
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 3821 - North County Elementary School

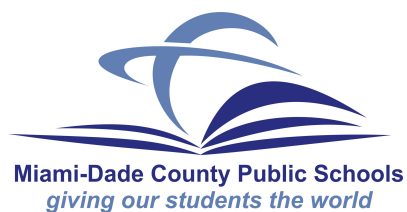
FeederPattern: American Senior

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 Miami-Dade County Public Schools 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 507 students in Grades Pre-Kindergarten - Fifth Grade. The student body is made up of ninety-four 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). Ninety-five 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 that are funds 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 2005 DIBELS results, the school in collaboration with the Educational Excellence School Advisory Council (EESAC), have suggested the following strategies for the 2005-2006 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 on going 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 become successful academically, as well as, proficient adults and 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-eight percent scoring at a level 3 or higher on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT)-Reading.

Given instruction based on the Sunshine State Standards, students identified in the Students with Disabilities subgroup in grades three through five will improve their reading skills as evidenced by forty-four percent scoring at a Level 3 or higher on the 2006 administration of the FCAT-Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by fifty percent scoring at a Level 3 or higher on the 2006 administration of FCAT-Mathematics.

Given instruction based on the Sunshine State Standards, students identified in the African American subgroup in grades three through five will improve their mathematics skills as evidenced by fifty percent scoring at a Level 3 or higher on the 2006 administration of FCAT-Mathematics.

Given instruction based on the Sunshine State Standards, students identified in the Economically Disadvantaged subgroup in grades three through five will improve their mathematics skills as evidenced by fifty percent scoring at a Level 3 or higher on the 2006 administration of FCAT-Mathematics.

Given instruction based on the Sunshine State Standards, students identified in the Students with Disabilities subgroup in grades three through five will improve their mathematics skills as evidenced by fifty percent scoring at a Level 3 or higher on the 2006 administration of FCAT-Mathematics.

Given instruction based on the Sunshine State Standards, ninety percent of the students in grade four will achieve high standards on the 2006 Administration of the FCAT-Writing.

Given instruction based on the Sunshine State Standards, the number of fifth grade students scoring above 249 on the 2006 administration of the FCAT-Science will improve by ten percent.

Given increased contact through the efforts of the Community Involvement Specialist, parent/family/community attendance at Title I Workshops during the 2005-2006 school year will increase by five percent as compared to attendance during the 2004-2005 school year as evidenced by sign-in logs.

Given the North County Elementary Community School Discipline Plan, there will be a five percent decrease in Student Case Management referrals for outdoor suspensions.

Given information provided from a needs assessment, fifty percent of the faculty and staff will use computer based research programs.

Given the 2005-2006 FitnessGram Program, the North County Elementary Community School fourth and fifth grade students participation will increase by five percent as compared to the 2004-2005 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) will increase by ten percent during the 2005-2006 school year as compared to the 2004-2005 school year.

North County Elementary School Community will improve its ranking on the State of Florida ROI index publication from the twenty-seventh percentile in 2003 to the thirtieth 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 4 or above (based on a scale of -5 where 1 equals never, 3 equals sometimes, and 5 equals always). Further analysis identified the following categories as in need of improvement: 7c: I know how well my organization is doing financially (category score 3.1); 7e: My organization removes things that get in the way of progress (category score 3.2). 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.

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

Student achievement and professional development are the heart of our thinking and soul of our endeavors.

MISSION

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

CORE VALUES

- * Collaborative planning
- * Equitable distribution of support and resources
- * Quality teaching
- * Family and community engagement
- * Higher achieving students
- * Respect, trust, understanding, acceptance, and appreciation of individual differences among this community of learners.

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 Elementary Community School serves a community of single family homes and government subsidized apartments. It is the northernmost elementary school within the Miami-Dade County Public School district.

The student body consists of 507 students in Grades Pre-Kindergarten - Fifth Grade. The student body is made up of ninety-four 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). Ninety-five percent of the students qualify for free or reduced priced lunch. The student mobility rate is between thirty percent and thirty-five percent.

