honorable Character:

North County Elementary creates an environment of mutual respect that builds trust and engages students in learning.

Highly Qualified Members of the Staff:

The faculty and staff members of North County Elementary are highly qualified and meet or exceed all requirements of their profession.

Parental Involvement:

The parents of North County Elementary serve as the catalysts who unite the community in support of education.

Respect for Diversity:

North County Elementary endeavors to create an environment that supports and is conducive to respect for individual differences.

School Motto:

"Together Everyone Achieves More"

School Demographics

North County Elementary Community School was founded in 1962 and established a community school several years later to better meet the needs of its citizens. North County is located near the Miami-Dade-Broward County line and serves 408 Pre-Kindergarten through fifth grade students. This predominantly African-American community is primarily made up of low income single family residences. The school is bordered on the East by a public park; diagonally Northeast by a grocery store that serves as host for illegal drug activity; and, North and South by single family homes. Most students walk to school, or are dropped off by private transportation.

The student body consists of 408 students in Grades Pre-Kindergarten - Fifth Grade. The student body is made up of ninety-three percent Black, five percent Hispanic, one percent White, and one percent other. Less than one percent of the school population is Limited English Proficient (LEP). Eighty percent of the students qualify for free or reduced priced lunch. Students with Disabilities account for twenty-five percent of the school's total population. The student mobility rate is forty-two percent.

The ethnicity of the faculty and staff is culturally diverse, and consists of 93 percent Black, 5 percent Hispanic, less than 1 percent White, and less than 1 percent Other. North County Elementary employs a total of 71 staff members and 3 part-time staff members. Of this composition, there are three administrators, 38 classroom teachers, 10 special education teachers, one guidance counselor, one media specialist, two paraprofessionals, 7 clerical employees (1 of them part time), 6 cafeteria employees, and 2 custodians (1 of them part time). Three staff members hold a doctorate degree and thirteen staff members hold a masters degree. There are two retired, certified hourly teachers. These teachers are placed in classrooms to assist Tier II, Tier III, Level 1, and Level 2 students on a daily basis and provide additional instruction in the core areas of reading and mathematics.

School Foundation

Leadership:

According to the data derived from the Organizational Improvement Snapshot Assessment, the faculty and staff at North County Elementary Community School are satisfied (score = 4.0) with the leadership team. The leadership team is committed to preparing students for the challenges and expectations of the twenty-first century. Instructional decisions are data driven; however, staff is encouraged to implement new and innovative ideas and programs in the never ending quest to meet the goals of the school's vision and mission. School leaders provide support and opportunities for professional and personal growth. The leadership team actively seeks involvement from the community in an effort to provide an effective educational continuum. The school's mission and vision are communicated to all stakeholders via faculty meetings, Educational Excellence Advisory Council (EESAC) meetings, grade level meetings, Parent Teacher Association (PTA) meetings, marquee, and parent newsletter.

District Strategic Planning Alignment:

According to the data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at North County Elementary Community School are confident in the school's strategic plan (score = 3.7). The school's goals are outlined in the school's mission statement. These goals include: 1) developing life-long readers and learners; 2) improving students' self-esteem by providing opportunities where they can contribute to their cultural values and traditions to the school and community; 3) developing proficient learners who are capable of utilizing critical thinking, writing skills, and problem-solving strategies; and 4) developing students' personal responsibility to promote decision-making in daily life. To attain this mission, North County Elementary School will provide a supportive and healthy environment, which will enhance students' academic, social, physical, and emotional development.

Stakeholder Engagement:

According to the data derived from the Organizational Improvement Snapshot Assessment the faculty, staff, and stakeholders at North County Elementary Community School are extremely satisfied (score = 4.1). The stakeholders of North County Elementary Community School include representatives from the parent, community, student and parent groups. The stakeholders will review, analyze and evaluate pertinent data such as FCAT, DIBELS results, the School Demographic and Academic Profile to formulate objectives as school wide priorities. The stakeholders will schedule meetings, notify participants, and create agendas, as per state and district guidelines. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the stakeholders. The stakeholders will support the efforts of the PTA in achieving a higher level of parental involvement. The EESAC will make recommendations for expenditures of EESAC funds, including reading support materials for students, student awards and incentives, materials to enhance the Media Center, and a teacher incentive program. The stakeholders will recommend additional training for all teachers in reading, mathematics, science, and higher order thinking skills. The EESAC will recommend the purchase of software to support instruction and enhance learner performance. The EESAC will support incentives for the school-wide discipline plan.

Faculty & Staff:

According to the data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at North County Elementary Community School are satisfied (score = 3.8). North County Elementary Community

School has implemented departmentalization in grades four - five. Departmentalization allows each reading/mathematics teacher to truly become the expert in his/her subject area. The master schedule enables grade level/subject area planning throughout the school. The leadership team (comprised of the Principal, Assistant Principal, Grade/Subject Area Chairpersons, one Title I Reading Coach, one Reading First Coach, Curriculum Facilitators) meets regularly to provide suggestions, solutions, and feedback for all aspects of the school's programs. Weekly planning meetings provide opportunities for grade level/subject area teams to review and provide additional feedback for concerns that the leadership team is addressing. The Leadership team along with classroom teachers review and analyze data in order to drive instruction. Collaborative decision making is based upon total quality management principles.

Data/Information/Knowledge Management:

According to the data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at North County Elementary Community School are extremely satisfied (score = 4.2). North County Elementary Community School utilizes a data driven approach to implement effective instructional programs. Data is analyzed and disaggregated as soon as it is available (FCAT scores, PMRN, Snapshot, DIBELS, etc). Instructional teams review the results and provide professional development and lesson planning to ensure prescriptive instruction. Instructional focus calendars are then developed and utilized to ensure that instruction addresses the identified needs. This process is repeated throughout the year and adjustments to academic programs are made as necessary.

Education Design:

According to the data derived from the Organizational Improvement Snapshot Assessment the faculty and staff at North County Elementary Community School are satisfied (score = 3.9). The School Improvement Model utilized at North County Elementary Community School is the Continuous Improvement Model (CIM) consisting of the "Plan, Do, Study, Act (PDSA) Cycle." This systematic approach to making improvement has been effective in identifying areas in need of attention and modification, and breaks down each stage into manageable steps that allow for evaluation and refinement. This model is being implemented in all areas of curriculum and academic concerns. An example of this approach has been utilized in the teaching of reading. By gathering available data based on previous state tests, Snapshot, and the PMRN, as well as in-house tests, the staff is better able to understand the needs of the students. These needs are addressed with a plan of action. Continuous evaluation of the students' progress allows for adjustments. Ongoing evaluations of the process identify problems or ineffective curriculum strategies, which are modified as needed.