The ethnicity of the faculty and staff is culturally diverse, and consists of eighty-one percent Black, eleven percent Hispanic, eight percent White, and zero percent Other. North County Elementary employs a total of sixty-nine staff members and 16 part-time staff members. Of this composition, there are three administrators, 38 classroom teachers, 10 special education teachers, one guidance counselor, one paraprofessional, 6 clerical employees, 6 cafeteria employees, and 6 (3 part-time) custodians. There are 3 retired, certified hourly teachers. These teachers are placed in classrooms to assist Tier III, Tier II, 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 = 3.9) 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 = 3.8). 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 = 4.3). 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 = 3.9). North County Elementary Community

School has implemented departmentalization in grades three - 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, 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 = 4.3). 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 4) 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: Baksh, Verle, #264166, Exceptional Student Education, Assignment: Emotionally Handicapped, Grades 1-2; Barr, Genella, #180618, Elementary Education, ESOL, Assignment: First Grade; Boza, Lillian, #226879, Elementary Education, Assignment: Spanish Grades 2-5; Carpenter, Frances, #183204, Varying Exceptionalities (K-12), Assignment: Learning Disabled, Varying Exceptionalities, Grades 1-5; Coleman, Paulette, #101764, Elementary Education, Early Childhood Education, Assignment: Kindergarten; Correa, Beatriz, #124139, Elementary Education, ESOL, Assignment: Third Grade; Cotter, William, #139954, Educational Media Specialist, Assignment: Media Grades K-5; Cox, Brenda, #147959, Elementary Education (1-6), ESOL, Assignment: Second Grade; Curry, Charlene, #219006, Elementary Education, Assignment: Third Grade; Daniels, Aston, #185139, English (5-9), EH (K-12), ESOL, Assignment: Emotionally Handicapped, Grades 1-2; Davis, Benjamin, #172963, Emotionally Handicapped, Educational Leadership, ESOL, Assignment: Assistant Principal for Community Education; Davis, Richard, #165120, Elementary Education, ESOL, Assignment: First Grade; Derrick, Claudette, #222530, Guidance & Counseling, English (6-12); Fernandez, Patricia, #231289, Elementary Education, Educational Leadership, (K-12), ESOL, Assignment: Assistant Principal; Green, Penny, #239927, Physical Education (K-8) and (6-12), Assignment: Physical Education Grades 1-5; Guerrero, Nancy, #114031, Speech Correction; Harbin, Etta, #103333, Early Childhood, Elementary Education (K-6), Assignment: Kindergarten; Hays, Dorothy, #214732, Art (K-12), Assignment: Art Grades 1-5; Hoglund, Louise, #063924, Early Childhood, Educational Media Specialist, Elementary Education, Assignment: Second Grade, Technology Facilitator; Holston, Miriam, #184967, Exceptional Student Education, Assignment: Emotionally Handicapped, Grades 3-5; Imprevert, Linda, #272146, Exceptional Student Education, Assignment: Fourth Grade; Ings, Robert, #144192, Elementary Education, ESOL, Assignment: Fourth Grade; Jabali, Warren, #137534, Physical Education (K-12), Assignment: Physical Education Grades 1-5; Jeanpierre, Jeanmarie, #275465, Elementary Education, Assignment: Fourth Grade; Jones, Gritzella, #193635, Elementary Education, Assignment: First Grade; Leahing, Catherine, #220586, Elementary Education, Emotionally Handicapped (K-12), ESOL, Reading (K-12), Assignment: Reading Coach Grades K-3; Melville, Hyacinth, #199878, Exceptional Student Education, Third Grade; Najm, Tami, #267920, Music (K-12), Assignment: Music Grades 1-5; Olazabal, Reva, #126612, Elementary Education, Fourth Grade; Partridge, Anseing, #273301, Exceptional Student Education, Assignment: Fourth Grade Inclusion; Perez, Maria, #277641, Exceptional Student Education, Assignment: Fifth Grade Inclusion; Ramon, Rodlando, #185754, Elementary Education, Assignment: Third 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; Schiller, Ellen, #102243, Early Childhood, Elementary Education, ESOL, Hearing Impaired, Assignment: Pre-Kindergarten; Wilson, Tamika, #235276, Elementary Education, Assignment: Fifth Grade; Thomas, Tammy, #216299, Elementary Education, ESOL, Educational Leadership, Assignment: Third Grade; Wright, Shantell, #218455, Emotionally Handicapped, Assignment: Third Grade Inclusion; Zaretsky, Linda, #253436, Exceptional Student Education, Assignment: Third Grade.