Performance Results:

The faculty and staff at North County Elementary Community School are satisfied with the overall leadership (average score of 3.9) on the Organizational Improvement Snapshot Assessment. The Leadership Team, faculty, and staff work in collaboration with parents and students to effectively communicate behavioral and academic expectations. North County Elementary Community School uses alternative discipline methods (Fresh Start Program, peer mediation, one-on-one counseling) to reduce student referrals and suspensions. Through this shared vision, all stakeholders are confident that the schools' out-door suspension rate will decrease.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

The following staff members are employees at North County Elementary and hold certificates issued by the state of Florida. Highly qualified staff: Akins, Franklin, #018675, Elementary Education, Mathematics (5-9), Assignment: Mathematics and Science Coach; Baksh, Verle, #264166, Exceptional Student Education, Assignment: Third Grade Inclusion 2; Barr, Genella, #180618, Elementary Education, ESOL, Assignment: First Grade; Blake, Olive, #165959, Elementary Education, Assignment: Fifth Grade; Boza, Lillian, #226879, Elementary Education, Assignment: Spanish Grades 2-5; Cannonier, Tamiena, #271832, Elementary Education (K-6), Assignment: Kindergarten; Carpenter, Frances, #183204, Varying Exceptionalities (K-12), Assignment: Learning Disabled, Varying Exceptionalities, Grades 1-5; Chew, Bridget, #185401, Pre-Kindergarten, Primary/Age 3 - Grade 3, Assignment: Pre-Kindergarten; Coleman, Paulette, #101764, Elementary Education, Early Childhood Education, Assignment: Kindergarten; Correa, Beatriz, #124139, Elementary Education, ESOL, Assignment: Second Grade Inclusion; Cotter, William, #139954, Educational Media Specialist, Assignment: Media Grades K-5; Cox, Brenda, #147959, Elementary Education (1-6), ESOL, Assignment: Reading Coach; Curry, Charlene, #219006, Elementary Education, Assignment: Third Grade; Davis, Benjamin, #172963, Emotionally Handicapped, Educational Leadership, ESOL, Assignment: Assistant Principal for Community Education; Davis, Richard, #165120, Elementary Education, ESOL, Assignment: Second Grade; Dean-Neal, Sharon, #207152, Elementary Education Kindergarten - Sixth, Assignment: First Grade; Derrick, Claudette, #222530, Guidance & Counseling, English (6-12); Fernandez, Patricia, #231289, Elementary Education, Educational Leadership, (K-12), ESOL, Assignment: Assistant Principal; Guerrero, Nancy, #114031, Speech Correction; Hamilton, Donna, #164503, Early Childhood Nursery & Kindergarten, Elementary Education, Educational Leadership (K-12), Assignment: Reading Coach; Harbin, Etta, #103333, Early Childhood, Elementary Education (K-6), Assignment: Professional Development and Writing Coach; Hays, Dorothy, #214732, Art (K-12), Assignment: Art Grades 1-5; Holston, Miriam, #184967, Exceptional Student Education, Assignment: Emotionally Handicapped, Fifth Grade; Imprevert, Linda, #272146, Exceptional Student Education, Assignment: Fourth Grade; Ings, Robert, #144192, Elementary Education, ESOL, Assignment: Third Grade Inclusion; Jabali, Warren, #137534, Physical Education (K-12), Assignment: Physical Education Grades 1-5; Jones, Gritzella, #193635, Elementary Education, Assignment: Second Grade; Mellville, Hyacinth, #199878, Exceptional Student Education, Fourth Grade Inclusion; Olazabal, Reva, #126612, Elementary Education, First Grade; Partridge, Anseing, #273301, Exceptional Student Education, Assignment: Fourth Grade; Perez, Maria, #277641, Exceptional Student Education, Assignment: First-Second Grade; Ramon, Rodlando, #185754, Elementary Education, Assignment: Fourth Grade Inclusion; Richardson, Anita, #140607, Elementary Education, ESOL, Assignment: Fifth Grade Inclusion; Robinson, Cathelene, #152285, Elementary Education, History, Government, Social Studies (6-12), Assignment: Fifth Grade; Williams-Byrd, Shawanda, #200732, Elementary Education, Assignment: Third Grade; Wilson, Tamika, #235276, Elementary Education, Assignment: Fourth Grade; Wiltshire, Diane #279095, Guidance Counselor (K-12), Assignment: Fourth Grade; Wright, Shantell, #218455, Emotionally Handicapped, Assignment: Third Grade; Zaretsky, Linda, #253436, Exceptional Student Education, Assignment: Second Grade Inclusion.

• Highly Qualified, Certified Administrators:

The administrative team consists of one principal and two assistant principals.

Lucille E. Collins, Ed.D. Principal

Poised gallantly at the helm of North County Elementary School is Dr. Lucille E. Collins, a 19 year veteran administrator in Miami-Dade County Public Schools. Dr. Collins received a Bachelor of Science degree in English Education from Tuskegee University, a Reading Specialist degree from Georgia State University, a Doctorate in Education from Nova Southeastern

University, and has engaged in post doctoral studies at Harvard University. Noted for her caring compassionate management style, Dr. Collins is thoughtful, articulate, and reflective. With a guiding purpose and overarching vision of ensuring the maximum development of children, she creates the warm and caring environment needed for achievement of the same.

In her capacity as a teacher, reading specialist, administrative assistant, and assistant principal, Dr. Collins has a proven track record of successfully initiating and implementing research based strategies that resulted in improved student performance in Henry County Schools, Atlanta Public Schools, Atlanta Junior College in Georgia, and in schools across Miami-Dade County. For the past two years she was selected to present at the state's annual Attendance Symposium, to share the results of her research project at the K-8 Center where she served as an assistant principal. Not only did the students in the K-8 Center increase their daily attendance, but they also improved their academic performance and the school's grade accelerated from a D to a C.

Dr. Collins is in her fourth year as principal at North County Elementary Community School. Collaborating with a curriculum support team of teachers across the grade levels and disciplines, has strategically organized the school's curriculum and student services to reflect the needs of the students, the strengths of the staff, and the development of the school community. Providing a caring, nurturing learning environment; promoting academic achievement and educational support; increasing staff development; enforcing uniform policies and procedures; providing quick and accurate data; cracking down on truancy; and collaborating with all stakeholders to provide outreach services to students and their family are just a few of the literature based intervention and prevention strategies this principal has begun to duplicate from her research in an effort to raise achievement and to develop a community of learners. Additionally, the departmentalization, teaming, curriculum connections, and holistic development initiatives she successfully implemented as a curriculum administrator in secondary schools are promising strategies that have seeped into the instructional program for improvement at North County Elementary Community School.

Tricia M. Fernandez, Assistant Principal

Mrs. Tricia M. Fernandez has been an educator for the past eight years with the Miami-Dade County Public School system. She holds a Bachelor of Science degree from Florida International University in Elementary Education and ESOL endorsement, as well as a Master of Science degree in Educational Leadership from Nova Southeastern University. Her teaching career began in 1998 at Liberty City Elementary School. She was an integral part of a curriculum team that analyzed data, disaggregated scores and developed curriculum, which brought the school from a D to a C status. In 2003, Mrs. Fernandez left Liberty City Elementary School to join the faculty at North Glade Elementary School. While at North Glade, Mrs. Fernandez was once again part of a team that saw great success. North Glade Elementary was able to raise its status from a C to a B.

Not only noted for demonstrating exceptional teaching qualities Mrs. Fernandez was also instrumental in organizing and giving parent workshops, soliciting Dade Partners and Kids and Power of Work (KAPOW) Partners and obtaining many donations to the schools. Mrs. Fernandez is extremely effective when it comes to networking with peers, colleagues and members of the community.

As a third year Assistant Principal at North County Elementary Community School, Mrs. Fernandez has successfully plunged into the day-to-day operations of the school. As publisher of the school's first newsletter, The Bulldog Press, she endeavors to keep all stakeholders abreast of North County's motto: Together Everyone Achieves More. Assisting the principal with the daily operations of the school, analyzing data and disaggregating scores, and improving student attendance, are only a miniscule part of her ongoing efforts to ensure an academically successful school year.

Benjamin Davis, Assistant Principal Community Education

The educational background of the Assistant Principal for Community Education includes a Bachelor of Science Degree with a major in Apparel Manufacturing Management, a Master of Science Degree in Special Education specializing in Emotionally Handicapped, and Education Specialist Degree in Educational Leadership K-12, and is currently working on a Doctoral Degree in Educational Philosophy.

Extensive experiences have been attained over the past ten years as a classroom teacher of Exceptional Student Education which include students with Varying Exceptionalities at the secondary level and Voluntary Administrative Assistant, in which primary responsibilities were to assist the administrative team where needed.

The current position held since July 2005 as Assistant Principal for Community Education involves expanding the services of the school in the community and integrating the many resources now in the community, encouraging new resources, and assisting all groups to become more effective in bringing needed and desired services to the people in their own neighborhood. The Community School also provides opportunities for less formal activities for all groups while working closely with the day school's program. Services offered are Before-School Care, Story-Hour, and After-School Care that includes periods of home learning-assistance, small group, and individual tutoring and leisure/recreational activities.

• Teacher Mentoring:

All teachers new to the profession and/or school system are involved in the Beginning Teacher Orientation provided by the district. The school provides new teachers with a Professional Growth Team to assist with planning, setting goals, and effective classroom management strategies. This is further supported by pairing of veteran teachers with new teachers. Beginning teachers are encouraged to observe their peers, acting as positive role models. Curriculum leaders and grade level chairpersons directly interact with teachers to insure that the staff and students' needs are being met. Teachers are provided support in the area of long range planning, assertive discipline, classroom management, data analysis, and prescriptive teaching. In addition, teachers are sent to district and Regional Center sponsored workshops to enhance their skills. All teachers have Reading and Mathematics Resource binders which provide teachers with strategies, curriculum calendars, short and long range plans, the Competency Based Curriculum, and on-going projects.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) includes representatives from the faculty, community, student and parent groups. The School Advisory Council reviewed, analyzed, and evaluated pertinent data such as FCAT and DIBELS results and the School Demographic and Academic Profile, and formulated objectives as school wide priorities. The council scheduled meetings, notified participants, and created agendas, as per state and district guidelines. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the School Advisory Council. The Council will support the efforts of the PTA in achieving a higher level of parental involvement. The EESAC has made recommendations for expenditures of EESAC funds, including reading support materials for students, student awards and incentives, materials to enhance the Media Center and a teacher incentive program. The EESAC recommended additional training for all teachers in reading, mathematics, science and higher order thinking skills. The EESAC has recommended the purchase of software to support instruction and enhance learner performance. The EESAC also suggested the hiring of additional teachers and tutors to promote a better learning environment. In addition, the EESAC suggested various safety and discipline programs and incentives to improve student behavior and enhance student learning.

• Extended Learning Opportunities

North County Elementary Community School's low performing students attended summer school at Barbara Hawkins Elementary School. Students received differentiated curriculum in both reading and mathematics. North County Elementary Community School offers Saturday Academy to students. Saturday Academy is an intensive care tutorial program that offers remediation and support in the academic areas of reading, math, and science. Students in these programs receive intensive instruction in a variety of formats through the utilization of FCAT Explorer and Riverdeep.

An after-school tutorial program will also be available for students. This service is being provided by SES Providers working at the school site. Rocket Learning, one of the SES Providers, will use students' DIBELS scores to place students in appropriate groups. Students will be given a pre and post test in reading and math to measure students' academic growth. Rocket Learning will provide services to students Monday, Tuesday, and Friday, for two hours each day. Rocket Learning utilizes their own research based curriculum -- Rocket Learning. One lead teacher and 5 certified teachers will be employed by Rocket Learning.

North County Elementary Community School also offers an Academic Excellence Program that provides enrichment activities (Chess and Jr. Great Books) for students performing at or above grade level. A before school "The Breakfast Club" for students in grades two through five will be implemented to assist in remediation and mastery of skills. Monthly P.E.A.R.L. and "Family Literacy Nights" will be provided to enable parents to better assist their children in improving reading skills. The Parent Academy is also available for parent participation. It is a year-round initiative designed to help parents become full partners in their children's education. After school tutorial services are now provided by Supplemental Educational Services.

In addition, ongoing mathematics workshops will be provided for parents to assist their children with mathematics home learning assignments. A Florida Comprehensive Assessment Test (FCAT) Night will be scheduled for parents and students to further educate and inform them about the tested benchmarks and the upcoming testing process.

• School Wide Improvement Model

North County Elementary will follow the 8-Step Continuous Improvement Model:

North County disaggregates test data by using the Student Performance Indicator (SPI) to identify students not meeting high standards on the FCAT and SAT and using the content clusters to target instructional deficiencies.