• 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, an 18 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 an "A".

Dr. Collins is in her third 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 seven 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 second 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 School offers after school tutorials for third, fourth and fifth grade students. Saturday school is an intensive care tutorial program that offers remediation and support in the academic areas of reading and math. Students in these programs receive intensive instruction in a variety of formats through the utilization of FCAT Explorer and Riverdeep. North County Elementary Community School also offers an Academic Excellence Program that provides enrichment activities for students performing at or above grade level. A before school ("The Breakfast Club") and after school tutorial program 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.

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

The School Improvement Model utilized at the 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. The CIM 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 skills. By gathering available data based on previous state tests and in-house tests, the staff is more equipped to understand the needs of the students. These needs can then be 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 can then be modified.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 2005 Florida Comprehensive Assessment Test (FCAT)-Reading indicate that fifty-nine percent of the students scored at or above grade level in reading. Adequate Yearly Progress scores show sixty-four percent of the students made a year's worth of progress on the 2005 FCAT-Reading. Although sixty-three percent of struggling students made a year's worth of progress, only twenty-eight 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 type="checkbox"/>	<input type="checkbox"/>	<input 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 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-eight percent scoring at a level 3 or higher on the 2006 administration of the Florida Comprehensive Assessment Test (FCAT)-Reading.

Given instruction based on the Sunshine State Standards, students identified in the Students with Disabilities subgroup in grades three through five will improve their reading skills as evidenced by forty-four percent scoring at a Level 3 or higher on the 2006 administration of the FCAT-Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Houghton Mifflin - Core Program. This strategy will be used with Students with Disabilities.	Administrators Reading Coach Classroom teacher	8/8/05	5/23/06
Analyze data to drive instruction. This strategy will be used with Students with Disabilities.	Administrators Reading Coach Technology Facilitator Classroom teacher	8/8/05	5/23/06
Implement departmentalization in Reading. This strategy will be used with Students with Disabilities.	Administrators Classroom teacher	8/8/05	5/23/06
Implement Immediate Intensive Intervention. This strategy will be used with Students with Disabilities.	Administrators Reading Coach Classroom teacher	8/8/05	5/23/06
Implement differentiated Instruction - Guided Reading. This strategy will be used with Students with Disabilities.	Administrators Reading Coach Classroom teacher	8/8/05	5/23/06
Create and implement before and after school tutorials. Level 1 and 2 students will be targeted in all subgroups. After school tutoring will take place 3 times a week. Student performance will be evaluated through pre/mid/post tests.	Administrators Reading Coach Parent Resource Coordinator	11/1/05	5/23/06
Continue utilizing Continuous Improvement Model (CIM). This strategy will be used with Students with Disabilities.	Administrators Classroom teacher	8/8/05	5/23/06

Research-Based Programs

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

Professional Development

- * Guided Reading
- * Differentiated Instruction
- * Data Analysis
- * Comprehensive Core Reading Program
- * Creating Independence through Student-owned Strategies (CRISS)

Evaluation

Quarterly DIBELS testing and Quarterly Benchmark testing will be used as a guide to monitor progress toward the objective. This objective will be evaluated by scores of the 2006 FCAT-Reading.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 2005 FCAT in Mathematics indicate that thirty-nine percent of students scored at or above grade level in mathematics. Adequate Yearly Progress scores show fifty-seven percent of students made a year's worth of progress on the 2005 FCAT-Mathematics. Forty-one percent of students have not demonstrated acceptable levels of learning gains and sixty-one percent are not on 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 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 percent scoring at a Level 3 or higher on the 2006 administration of FCAT-Mathematics.

Given instruction based on the Sunshine State Standards, students identified in the African American subgroup in grades three through five will improve their mathematics skills as evidenced by fifty percent scoring at a Level 3 or higher on the 2006 administration of FCAT-Mathematics.