North County develops an Instructional Focus Calendar that is aligned with the goals and objectives on the School Improvement Plan based on the school's needs. In accordance with the Sunshine State Standards, the District's instructional timeline, pacing guide, and assessment strategies will be implemented to guide instruction.

North County sets instructional focus by using content clusters to target instruction as well as weekly grade level meetings to mentor instructional practices.

North County implements frequent assessments such as DIBELS, Houghton Mifflin Integrated Theme Tests, Writing Pre and Post Tests, Science Pre and Post Tests, and Mathematics Pre and Post Tests to monitor monthly progress and guide instruction. Assessments will be used to identify areas of strength and weakness.

North County will provide tutorials through the use of prescriptions to guide intervention and tutorial teams to help target skills specific to the needs of each student. Identified FCAT Level 1 and FCAT Level 2 students will be provided an intensive reading intervention program during the school day using research based materials such as Voyager and Soar to Success. All Tier I kindergarten, first, and second grade students will be provided a reading tutorial using intensive intervention materials such as Voyager and Early Success. Identified FCAT Level 1 students in mathematics will be provided differentiated instruction in small groups during the day using research based materials such as the Houghton Mifflin Math Series. This approach will ascertain that the individual needs of students are met, hence improving student achievement in all areas of the core curriculum.

North County provides enrichment activities to students that are identified as reading on or above grade level through an academic excellence program afterschool on critical thinking skills in order to enhance student achievement.

North County maintains strategies by developing instructional calendars in the areas of Reading, Writing, Mathematics, and Science to delineate instruction and monitor the maintenance of benchmarks.

North County monitors progress through interim assessments and weekly/monthly in house assessments.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

The goal of North County Elementary Community School is to provide experiences that encourage and enable students to value reading, gain confidence in their reading ability, and become lifelong readers.

Needs Assessment

Results of the 2006 Florida Comprehensive Assessment Test (FCAT)-Reading indicate that forty-nine percent of the students scored at or above grade level in reading. Adequate Yearly Progress scores show forty-two percent of the students made a year's worth of progress on the 2006 FCAT-Reading. Forty-eight percent of students in the lowest twenty-five percent made learning gains.

Further analysis of the 2006 Florida Comprehensive Assessment Test (FCAT) - Reading indicate forty-four percent of the African American subgroup scored at or above grade level; forty-two percent of the Economically Disadvantaged subgroup scored at or above grade level; and, twenty-seven percent of the Students with Disabilities scored at or above grade level.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by fifty-one percent scoring at a Level 3 or higher on the 2007 administration of the Florida Comprehensive Assessment Test (FCAT)-Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by fifty-one percent scoring at a Level 3 or higher on the 2007 administration of the FCAT-Reading Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities students in grades three through five will improve their reading skills as evidenced by fifty-one percent scoring at a Level 3 or higher on the 2007 administration of the FCAT-Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement departmentalization in Reading for grade four and five. This strategy will be used with all students in the subgroup.	Administrators Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Implement Immediate Intensive Intervention. This strategy will be used with all students in the subgroups.	Administrators Reading Coaches Classroom teacher	8/28/06	5/23/07	District-wide literacy plan	\$0.00
Analyze data to drive instruction. This strategy will be used with all students in the subgroups.	Administrators Reading Coaches Computer Technician Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Develop and implement monthly focus calendar.	Administrators Reading Coaches	8/28/06	5/23/07	District-wide literacy plan	\$0.00
Continue with Differentiated Instruction - Guided Reading. This strategy will be used with all the students in the subgroup.	Administrators Reading Coaches Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Utilize Edusoft to align monthly assessments and to disaggregate student data in order to guide instruction.	Administrators Reading Coaches Classroom teacher	8/28/06	5/23/07	Continuous Improvement Model	\$0.00
Conduct monthly data team meetings to review data and monitor trends in student achievement.	Administrators Reading Coaches Classroom teacher	8/28/06	5/23/07	Continuous Improvement Model	\$0.00
Conduct weekly grade level meetings to	Administrators	8/28/06	5/23/07	Small Learning	\$0.00

review student data and analyze student data.	Reading Coaches Classroom teacher			Communities	
Purchase and implement Reading Plus Reading Program.	Administrators Reading Coaches Classroom teacher	10/3/2006	5/23/07	District Strategic Plan	\$0.00
Utilize SPI and Snapshot web-based programs to identify students' levels for flexible grouping.	Administrators Reading Coaches Computer Technician Classroom teacher	8/28/06	5/23/07	District Strategic Plan	\$0.00
Create and implement intervention tutorials for Level 1 and 2 students in all subgroups. Students will be given a pre and post test.	Administrators Reading Coaches Parent Resource Coordinator	8/28/06	5/23/07	Small Learning Communities	\$0.00
Continue with Houghton Mifflin - Core Program. This strategy will be used with all students in the subgroups. Utilize Comprehensive Research Based Reading Plan and District Pacing Guide.	Administrators Reading Coaches Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Continue utilizing Continuous Improvement Model (CIM). This strategy will be used with all students in the subgroups.	Administrators Classroom teacher	8/14/06	5/23/07	Continuous Improvement Model	\$0.00

Research-Based Programs

- * Houghton Mifflin Reading Series
- * Voyager
- * Soar to Success
- * CRISS Strategies
- * CIM
- * Reading Plus Program

Professional Development

- * Guided Reading
- * Differentiated Instruction
- * Data Analysis
- * Comprehensive Core Reading Program
- * Creating Independence through Student-owned Strategies (CRISS)
- * Reading Plus Reading Program
- * Reading First
- * Voyager
- * Soar to Success

Evaluation

Formative:

- * DIBELS
- * District Interim Assessments (Fall, Winter, Spring)
- * Houghton Mifflin Theme Tests
- * Houghton Mifflin Weekly Story Tests

Summative:

- * Monthly Reading Test (school based)
- * 2007 FCAT Reading Assessment

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

The goal of North County Elementary School is to provide experiences that encourage and enable students to value mathematics, gain confidence in their mathematical ability, become mathematical problem solvers, communicate mathematically, and reason mathematically.

Needs Assessment

Results of the 2006 FCAT in Mathematics indicate that forty-six percent of students scored at or above grade level in mathematics. Adequate Yearly Progress scores show sixty-seven percent of students made a year's worth of progress on the 2006 FCAT-Mathematics. Seventy-six percent of the students in the targeted lowest twenty-fifth percentile made learning gains in mathematics.

Further analysis of the 2006 Florida Comprehensive Assessment Test (FCAT) - Mathematics indicate forty-two percent of the African American subgroup scored at or above grade level; forty-two percent of the Economically Disadvantaged subgroup scored at or above grade level; and, thirty-two percent of the Students with Disabilities scored at or above grade level.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by fifty-six percent scoring at a Level 3 or higher on the 2007 administration of FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by fifty-six percent scoring at a Level 3 or higher on the 2007 administration of FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by fifty-six percent scoring at a Level 3 or higher on the 2007 administration of FCAT-Mathematics Assessment.

Given instruction based on the Sunshine State Standards, Students with Disabilities students in grades three through five will improve their mathematics skills as evidenced by fifty-six percent scoring at a Level 3 or higher on the 2007 administration of FCAT-Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Integrate mathematics across curriculum. This strategy to be used with all subgroups.	Administrators Mathematics Coach Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Incorporate problem solving experiences linked to real world. This strategy will be used with subgroups.	Administrators Mathematics Coach Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Implement departmentalization in grades four and five for Mathematics. This strategy will be used with all subgroups.	Administrators Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Develop and implement monthly focus calendar.	Administrators Mathematics Coach	8/28/06	5/23/07	District Strategic Plan	\$0.00
Create computer tutorial sessions. This strategy will be used with all subgroups.	Administrators Mathematics Coach Computer Technician Classroom teacher	8/14/06	5/29/2007	Small Learning Communities	\$0.00
Continue utilizing Continuous Improvement Model (CIM). This strategy will be used with all subgroups.	Administrators Classroom teacher	8/14/06	5/23/07	Continuous Improvement Model	\$0.00
Utilize SPI and Snapshot web-based programs to identify students' levels for flexible grouping.	Administrators Mathematics Coach Computer Technician	8/14/06	5/23/07	District Strategic Plan	\$0.00

	Classroom teacher				
Utilize Edusoft to align monthly assessments and to disaggregate student data in order to guide instruction	Administrators Mathematics Coach Computer Technician Classroom teacher	8/14/06	5/23/07	Continuous Improvement Model	\$0.00
Utilize manipulatives to enhance understanding of concepts through hands-on mathematics.	Administrators Mathematics Coach Classroom teacher	8/14/06	5/23/07	Small Learning Communities	\$0.00
Incorporate technology programs into mathematics curriculum: FCAT Explorer and Riverdeep.	Administrators Mathematics Coach Computer Technician Classroom teacher	8/14/06	5/23/07	Small Learning Communities	\$0.00
Create and implement intervention tutorials for Level 1 and 2 students in all subgroups. Students will be given a pre and post test.	Administrators Mathematics Coach Classroom teacher Special area teachers	8/28/06	5/23/07	Small Learning Communities	\$0.00
Utilize District's Pacing Guide.	Administrators Mathematic Coach Classroom teachers	8/14/06	5/23/07	District Strategic Plan	\$0.00

Research-Based Programs

- * Houghton Mifflin Mathematics Series
- * CRISS Strategies
- * CIM

Professional Development

- * Side-by-side coaching
- * Mathematics Item Specifications
- * Data Analysis using Edusoft
- * Prescriptive Planning

Evaluation

Formative:

- * District Interim Assessments (Fall, Winter, Spring)
- * Chapter Tests

Summative:

- * Monthly Reading Test (school based)
- * 2007 FCAT Mathematics Assessment

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

The goal of North County Elementary Community School is to increase writing performance in all No Child Left Behind (NCLB) populations.

Needs Assessment

Results of the 2006 FCAT-Writing indicate eighty-five percent of students tested met the state standard of 3.5 or above in writing.

The combined mean score of the tested population is 3.8. The data revealed that improvement is needed in narrative writing. Documented strength in expository writing does not preclude continuous instruction in both modes to ensure gains at and above required achievement levels.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, ninety percent of the students in grade four will score a 3.5 or higher on the 2007 Administration of the FCAT Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Analyze data from the District's Pretest narrative/expository writing prompts to establish differentiated instruction groups.	Administrators Writing Coach Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Continue to monitor data to drive instruction and monitor progress.	Administrators Writing Facilitator Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Continue to instruct students in small and total group sessions based on pre and mid test results.	Administrators Classroom teacher	8/14/06	5/23/07	Small Learning Communities	\$0.00
Conduct ongoing conversations among grade group members regarding progress on monthly assessments to drive instruction.	Administrators Writing Coach Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Implement "There's a Six in You" writing strategy to enhance writing skills in fourth grade.	Administrators Writing Coach Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Provide coaching and mentoring with the implementation of the monthly writing prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Administrators Writing Coach Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, and transitional words.	Administrators Writing Coach Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Continue to implement score-point specific writing instruction.	Administrators Writing Coach Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Implement Houghton Mifflin Writing Component.	Administrators Writing Coach Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Incorporate classroom journal writing to provide additional writing opportunities	Administrators Classroom teacher	8/14/06	5/29/07	District-wide literacy plan	\$0.00
Incorporate writing across the curriculum and include strategies for each subgroup.	Administrators Classroom teacher	8/14/06	5/29/07	District-wide literacy plan	\$0.00

Research-Based Programs

- * Effective Writing Component of the Comprehensive Research Reading Program
- * Writing Component of the Houghton Mifflin Reading Program

Professional Development

Professional development will be provided by the Writing Coach to include five areas of professional growth for teachers at North County Elementary Community School:

- * Holistic Scoring of Demand Writing
- * Score-Point Specific Instruction
- * Individual Conferencing
- * "There's a Six in You" Writing Strategy
- * Instructional Implications derived from annotations of state-scored 0-6 essays.

Reading Coaches will provide professional development to include the following:

- * Five major language arts/reading components
- * Methods for providing Differentiated instruction in the classroom.
- * Scientifically-based research in language arts/reading.
- * Cross curricular scaffolding and delivery of instruction.

Evaluation

Formative:

- * Pre Test
- * Post Test

Summative:

- * Monthly Tests (school based)
- * 2007 FCAT Writing Plus Assessment

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

The goal of North County Elementary Community School is to relate science learning to daily life and build conceptual understanding through a logical sequence of related activities, that contribute to the development of scientific reasoning and problem-solving skills.

Needs Assessment

Results of the 2006 FCAT-Science indicate that the median score for grade five students is 249. The scores indicate that the students are forty-eight percentage points below the state average of 297.