Given instruction based on the Sunshine State Standards, students identified in the Economically Disadvantaged subgroup in grades three through five will improve their mathematics skills as evidenced by fifty percent scoring at a Level 3 or higher on the 2006 administration of FCAT-Mathematics.

Given instruction based on the Sunshine State Standards, students identified in the Students with Disabilities subgroup in grades three through five will improve their mathematics skills as evidenced by fifty percent scoring at a Level 3 or higher on the 2006 administration of FCAT-Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Integrate mathematics across curriculum. This strategy to be used with African American, Economically Disadvantaged and Students with Disabilities.	Administrators Classroom teacher	8/8/05	5/23/06
Implement departmentalization in Mathematics. This strategy will be used with African American, Economically Disadvantaged and Students with Disabilities.	Administrators Classroom teacher	8/8/05	5/23/06
Incorporate problem solving experiences linked to real world. This strategy will be used with African American, Economically Disadvantaged and Students with Disabilities.	Administrators Classroom teacher	8/8/05	5/23/06
Create computer tutorial sessions. This strategy will be used with African American, Economically Disadvantaged and Students with Disabilities.	Administrators Technology Facilitator Classroom teacher	8/8/05	5/23/06
Continue utilizing Continuous Improvement Model (CIM). This strategy will be used with African American, Economically Disadvantaged and Students with Disabilities.	Administrators Classroom teacher	8/8/05	5/23/06
Create and implement before and after school	Administrators	11/1/05	5/23/06

<p>tutorials. Level 1 and 2 students will be targeted in all subgroups. After school tutoring will take place 3 times a week. Student performance will be evaluated through pre/mid/post tests.</p>	<p>Classroom teacher Special area teachers</p>	
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Research-Based Programs

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

Professional Development

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

Evaluation

This objective will be evaluated through chapter and interim tests. Testing will be continuously administered by the classroom teachers as a skill is taught to student mastery. Achievement of the objective will be attained when students demonstrate increased mathematics competency, as evidenced by the students reaching the state required mastery level as documented by the scores on the 2006 administration of FCAT-Mathematics.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

The goal of North County Elementary Community School is to enhance the learning environment so that each student becomes highly proficient in the writing process.

Needs Assessment

Results of the 2005 FCAT-Writing indicate eighty-nine percent of students scored a 3.5 or higher.

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 achieve high standards on the 2006 Administration of the FCAT-Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to implement score-point specific writing instruction.	Administrators Writing Facilitator Classroom teacher	8/8/05	5/23/06
Continue to monitor data to drive instruction and monitor progress.	Administrators Writing Facilitator Classroom teacher	8/8/05	5/23/06
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 Facilitator Classroom teachers	8/5/05	5/23/06
Continue to instruct students in small and total group sessions based on pre and mid test results.	Administrators Classroom teacher	8/8/05	5/23/06
Implement Houghton Mifflin Writing Component.	Administrators Writing Facilitator Classroom teacher	8/8/05	5/23/06

Research-Based Programs

- * Comprehensive Research Reading Plan
- * Houghton Mifflin

Professional Development

- * Holistic Scoring of Demand Writing
- * Score-Point Specific Instruction
- * Individual Conferencing

Evaluation

Monthly demand writing results will be used to monitor progress. Students will demonstrate increased writing skills, as evidenced by the students reaching the state required mastery level of 3.5 or above, as documented on the 2006 administration of the FCAT- Writing.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<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 2005 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, the number of fifth grade students scoring above 249 on the 2006 administration of the FCAT-Science will improve by ten percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Train new staff on use of inquiry based programs.	Administrators Science Facilitator Classroom teacher	8/8/05	5/23/06
Monitor low achieving students closely through assessments.	Administrators Classroom teacher	8/8/05	5/23/06
Develop inquiry based learning communities.	Administrators Classroom teacher	8/8/05	5/23/06
Implement Differentiated Instruction.	Administrators Classroom teacher	8/8/05	5/23/06
Develop and utilize Instructional Calendar.	Administrators Science Facilitator Classroom teacher	8/8/05	5/23/06
Incorporate reading across the curriculum and disciplines.	Administrators Classroom teacher	8/8/05	5/23/06