Measurable Objective

Given instruction based on the Sunshine State Standards, thirty percent of the fifth grade students will improve their skills on the 2007 administration of the FCAT-Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Train new staff on use of inquiry based programs.	Administrators Science Coach Classroom teacher	8/14/06	5/23/07	Communities of Practice	\$0.00
Monitor low achieving students closely through assessments.	Administrators Classroom teacher	8/14/06	5/23/07	Continuous Improvement Model	\$0.00
Develop inquiry based learning communities.	Administrators Classroom teacher	8/14/06	5/23/07	Communities of Practice	\$0.00
Implement Differentiated Instruction.	Administrators Classroom teacher	8/14/06	5/23/07	Small Learning Communities	\$0.00
Develop and utilize Instructional Focus Calendar.	Administrators Science Coach Classroom teacher	8/28/06	5/27/07	Continuous Improvement Model	\$0.00
Incorporate reading across the curriculum and disciplines.	Administrators Classroom teacher	8/14/06	5/23/07	District-wide literacy plan	\$0.00
Administer pre, progress and post tests to fifth grade students.	Administrators Science Coach Science Lab Instructor	9/28/06	5/23/07	District Strategic Plan	\$0.00
Increase hands-on experiments in the classroom and science lab (FOSS Kits).	Administrators Science Coach Science Lab Instructor	9/15/06	5/23/07	District Strategic Plan	\$0.00
Conduct a Science Fair	Administrators Science Coach Science Lab Instructor Classroom Teacher	1/8/07	5/23/07	District Strategic Plan	\$0.00
Utilize District Pacing Guide.	Administrators Science Coach Classroom teachers	8/14/06	5/27/07	District Strategic Plan	\$0.00

Research-Based Programs

* McGraw Hill Science Program

Professional Development

- * Inquiry Based Science
- * Data Analysis
- * Content Strands
- * FOSS Science Kits
- * Guiding Cooperative Groups

Evaluation

Formative:

- * Chapter Tests

Summative:

- * Monthly Science Tests (school-based)
- * 2007 FCAT Science Assessment

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

The goal of North County Elementary Community School is to increase parental involvement, and develop a school-home based community partnership in the educational arena.

Needs Assessment

Based on the needs assessments survey, parents indicated an interest in the school providing FCAT workshops to increase their knowledge of State and District mandates.

Measurable Objective

Given increased contact through the efforts of the Community Involvement Specialist, parent/family/community attendance at Title I Workshops during the 2006-2007 school year will increase by five percent as compared to attendance during the 2005-2006 school year as evidenced by sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the efforts of the administration, faculty, parent representatives, and community based organizations in surveying parent needs, prioritizing the areas of greatest concern and planning activities to address needs.	Administrators Community Involvement Specialist/Parent Resource Coordinator/Faculty	8/14/06	5/23/07	Community Partnerships	\$0.00
Implement Parent Contracts to encourage parental support.	Administrators Parent Involvement Committee	9/25/06	5/30/07	Community Partnerships	\$0.00
Provide informational workshops to empower parents with the knowledge base to improve their parenting skills, their understanding of child related health issues, direct their own personal education growth and use of technology.	Administrators Community Involvement Specialist Parent Resource Coordinator	10/9/06	5/23/07	Communities of Practice	\$0.00
Conduct grade level assemblies.	Administrators Guidance Counselor	9/23/06	5/23/07	Communities of Practice	\$0.00
Encourage and promote increased community involvement through collaboration with our Dade Partners and School Volunteer Program.	Administrators Community Involvement Specialist Guidance Counselor	8/8/06	5/23/07	Community Partnerships	\$0.00
Encourage parents' active participation in decision-making groups and activities such as the PTSA, EESAC, Title I PAC/DAC, and IEPs.	Administrators Community Involvement Specialist EESAC Chairperson Faculty and Staff	8/14/06	5/23/07	Community Partnerships	\$0.00
Increase parental enrollment in the Parent Academy.	Administrators Community Involvement Committee Faculty and staff	8/14/06	5/30/07	Community Partnerships	\$0.00
Institute family fun activities such as Arts & Craft Family Night and Caregivers Day.	Administrators Community Involvement Specialist Parent Resource Coordinator/Faculty	4/19/07	5/10/07	Community Partnerships	\$0.00

Research-Based Programs

- * National Parent Teacher Association standards
- * Passport to Success

Professional Development

- * Open House
- * Educational School Advisory Council (EESAC)
- * District Advisory Council (DAC) Workshops
- * Parent Advisory Council (PAC) Workshops
- * Parents Engaged in Achievement Related Learning (P.E.A.R.L.) Workshops
- * Parent Academy
- * School Volunteer Orientation
- * Title I Instructional Fair

Evaluation

This objective will be evaluated by comparing the Title I Community Involvement Specialist's Parent/Family Sign-In Logs from 2005-2006 school year to 2006-2007 school year.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

The goal of North County Elementary Community School is to provide a safe and disciplined environment for all students. The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

Comparison of the 2004-2005 data to the 2005-2006 data indicates a thirteen percent increase in outdoor suspensions. Improvement can be assessed by a decrease in the number of Student Case Management referrals for outdoor suspensions.

Measurable Objective

Given the Code of Student Conduct and North County Elementary Community School's Discipline Plan, there will be a five percent decrease in Student Case Management referrals resulting in outdoor suspensions when comparing the 2005-2006 suspension rates to the 2006-2007 suspension rates.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Display positive behavior posters throughout the school campus.	Administrators Discipline Committee	8/14/06	5/23/07	Continuous Improvement Model	\$0.00
Continue with Conflict Resolution and peer remediation with students in grades Kindergarten - Five.	Administrators Counselor	8/14/06	5/23/07	Mentoring Opportunities	\$0.00
Implement school wide Discipline Plan.	Administrators Discipline Committee Classroom teacher	8/14/06	5/23/07	Continuous Improvement Model	\$0.00
Continue to use Parent Contracts in an effort to elicit parental support.	Administrators Classroom teacher	8/14/06	5/23/07	Community Partnerships	\$0.00
Continue to work with Dade Partners and the Miami-Dade Police Department Miami Gardens Station to provide role models for students.	Administrators Community Involvement Specialist	8/28/06	5/23/07	Community Partnerships	\$0.00
Provide effective classroom management workshops to teachers.	Administrators Discipline Committee	8/14/06	5/23/07	Continuous Improvement Model	\$0.00
Provide conflict resolution for students returning from outdoor suspensions.	Administrators Guidance Counselor	8/14/06	5/29/07	Mentoring Opportunities	\$0.00
Implement character education strategies throughout the school year.	Administrators Guidance Counselor Classroom teacher	8/14/06	5/29/07	Career Development Programs	\$0.00
Implement Bullying Prevention Program in all grades.	Administrators Guidance Counselor Classroom teacher	9/28/06	5/29/07	Career Development Programs	\$0.00
Coordinate student participation in "Do The Right Thing" program.	Administrators Guidance Counselor Classroom teacher	8/14/06	5/29/07	Community Partnerships	\$0.00
Strategically place Safety Patrol throughout the school campus to deter inappropriate behavior.	Administrators Safety Patrol Sponsor	8/14/06	05/23/07	Continuous Improvement Model	\$0.00

Research-Based Programs

- * Lee Canter's Assertive Discipline Plan
- * CIM

Professional Development

- * Discipline Strategies provided by Counselor
- * Discipline workshop provided by District and/or State

Evaluation

Program effectiveness will be monitored by the Discipline Committee in order to make any necessary adjustments to the discipline plan. Data pertaining to the 2005-2006 outdoor suspensions will be compared to the 2006-2007 data. Evaluation will be assessed by a five percent decrease in the number of Student Case Management referrals for outdoor suspensions in 2006-2007 when compared to 2005-2006.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

The goal of North County Elementary Community School is to create great opportunities for infusing technology into the curriculum. We will provide educators with the knowledge to bring technology to our students to increase the quality of the learning environment. This will enable our students to be prepared for the future and become responsible citizens.

Needs Assessment

Based on the results of a survey of the faculty and staff, results indicate that twenty percent of the teachers use computer generated programs, forty percent of the staff use the district-wide website, and forty percent use data based programs to support their curriculum.

Measurable Objective

Given information provided from a staff survey, fifty percent of the faculty and staff will use computer based research programs, as well as one-hundred percent of the staff utilizing the electronic gradebook as evidenced by a staff survey and implementation of the electronic gradebook.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Instruct teachers in the use of Snapshot and PMRN.	Administrators Technology Facilitator	8/28/06	5/23/07	Small Learning Communities	\$0.00
Provide access for students to use the Internet and its resources to locate, evaluate, and collect information from a variety of sources.	Administrators Technology Facilitator Classroom teacher	8/14/06	5/23/07	Small Learning Communities	\$0.00
Utilize Accelerated Reader to continuously monitor comprehension of books read at independent/instructional level.	Administrators Media Specialist Classroom teacher	8/28/06	5/23/07	District-wide literacy plan	\$0.00
Infuse technology with the visual arts program in a practical and educationally sound manner.	Administrators Art teacher	8/14/06	5/23/07	Expanding arts opportunities	\$0.00
Utilize the computer to retrieve, analyze and evaluate student data to monitor progress.	Administrators Computer Technician Classroom teacher	8/28/06	5/29/07	Continuous Improvement Model	\$0.00
Provide faculty, staff, and students training in the Riverdeep program for grades K-5 and FCAT Explorer for grades 3-5.	Administrators Technology Facilitator Classroom teacher	8/28/06	5/29/07	Communities of Practice	\$0.00

Research-Based Programs

- * Riverdeep
- * FCAT Explorer
- * Progress Monitoring & Reporting Network (PMRN)
- * Snapshot (Tools for Improving Performance of Students)
- * Reading Plus Program
- * Student Performance Indicators (SPI)

Professional Development

- * Data analysis workshops on PMRN
- * Data analysis workshops on Snapshot
- * Train staff in manipulating the MDCPS website and its resources
- * Riverdeep workshop
- * FCAT Explorer workshop
- * Utilizing the Electronic Gradebook

Evaluation

As a result of our trainings and classes, fifty percent of the faculty and staff will be able to access information from computer generated programs, and one-hundred percent of the faculty will utilize the electronic gradebook. Success will be measured through sign-in logs from professional development workshops, as well as from a staff survey.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

Physical Education provides students the opportunity to attain their optimal level of fitness while participating in a continuous planned program of physical activities. North County Elementary Community School will develop interests and skills that promote and encourage lifetime fitness for daily living.

Needs Assessment

Results of the 2005-2006 FITNESSGRAM Program indicate that thirty-two percent of the tested fourth and fifth grade students passed the FitnessGram assessment.

Measurable Objective

Given the 2006-2007 FitnessGram Program, the North County Elementary Community School fourth and fifth grade students participation will increase Gold and Silver awards by five percent as compared to the 2005-2006 FITNESSGRAM Program results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with opportunities to develop wholesome self-concepts.	Administrators Physical Education teacher Classroom teacher	8/8/06	5/23/07	Communities of Practice	\$0.00
Provide a varied activity program that will stimulate an interest and desire to participate in lifelong physical activity.	Administrators Physical Education teacher Classroom teacher	8/8/06	5/23/07	Communities of Practice	\$0.00
Provide students the opportunity to apply rules, skills, and strategies to activities.	Administrators Physical Education teacher Classroom teacher	8/8/06	5/23/07	Small Learning Communities	\$0.00
Monitoring of the physical education program by school administrators, will ensure that activities are specifically related to assessment component items.	Administrators	8/8/06	5/23/07	Continuous Improvement Model	\$0.00
Provide students educational opportunities to participate in physically active programs.	Administrators Physical Education teachers	8/8/06	5/23/07	Expanding arts opportunities	\$0.00
Instill the importance of good health and personal fitness in our students.	Administrators Physical Education teachers	8/14/06	5/25/07	Mentoring Opportunities	\$0.00

Research-Based Programs

* FITNESSGRAM Test Program developed by Human Kinetics

Professional Development

- * FITNESSGRAM workshop
- * Walk Safe Program
- * Regional and District workshops

Evaluation

The results of the FITNESSGRAM test administered to the fourth and fifth grade students will increase by five percent in 2006-2007 when compared to 2005-2006.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

State mandated academic guidelines for Tier I, Tier II, and Tier III students have severely impacted student participation in the Academic Excellence Program (Chess Club and Jr. Great Books). Many of our students ride buses and/or live in homeless shelters thus making participating in the after school Chess program and Jr. Great Books difficult.

Measurable Objective

Given emphasis on the benefits of participating in the advanced academic programs, the number of students enrolled in the Academic Excellence Program (after school Chess Club and Jr. Great Books) will increase by ten percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create groups of students to participate in Chess club.	Administrators Academic Excellence Program teacher	9/14/06	5/18/07	Expanding arts opportunities	\$0.00
Develop critical thinking , problem solving, and creativity.	Administrators Academic Excellence Program teacher	9/14/06	5/18/07	Expanding arts opportunities	\$0.00
Disaggregate data to identify high performing students.	Administrators Academic Excellence Program teacher	9/14/06	5/18/07	Expanding arts opportunities	\$0.00
Create learning communities which allows students to focus on important factors and eliminate distractions.	Administrators Academic Excellence Program teacher Classroom teacher	9/14/06	5/18/07	Expanding arts opportunities	\$0.00
Integrate enrichment activities throughout the curriculum.	Administrators Academic Excellence Program teacher Classroom teacher	9/14/06	5/18/07	Expanding arts opportunities	\$0.00

Research-Based Programs

* Advanced Academics

Professional Development

Professional development will focus on the relevance and importance of critical thinking skills used during a chess match.