Research-Based Programs

- * McGraw Hill Science Program

Professional Development

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

Evaluation

This objective will be evaluated through hands-on activities that allow for open-ended responses, critical thinking components, and formal assessments that demonstrate mastery of benchmark skills. Achievement of the skills will be attained when students increase science competency as evidenced by the students raising the score attained last year by fifteen percentage points.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 2005-2006 school year will increase by five percent as compared to attendance during the 2004-2005 school year as evidenced by sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct grade level assemblies.	Administrators Counselor	8/8/05	5/23/06
Institute family fun activities such as Arts & Craft Family Night and Caregivers Day.	Administrators Community Involvement Specialist Parent Resource Coordinator/Faculty	10/17/05	5/23/06
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	8/8/05	5/23/06
Implement Parent Contracts to encourage parental support.	Administrators Parent Involvement Committee	8/8/05	5/23/06
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	8/8/05	5/23/06

Research-Based Programs

* Parent Teacher Association

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 2004-2005 school year to 2005-2006 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

Data pertaining to last year's Student Case Management referrals for outdoor suspensions will be compared with current information. Improvement can be assessed by a decrease in the number of Student Case Management referrals for outdoor suspensions.

Measurable Objective

Given the North County Elementary Community School Discipline Plan, there will be a five percent decrease in Student Case Management referrals for outdoor suspensions.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Display positive behavior posters throughout the school campus.	Administrators Discipline Committee	8/5/06	5/23/06
Strategically place Safety Patrol throughout the school campus to deter inappropriate behavior.	Administrators Safety Patrol Sponsor Administration	8/8/05	05/23/06
Continue with Conflict Resolution and peer remediation with students in grades Kindergarten - Five.	Administrators Counselor	8/8/05	5/23/06
Implement school wide Discipline Plan.	Administrators Discipline Committee Classroom teacher	8/8/05	5/23/06
Continue to use Parent Contracts in an effort to elicit parental support.	Administrators Classroom teacher	8/8/05	5/23/06
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	8/8/05	5/23/06
Provide effective classroom management workshops to teachers.	Administrators Discipline Committee	8/8/05	5/23/06

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 last school year's outdoor suspensions will be compared to current information for each grading period. Evaluation will be assessed by a five percent decrease in the number of Student Case Management referrals for outdoor suspensions in 2005-2006 when compared to 2004-2005.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<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 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 needs assessment the faculty and staff indicate that twenty percent of the teachers use computer generated programs, thirty percent of the staff use the district-wide website, and zero percent use data based programs to support their curriculum.

Measurable Objective

Given information provided from a needs assessment, fifty percent of the faculty and staff will use computer based research programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide faculty, staff, and students training in the New Riverdeep program for grades K-5 and FCAT Explorer for grades 3-5.	Administrators Technology Facilitator Classroom teacher	8/8/05	5/23/06
Instruct teachers in the use of Snapshot and PMRN.	Administrators Technology Facilitator	8/8/05	5/23/06
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	8/8/05	5/23/06
Utilize Accelerated Reader to continuously monitor comprehension of books read at independent/instructional level.	Administrators Media Specialist Classroom teacher	8/8/05	5/23/06
Infuse technology with the visual arts program in a practical and educationally sound manner.	Administrators Art teacher	8/8/05	5/23/06

Research-Based Programs

- * Riverdeep
- * FCAT Explorer
- * Progress Monitoring & Reporting Network (PMRN)
- * Snapshot (Tools for Improving Performance of Students)

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

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.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 2004-2005 FitnessGram Program indicate that thirty-five percent of the tested fourth and fifth grade students passed the FitnessGram assessment.

Measurable Objective

Given the 2005-2006 FitnessGram Program, the North County Elementary Community School fourth and fifth grade students participation will increase by five percent as compared to the 2004-2005 FitnessGram Program results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Instill in students a level of personal fitness.	Administrators Physical Education teachers	8/8/05	5/23/06
Provide students with opportunities to develop wholesome self-concepts.	Administrators Physical Education teacher Classroom teacher	8/8/05	5/23/06
Provide a varied activity program that will stimulate an interest and desire to participate in lifelong physical activity.	Administrators Physical Education teacher Classroom teacher	8/8/05	5/23/06
Provide students the opportunity to apply rules, skills, and strategies to activities.	Administrators Physical Education teacher Classroom teacher	8/8/05	5/23/06
Monitoring of the physical education program by school administrators, will ensure that activities are specifically related to assessment component items.	Administrators	8/8/05	5/23/06
Provide students educational opportunities to participate in physically active programs.	Administrators Physical Education teachers	8/8/05	5/23/06

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 2005-2006 when compared to 2004-2005.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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). Many of our students ride buses and/or live in homeless shelters thus making participating in the after school Chess program 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) will increase by ten percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create groups of students to participate in Chess club.	Administrators Academic Excellence Program teacher	9/18/05	5/19/06
Develop critical thinking , problem solving, and creativity.	Administrators Academic Excellence Program teacher	9/18/05	5/19/06
Disaggregate data to identify high performing students.	Administrators Academic Excellence Program teacher	9/18/05	5/19/06
Create learning communities which allows students to focus on important factors and eliminate distractions.	Administrators Academic Excellence Program teacher Classroom teacher	9/18/05	5/19/06
Integrate enrichment activities throughout the curriculum.	Administrators Academic Excellence Program teacher Classroom teacher	9/18/05	5/19/06

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 in 2005-2005 when compared to 2004-2005.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

North County Elementary Community School will rank at or above the thirtieth 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 2003, North County Elementary Community School ranked at the twenty-seventh percentile on the State of Florida ROI index.

Measurable Objective

North County Elementary School Community will improve its ranking on the State of Florida ROI index publication from the twenty-seventh percentile in 2003 to the thirtieth percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal	8/8/05	5/23/06
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/05	6/23/05
Review reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/8/05	5/23/06
Review shared use of facilities, partnering with community agencies.	Principal	8/8/05	5/23/06

Research-Based Programs

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

Professional Development

- * Professional development
- * EESAC procedures
- * Improving staff relations
- * Improving student achievement: curriculum connections, technology and instruction, prescriptive teaching, CRISIS Management, Inclusion, PMRN, Snapshot, FCAT Explorer, Riverdeep.

Evaluation

On the next State of Florida ROI index publication, North County Elementary Community School will show progress toward reaching the thirtieth 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 2004-2005 Educational School Advisory Council (EESAC) expenditures consisted of the following: \$2,701 to upgrade the sound system in the cafeteria; \$ 2,500 to the Media Center for additional Accelerated Reader books and tests, equipment, etc.; and \$1,000 to reward students for high achievement. The 2005-2006 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.

Training:

The 2004-2005 EESAC was instrumental in providing training for teachers in the areas of improving mathematic skills, Data Analysis, and the Continuous Improvement Model. The 2005-2006 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 2004-2005 EESAC purchased Accelerated Reader books and test for the Media Center. The 2005-2006 EESAC will consider the purchase of additional books for independent reading at all grade levels and matching funds to support the media center. The EESAC will also consider expending funds to support the before school, in-house and Saturday Academy tutorial programs.

Technology:

The 2004-2005 EESAC supported the "Early Bird" technology program. The 2005-2006 EESAC will consider supporting the "Early Bird" technology program for the 2005-2006 school year.

Staffing:

The 2004-2005 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 2005-2006 EESAC will consider hiring additional teachers, part-time hourly teachers, and FCAT tutors to improve student performance.

Student Support Services:

The 2004-2005 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 2005-2006 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 2004-2005 EESAC supported student achievement by rewarding students with fieldtrips, awards, and incentives and by providing for professional development of staff. The 2005-2006 will consider providing incentives for increasing student achievement on the FCAT Reading, Mathematics, Science and Florida Writes! tests.

Benchmarking:

The 2004-2005 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 2005-2006 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 2004-2005 EESAC supported various programs, including, Youth Crime Watch, Safety Patrol, Do The Right Thing, Miami Dolphins ad Pro Player Stadium Student of the Week. The 2005-2006 EESAC will consider the implementation of programs such as Youth Crime Watch, Safety Patrol, Do The Right Thing, Miami Dolphins and Dolphin Stadium Student of the Week, and a school-wide behavior plan.

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