Evaluation

Summative evaluation will be based on a ten percent increase in the number of students participating in the after school Academic Excellence Program Chess club and Jr. Great Books in 2006-2007 when compared to 2005-2006.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

North County Elementary Community School will rank at or above the fourth percentile in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2004-2005, North County on the State of Florida ROI Index.

Measurable Objective

North County Elementary Community School will improve its ranking on the State of Florida ROI Index publication from the third percentile in 2004-2005 to the fourth percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal	8/14/06	5/23/07	District Strategic Plan	\$0.00
Review shared use of facilities, partnering with community agencies.	Principal	8/14/06	5/23/07	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/06	5/23/07	District Strategic Plan	\$0.00
Review reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/14/06	5/23/07	District Strategic Plan	\$0.00

Research-Based Programs

- * Houghton Mifflin Reading Series
- * McGraw Hill Science Program
- * Houghton Mifflin Mathematics Series
- * Horizons Harcourt Brace

Professional Development

- * Guided Reading and Differentiated Instruction
- * Comprehensive Core Reading Program *Reading Plus Reading Program
- * Creating Independence through Student-owned Strategies (CRISS)
- * Reading Plus Reading Program
- * Reading First
- * Voyager and Soar to Success
- * Side-by-side coaching
- * Mathematics Item Specifications
- * Data Analysis using Edusoft, PMRN, and Snapshot
- * Prescriptive Planning
- * Holistic Scoring of Demand Writing
- * Score-Point Specific Instruction
- * Individual Conferencing
- * "There's a Six in You" Writing Strategy
- * Instructional Implications derived from annotations of state-scored 0-6 essays.
- * Five major language arts/reading components
- * Methods for providing Differentiated writing instruction in the classroom.
- * Scientifically-based research in language arts/reading.
- * Cross curricular scaffolding and delivery of instruction.
- * Inquiry Based Science
- * Science Content Strands and FOSS Science Kits
- * Guiding Cooperative Groups
- * Open House
- * Educational School Advisory Council (EESAC)
- * District Advisory Council (DAC) Workshops
- * Parent Advisory Council (PAC) Workshops
- * Parents Engaged in Achievement Related Learning (P.E.A.R.L.) Workshops
- * Parent Academy
- * School Volunteer Orientation
- * Title I Instructional Fair
- * Discipline Strategies provided by Counselor
- * Discipline workshop provided by District and/or State
- * Train staff in manipulating the MDCPS website and its resources
- * Riverdeep and FCAT Explorer workshops
- * Utilizing the Electronic Gradebook
- * FITNESSGRAM workshop
- * Walk Safe Program
- * Regional and district parental involvement workshops
- * Chess workshop
- * Professional development
- * EESAC procedures
- * Improving staff relations
- * Administrative finance and budget workshops

Evaluation

On the next State of Florida ROI Index publication, North County Elementary Community School will show progress toward reaching the fourth percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The 2005-2006 Educational School Advisory Council (EESAC) expenditures consisted of the following: \$1,800.00 to reward students for high achievement. The 2006-2007 EESAC will consider recommendations for the following expenditures: allocate funds to provide professional development, including EESAC procedures, improving staff relations, and improving student achievement: curriculum connections, technology and instruction, prescriptive teaching, CRISIS Management, Inclusion, PMRN, Snapshot, FCAT Explorer, Riverdeep, Reading Plus, and purchasing additional books for the Media Center.

Training:

The 2005-2006 EESAC was instrumental in providing training for teachers in the areas of improving mathematic skills, data analysis, and the Continuous Improvement Model. The 2006-2007 EESAC will consider recommendations for additional training for all teachers to continue the Comprehensive Reading Plan, integration of mathematics and science instruction and the infusion of higher order thinking skills across the curriculum.

Instructional Materials:

The 2006-2007 EESAC will also consider recommendations for the expenditure of funds to support the before school tutorial services (Breakfast Club), in-house and Saturday Academy tutorial programs.

Technology:

The 2005-2006 EESAC supported the "Early Bird" technology program. The 2006-2007 EESAC will consider supporting the "Early Bird" technology program for the 2006-2007 school year.

Staffing:

The 2005-2006 EESAC supported the hiring of part-time hourly teachers to reduce class size and provide the necessary small group instruction to all Level 1 and Level 2 students. The 2006-2007 EESAC will support the hiring of additional teachers, part-time hourly teachers, and FCAT tutors to improve student performance.

Student Support Services:

The 2005-2006 EESAC supported the Parent Resource Center and the Fresh Start Program. Parents stated that the Parent Resource Coordinator was instrumental in their quest for information regarding MDCPS and FCAT. Teachers stated that the Fresh Start Program enabled them to focus on teaching and reduced time when dealing with discipline. Students were given an alternative to outdoor suspension and were able to complete assignments from their teachers in an alternate setting. The 2006-2007 EESAC recommends the continuation of services from the Parent Resource Center and Fresh Start Program to support student achievement.

Other Matters of Resource Allocation:

The 2005-2006 EESAC supported student achievement by rewarding students with field trips, awards, and incentives and by providing for professional development of staff. The 2006-2007 will consider providing incentives for increasing student achievement on the FCAT Reading, Mathematics, Science, and Florida Writes! tests.

Benchmarking:

The 2005-2006 EESAC supported the monthly benchmark testing in the areas of Reading and Mathematics. Students took ownership of their learning by charting their growth on individual Growth Chart Sheets. The 2006-2007 EESAC will consider more assessments of students' progress in reading, writing, and mathematics to determine the gains made in each of these areas and to provide intervention strategies to those students in need of academic support.

School Safety & Discipline:

The 2005-2006 supported various programs, including K.A.P.O.W., Youth Crime Watch, Safety Patrol, Do The Right Thing, Miami Dolphins and Dolphin Stadium Student of the Week. The 2006-2007 EESAC will consider the implementation of programs such as K.A.P.O.W, Youth Crime Watch, Safety Patrol, Do The Right Thing, Miami Dolphins and Dolphin Stadium Student of the Week, IBM Grant, DellTechno Grant, and a school-wide behavior plan.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$0.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent