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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 3941 - North Miami Elementary School

*FeederPattern:* North Miami Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Marie Bazile

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *North Miami Elementary School*

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North Miami Elementary is committed to the highest standards of education, promoting a positive school atmosphere, community involvement and maintaining the belief that “every child can and will learn” in our multi-cultural society. This multi-ethnic, tri-lingual school presently offers a rigorous academic program as well as numerous extra curricular activities to 1047 students in Pre-K through fifth grade. The research-based reading, writing and mathematics program will be implemented and supplemental materials and literacy intervention will be provided across all grade levels. A strong emphasis will be placed on continuous assessment which monitors student achievement through school generated bi-monthly assessments. After analyzing and evaluating pertinent data, the school, in conjunction with the Educational Excellence School Advisory Council (EESAC) has identified and will implement the stated objectives for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 64 percent of the students scoring level 3 and above on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 60 percent of the students scoring level 4 or above on the 2006 administration of the FCAT writing+ test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scaled score of 286 as documented by the 2006 FCAT Science Test.

Given the need to establish a stronger home-to-school connection, 50 percent of the Pre-K through 5th grade classrooms will implement a “Classroom Companion Program”.

Given a schoolwide focus on student discipline and safety, the number of referrals written will decrease by 10 percent from 865 referrals to 779 referrals when comparing the 2004-2005 to the 2005-2006 M-DCPS Student Case Management System Executive Summary.

Given professional development in the implementation of the District instituted electronic grade book, 100 percent of the instructional staff at North Miami Elementary will be in compliance by the end of the school year.

Given instruction based on the Sunshine State Standards, students in grades four and five will improve in their physical fitness as evidenced by increasing the percent of students receiving awards from 69 percent to 72 percent on the 2005-2006 FITNESSGRAM.

Given emphasis on the benefits of learning to play a musical instrument, students will increase their musical appreciation through the participation in a string ensemble as evidenced by their performance in a culminating concert.

North Miami Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 16th percentile in 2003 to the 21st percentile on the next publication of the index.

North Miami Elementary School recognizes that a commitment to excellence and quality instruction is the foundation that fosters academic excellence for all students. The administrative team in conjunction with the school site leadership team and the instructional staff will effectively monitor instruction and consistently analyze data to assess the academic progress of the students. Professional development opportunities will be provided through the Miami-Dade County Public Schools District and local universities, that are based on current and effective research that target students' academic needs. In addition to the District and local training, school-base learning community activities will be delivered by teams of teachers and specialists to ensure effective delivery of instructional programs and the implementation of technology in the classroom. North Miami Elementary's administrative team firmly believes that satisfied teachers will produce a more educated, well-rounded student who enjoys and thrives on learning. In order to promote this feeling, the administration maintains an open door policy and involves its teachers in educational decisions. Based on the results of the Organizational Performance Snapshot survey tool, the two areas that North Miami Elementary identified as opportunities for improvement were Strategic Planning and Human Resource Focus. When the staff was asked, "As it plans for the future, my organization asked for my ideas (question 2a), only 56 percent responded with agree or strongly agree. The average score was a 3.6 on a scale of 5.0. Along the same lines, when staff members were asked their feelings about "being recognized for their work", only 52 percent responded with agree or strongly agree (question 5d). The average score was a 3.6 on a 5.0 scale. In order to improve the staff's perception in these two areas, the school will provide more opportunities for staff to share their ideas with the administrative team, leadership team and grade group teams. Furthermore, to address question 5d, the administrative team will highlight teachers' achievements in the weekly bulletin and at faculty meetings.

# 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 Miami Elementary School

### VISION

North Miami Elementary is committed to the highest standards of education, promoting a positive school environment, community involvement and maintaining the belief that “every child can and will learn” in a multicultural society, through the use of technology, appropriate strategies, and parental/community involvement.

### MISSION

The Mission of North Miami Elementary School is to improve academic skills, develop social maturity, physical potential and promote emotional growth of our Pre-K through fifth grade students. The staff, parents, and community accept the responsibility to provide a safe environment which will help our students develop the skills necessary to become resourceful and productive citizens in our ever-changing world.

### CORE VALUES

We recognize that our values are inherent to our basic philosophy of education. These core values are:

- \*All children can and will learn, and are responsible for what they learn.
- \*Learning is a life-long process and students are offered the opportunity to become life-long learners and achievers.
- \*All children wish to be successful in a school setting.
- \*Establishing high expectations of students will ultimately promote high levels of achievement throughout the educational program.

## *School Demographics*

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North Miami Elementary, a Title I funded school, was built in 1954 on 10 acres of land located at 655 NE 145th street in North Miami, Florida. During the year 1992 the school underwent construction to accommodate the community's growth. Currently, the school has 24 relocatable classrooms to relieve overcrowding in grades Pre-K through five. The school has a cafeteria and a media center which facilitates learning for approximately 1047 students daily. Single-family homes, a mobile community, and apartment complexes surround North Miami Elementary. North Miami Elementary School employs 122 staff members of which 98 are full-time and 24 are part-time employees. The school is under the direction of three administrators consisting of one principal and two assistant principals. There are 47 classroom teachers, 25 special area teachers, two guidance counselors, a media specialist, 9 paraprofessionals, 3 support personnel, 8 clerical secretaries, 7 custodians, 4 security monitors, 1 microsystems technician and 12 cafeteria employees.

One point five percent of the instructional staff have Doctoral degrees, 7.7 percent have Specialist degrees, and 29.2 percent have Master's degrees. The ethnic make-up of the staff is 34 percent White non-Hispanic, 51 percent Black non-Hispanic and 13 percent Hispanic. Ninety-six percent of our student population is classified as economically disadvantaged. The ethnic/racial make-up of the student population is 91 percent Black, non-Hispanic (over 95 percent of our Black population is of Haitian descent), 6 percent Hispanic, 1 percent White, and 2 percent other. The average class size is approximately 23 students. The school provides an eclectic educational approach to guarantee quality education for its students. In facilitating this approach the 51-year-old building has been rewired and networked to provide Internet access to 100% of the classrooms and office area. North Miami Elementary serves 1047 students from the surrounding community, 65 of those students are enrolled in the Universal Pre-K Program, 40% of the student population participates in the standard curriculum program, 54.4% of the students participate in the LEP program, 6% participate in the ESE program, and 4% participate in the gifted program.

The school staff is instrumental in identifying those children and families needing both direct assistance and referrals to appropriate social agencies. Our on-site school clinic has a nurse and social worker, provided by the Florida Department of Health, who are available daily to offer assessment and referrals on an as needed basis. Classroom presentations on health related topics are provided through the school year. The University of Miami Pediatric Mobile Clinic affords the community additional medical attention on scheduled monthly visits. Psych Solutions and Children's Psychiatric Services provide mental health assistance to at-risk students and their families. The Bruce Heiken Fund provides eye screening and glasses to needy students. All of these services, although they are not academic in nature, have a strong impact on the students' learning process at North Miami Elementary.

# *School Foundation*

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## ***Leadership:***

North Miami Elementary enjoys a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making group, the Educational Excellence School Advisory Council. Leaders in the school provide technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. The on-going communication between the school leadership team and the stakeholders enables us to monitor and assess the core curriculum programs, student achievement and to provide innovative educational programs that are tailored to students' needs. The administrative team, comprised of the principal and two assistant principals, meets daily to foster continuity within the educational program. The staff is kept abreast of current issues within the school through the use of electronic mail and the publication of a weekly bulletin. The literacy leadership team meets at least once a week to disseminate data, review current trends, and provide on-going professional growth opportunities to the teachers.

A review of the Organizational Performance Improvement Snapshot Self-assessment Survey Tool yielded an average score of 4.0 and indicated that 54 percent of the participants agreed or strongly agreed with the organization and leadership process at the school.

## ***District Strategic Planning Alignment:***

North Miami Elementary in collaboration with the school's Educational Excellence School Advisory Council and community stakeholders meets regularly to develop and review the School Improvement Plan. The school's goals and objectives are formulated and implemented by the various stakeholders. A review of the Organizational Performance Improvement Snapshot Self-assessment Survey Tool yielded an average score of 3.8 and indicated that 47 percent of the participants agreed or strongly agreed with the organization and leadership of the strategic planning process at the school.

## ***Stakeholder Engagement:***

North Miami Elementary diligently strives to link with the community in a multitude of ways. At the beginning of the school year, North Miami Elementary hosted an annual Open House with a parent Resource Fair. In addition, the school sponsors many parent inservices, utilizing the Miami-Dade County Public School's Bilingual Department and the Title 1 Parent Outreach Program. The school's Community Involvement Specialist monitors the Parent Outreach Center and provides monthly "Second Cup of Coffee" chats and informative workshops. The PTA contributes by sponsoring Book Fairs, Science Night and Bear Night. We strengthen community ties by inviting parents, government officials and business people to our annual Career and Truck Day. Articles are routinely submitted to the Miami Herald School Scene to showcase various programs and events occurring at the school. A review of the Organizational Performance Improvement Snapshot Self-assessment Survey Tool yielded an average score of 4.1 and indicated that 39 percent of the participants agreed or strongly agreed with the organization and utilization of the Stakeholder Engagement.

## ***Faculty & Staff:***

North Miami Elementary School employs 122 staff members of which 98 are full-time and 24 are part-time employees. The school is under the direction of three administrators consisting of one principal and two assistant principals. There are 47 classroom teachers, 25 special area teachers, two guidance counselors, a media specialist, 9

paraprofessionals, 3 support personnel, 8 clerical secretaries, 7 custodians, 4 security monitors, 1 microsystems technician and 12 cafeteria employees. One point five percent of the instructional staff have Doctoral degrees, 7.7 percent have Specialist degrees, and 29.2 percent have Master's degrees.

North Miami Elementary continues to have numerous dedicated faculty members with more than 10 years of experience teaching at the school but is faced with the challenge of recruiting, training, and supporting over 18 new teachers this school year. The school continues to be faced with an additional challenge of yearly administrative changes. Although changes within the administrative team brings energetic and resourceful initiatives it doesn't foster continuity within the educational community.

A review of the Organizational Performance Improvement Snapshot Self-assessment Survey Tool yielded an average score of 3.9 and indicated that 43 percent of the participants agreed or strongly agreed with the organization and utilization of the human resources.

### ***Data/Information/Knowledge Management:***

North Miami Elementary utilizes numerous technology based programs to provide on-going measurement and analysis of student performance. The assessment software, FCAT Test Prep is used to develop bi-monthly assessments for students in grades three through five specifically to the benchmarks being taught through the reading and mathematics basal series. EduSoft is used to analyze and disaggregate scores from the assessments so that teachers can readily modify, reteach or enhance their instructional program. Writing Simulations are given to students in grades three through five which enable teachers to assess student performance and to modify their teaching strategies to meet students' needs. A review of the Organizational Performance Improvement Snapshot Self-assessment Survey Tool yielded an average score of 4.3 and indicated that 53 percent of the participants agreed or strongly agreed with the organization and utilization of the Data/Information/Knowledge Management.

### ***Education Design:***

The educational services provided are based on the Sunshine State Standards, the Competency-Based Curriculum and HighScope Curriculum to students in grades Pre-K through five. Instruction is provided in a traditional classroom setting and is enhanced through computer-based activities in all grades which includes: Accelerated Reader, Read 180, FCAT Explorer, Learning Today and Leap Track. In addition, the Comprehensive Research-Based Reading Plan is implemented in the 120 minute continuous reading block with additional intensive instruction provided to Tier 2 and Tier 3 students.

Presently, each classroom is equipped with at least three computers and a printer. Additionally, the school has three computer labs to support students in the learning process and test preparation. Technology has enhanced record keeping and minimized the time dedicated for routine tasks, which has maximized the time dedicated to working with students.

Currently, our Special Education population is being served using a multifaceted approach. Sixty-six percent of the Special Education population in second through fifth grade are able to participate with the regular education students for more than 75 percent of the school day have been placed in a coteaching inclusion model. Kindergarten through fifth grade students in need of a pull out resource placement will continue to receive services from our highly qualified Special Education teachers.

### ***Performance Results:***

A review of the Organizational Performance Improvement Snapshot Self-assessment Survey Tool yielded an average score of 3.8 and indicated that 62 percent of the participants agreed or strongly agreed with the statements related to performance. Within this category, four out of nine statements fell below the score of 4.0. The school needs to find

ways on how to keep the staff informed of financial decisions, and how to remove things that get in the way of progress at the school.



# *Additional Requirements*

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

North Miami Elementary diligently strives to attract and retain high-quality, highly qualified teachers. North Miami Elementary participated in the Miami-Dade County Public Schools Teacher Fair during the Spring of 2005. Teachers participate in a year long mentoring program upon their arrival at North Miami Elementary whereby they receive support and inservices on PACES, Classroom Management, Comprehensive Research-Based Reading Program and the Continuous Improvement Model.

## **• Highly Qualified, Certified Administrators:**

Marie A. Bazile 178918 Interim Principal

Ms. Bazile was appointed as Interim Principal at North Miami Elementary School since the beginning of the 2005-2006 school year. Prior to her assignment at North Miami Elementary she served as assistant principal at Frederick Douglass Elementary, Kelsey Pharr Elementary, Shadowlawn Elementary, Edison Park Elementary, and Madison Middle. Ms. Bazile also worked as Guidance Counselor and a classroom teacher for 6 years before becoming an assistant principal. Ms. Bazile is expected to receive her Ed. D. in Educational Leadership at Barry University, Miami, Florida, in June 2006. She received her Masters of Science in Educational Leadership at Nova University, Miami, Florida, a Superior Diploma of French Affairs at the University of Sorbonne, Paris, France, a Bachelor of Arts in French Education University of Illinois, Chicago, Illinois and an Associate in Liberal Arts at Loop College, Chicago, Illinois. During her years as assistant principal for the last ten years, Ms. Bazile worked in low performing schools as the curriculum administrator. She impacted student achievement by focusing in curriculum and instruction. Ms. Bazile helped develop numerous innovative programs addressing students' needs through departmentalization, inclusion, in-school tutoring and revamped the School Support Team (SST) program. She assisted with the state's A plus plan compliance. She facilitated staff development to ensure high quality of professionals. Ms. Bazile performed her duties as both administrator and teachers. Ms. Bazile demonstrated success in improving students' achievement. She tutored students at Kelsey Pharr Elementary. Due to her efforts, these students moved from a level 1 to a level 2 or higher on the Florida Comprehensive Assessment Test. At Frederick Douglass Elementary School, Ms. Bazile worked with the community as a visionary and hard working individual. Ms. Bazile held the position of Vice Chair of the Association of Haitian Educators of Dade for many years. Ms. Bazile was awarded a proclamation of recognition from the city of Miami Mayor Alex Penelas due to her continuous efforts in the community. She promoted parent involvement as school partners. She worked strategically to meet the demands for the continuous educational improvement. Last year, Ms. Bazile was one of 13 individuals selected to participate in the Superintendent Urban Principal Initiative (SUPI) program that was designed to prepare administrators become highly effective principals in urban schools.

Debra L. Dubin 141738, Assistant Principal

Ms. Dubin has been an educator for over 23 years with the Miami-Dade County Public School system. Ms. Dubin received her Master of Science degree from Florida State University. She is certified in Varying Exceptionality, Learning Disabilities, Emotionally Handicapped, English as a Second Language and Educational Leadership. Prior to becoming an assistant principal, Ms. Dubin was an Exceptional Education Teacher working with students identified as being emotionally handicapped and a Behavior Management Teacher monitoring and overseeing an emotionally handicapped cluster unit. Upon becoming an assistant principal ten years ago at Parkview Elementary, she facilitated numerous programs which directly impacted student achievement. Under her tenure, Parkview Elementary improved their school grade from a "D" to a "B" according to the Florida A+ Plan. Ms. Dubin implemented many innovative programs such as a school-wide Mathematics Fair, Get Caught Reading Program, after school mentoring program, Buddy Reading program and established a wireless lab using multimedia technology. While at Parkview Elementary, Ms. Dubin was awarded the distinguished honor of being named Miami Dade County Public Schools' Assistant Principal of the Year for the 2001-2002 school year. Ms. Dubin served as the assistant principal at Fienberg-Fisher from

January 2003 to August 2003, when she was transferred to her current placement at North Miami Elementary. During the past two years at North Miami Elementary, one of Ms. Dubin's primary responsibilities included all aspects of the curriculum including working with the School Improvement Plan, Grade level chairpersons, Professional Development and the Competency-based Curriculum. While at North Miami Elementary, Ms. Dubin has implemented numerous programs which have directly impacted student achievement. She has been responsible for all aspects of the intensive tutoring programs operating within the school. Her tenacity has helped the school improve their reading scores from 44% of the students in grades 3 through 5 meeting high standards to 59% and 39% of the students in grades 3 through 5 meeting high standards in mathematics to 45%. Mrs. Dubin's participation in extensive professional development including attending Harvard's Principal Institute and the successful completion of the Executive Training Program (ETP) qualifies her eligible to become a principal.

Lorraine Real, # 171662, Assistant Principal

Mrs. Real is currently one of two Assistant Principals at North Miami Elementary School. Mrs. Real was an elementary school teacher for 16 years before becoming an assistant principal at Greynolds Park Elementary. She was there for a year and a half before being assigned to North Miami Elementary. Mrs. Real holds a Bachelor's Degree in Elementary Education from Florida International University, a Master's Degree in Elementary Education from Florida International University and a Specialist Degree in Educational Leadership and Administration from Nova University. Mrs. Real is also certified in Gifted Education and ESOL. Mrs. Real was the reading leader and EESAC chairperson for several years. She has dedicated much of her time in moving up the lowest 25% of students at her school sites. While at Greynolds Park Elementary, she trained paraprofessionals in utilizing the ICU program enabling them to tutor students effectively and efficiently. She implemented a peer-buddy program so that teachers could have someone close by to get answers from quickly. Since Mrs. Real's background is in reading and writing, she helped change the way the teachers taught writing at her last school site. The mean writing score improved from a 3.6 in 2004 to a 3.8 in 2005. Mrs. Real was also instrumental in raising reading and mathematics scores while at Greynolds Park Elementary. She strategically changed the master schedule to block scheduling, thus enabling teachers to plan and work as cohesive teams. Greynolds Park Elementary test scores improved under the leadership of Mrs. Real. 78% of students were reading at or above grade level, 77% of students were at or above grade level in mathematics and 87% of students are meeting state standards. Because of these fabulous scores, Mrs. Real's school made AYP two years in a row. She also feels strongly in character education and implemented the Shark of the Month program promoting outstanding students each month. She also spends her time as a soccer coach for her community and dedicates many hours to community service tutoring disadvantaged children.

### **• Teacher Mentoring:**

North Miami Elementary follows a comprehensive mentoring program that allows for beginning teachers to become familiar with District and school-implemented programs and policies. The Professional Assessment and Comprehensive Evaluation System (PACES) provides the fundamental outlay for all beginning teachers. New teachers are scheduled to participate in a series of District meetings, which familiarizes them with some of the innovative strategies used among colleagues. Professional Growth Team (PGT) members are assigned to all annual contract teachers to assist them through their first few years. Beginning teachers are asked to keep a log of daily activities and challenges that they will discuss during mentoring meetings. Additionally, best practices videos are reviewed and discussed within professional circles. Scheduling accommodations are provided to all mentors and beginning teachers. During this time, an opportunity is afforded to all beginning teachers to discuss best teaching practices, effective lesson planning, and rendering support that focuses on successful completion of teaching requirements.

Collaborative planning times in each grade level ensure that new teachers are familiar with the lesson plans and materials used in their instructional program. District and school-sponsored in services are posted within the faculty lounge and on the school e-mail system to provide beginning teachers with current available professional development activities.

### **• School Advisory Council:**

The Educational Excellence Advisory Council (EESAC) at North Miami Elementary is made up of a collaborative structured leadership team composed of parents, staff, and community members who support the school's vision and mission. The purpose of EESAC is to work towards improving student achievement. This is accomplished by continuous collaboration with site administrators and members of the council on a monthly basis. Additionally, the EESAC prepares and evaluates the School Improvement Plan as required by Section 229.591, F.S., Comprehensive Revision of Florida's System of School Improvement and Education Accountability. The EESAC schedules meetings, notifies participants, and creates agendas, as per State and District guidelines.

### **• Extended Learning Opportunities**

1. Provisions are made for after school and Saturday tutoring programs in reading.
2. Pull-out tutoring programs in reading and mathematics are offered during the school year to afford specialized instruction to specific groups of students preparing to take the FCAT.
3. Pull-out tutoring by part-time certified teachers is offered to students performing in the lowest 25th percentile.
4. A homogeneous class has been established for retained third grade students utilizing specialized instruction (READ 180) reducing the class/teacher ratio (maximum of 21 students in the class) and providing 6 computer stations in the classroom which maximizes the instruction time.
5. Academic Excellence Program provides students in grades two through five the opportunity to enhance their critical thinking skills by participating in a comprehensive "Chess" curriculum, drama and print journalism.
6. Teaching Enrichment Activities to Minority (TEAM) classes were established for grades 2 and 3 to strengthen students' higher order thinking strategies through cooperative, hands-on activities.
7. Additional time has been allocated for the students to receive intensive reading instruction within the classroom.

### **• School Wide Improvement Model**

The research-based school improvement model at North Miami Elementary is an 8-Step Continuous Improvement Model (CIM), a data-driven, results-oriented improvement model that was successfully implemented by the Brazosport Independent School District in Texas. The CIM involves an 8-step process that regularly assesses students for enrichment and remediation based on data-driven decisions. The components include: test score disaggregation, time line development, instructional focus, assessment, tutorials, enrichment, maintenance, and monitoring.

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

### ***GOAL 1 STATEMENT:***

All students will be able to read on or above grade level.

### ***Needs Assessment***

A review of the 2005 FCAT Reading Test indicated that 59 percent of students in grades 3 through 5 met high standard in reading as compared to 54 percent from the previous year, yielding an increase of 2 percentage points from the 2004 FCAT Reading Test. The test scores further revealed that 62 percent of the students in grades 3 through 5 demonstrated acceptable levels of learning gains in reading, yielding a 4 percentage point increase and 51 percent of the students in grades 3 through 5 scoring in the lowest 25% demonstrated acceptable learning gains in reading, a decrease of 2 percentage points from the 2005 test administration. A review of the content clusters indicated that the students scored higher on Comparison but declined in Main Idea and Reference and Research. Scores from the District-Authored Reading Post test indicated that 74 percent of the students in grade 2 did not score at an Instructional and/or Independent Reading level; 88 percent of the students in grade 3 did not score at an Instructional and/or Independent Reading level; 47 percent of the students in grade 4 did not score at an Instructional and/or Independent Reading level and 71 percent of the students in grade 5 did not score at an Instructional and/or Independent Reading level.

NCLB SUBGROUP TARGET

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

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 64 percent of the students scoring level 3 and above on the 2006 administration of the FCAT Reading Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Reading First grant and adhere to state guidelines for implementation in grades K through 3.	Principal Assistant Principal Reading First Coach	8/8/2005	5/24/2006
Disaggregate data from the 2004 FCAT Reading Test and monthly school authored assessments to identify strengths, opportunities for improvement, and to review student progress to tailor the instructional program.	Principal Assistant Principal Reading Coaches Classroom Teachers	8/8/2005	5/24/2006
Sponsor school-wide motivational programs that foster reading, i.e. Accelerated Reader, Get Caught Reading, the Sunshine State Young Reader's Award, Book It! and Bear Night.	Media Specialist Writing Specialist	8/8/2005	5/24/2006
Group students in homogenous homerooms based on their FCAT scores to facilitate tutoring programs and targeted instructional strategies.	Principal Assistant Principal	8/8/2005	5/24/2006
Use task cards, graphic organizers, and audio-visual aids to assist in molding students' understanding.	Reading Coaches Classroom Teachers	8/8/2005	5/24/2006
Implement and monitor the district Comprehensive Research-Based Reading Plan (CRRP) in a two-hour reading block for grades kindergarten-five, utilizing guided reading as an intervention.	Principal Reading Coaches Classroom Teachers	8/8/2005	5/24/2006
Identify students in the subgroups scoring at Achievement level 1 and level 2 on the FCAT Reading Test and implement during school, after-school and Saturday tutorial programs 4 times a week to address deficiencies of these students.	Principal Assistant Principal Reading Coaches Classroom Teachers	10/11/2005	4/24/2006

## **Research-Based Programs**

Houghton-Mifflin Reading Program

Voyager

Soar to Success

Read 180

LeapTrack Systems

## **Professional Development**

Kindergarten through fifth grade teachers have common planning time whereas they meet as a grade group at least two times per week which facilitates professional development. Reading Coaches provide direct classroom professional development in the form of demonstration lessons, classroom observations and daily documented walk throughs. School-site administration provides on-going professional development through the scheduling of quality inservices on assessment, best practices and classroom management. Region and District support personnel visit classrooms at least one time per week to share instructional techniques and offer professional development to new and veteran instructional staff. Teachers are encouraged to register for District provided professional development on an on-going basis.

## **Evaluation**

The evaluation component will include the 2006 FCAT as the final data of evaluation, but will also incorporate school authored bi-monthly benchmark assessments and the district assessment(s) as a progress monitoring tool.

## 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 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 type="checkbox"/>

### **GOAL 2 STATEMENT:**

All students will be able to function on or above grade level in mathematics.

### **Needs Assessment**

The 2004-2005 school accountability report indicated that 45 percent of the students tested met high standards in Mathematics, a decrease of 1 percentage point from the previous year. A review of the percent of students making learning gains demonstrated a significant increase from 58 percent to 62 percent, with a decrease in the number of students in grade three through five scoring FCAT Level 1.

Although the Mean Developmental Scale Score and Mean Scaled score both indicated an increase from 267 to 285 and 1149 to 1230 respectively, the students' scores only changed in one area of the Content Clusters whereby there was an increase in the scores for Measurement. A review of the five benchmarks tested indicated that grade 3 students scored the highest in measurement and lowest in number sense, grade 4 students scored highest in geometry and algebraic thinking and lowest in data analysis and grade 5 students scored highest in geometry and the lowest in number sense. A review of the Annual Report Card for North Miami Elementary indicated that the following subgroups did not meet the state's annual yearly progress in mathematics: African American, Economically Disadvantaged and Limited English Proficiency.

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



## Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring level 3 or higher on the 2006 administration of the FCAT mathematics test.

Given instruction using the Sunshine State Standards, Limited English Proficiency students in grades three through five will improve their mathematics skills as evidenced by 50 percent scoring level 3 or higher on the 2006 administration of the FCAT mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Family Math Make & Take Night for 5th grade students and parents.	Mathematics Leader Fifth Grade Classroom Teachers	8/8/2005	5/24/2006
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication, and technology.	Mathematics Leader Classroom Teachers	8/8/2005	5/24/2006
Infuse technology into the mathematics curriculum through the use of calculators, overhead projectors, multimedia computers, and appropriate mathematics software, i.e. Riverdeep, FCAT Explorer, Target Test Prep and Learning Today.	Assistant Principals Mathematics Leader Classroom Teachers	8/8/2005	5/24/2006
Implement the Sunshine State Standards and Comprehensive Mathematics Plan in daily lesson plans to strengthen mathematics applications and computation skills.	Principal Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Disaggregate data from the 2005 FCAT Mathematics Test and monthly school authored assessments to identify strengths, opportunities for improvement, and to review student progress to tailor the instructional program.	Principal Assistant Principal Mathematics Leader Classroom Teachers	8/8/2005	5/24/2006

## **Research-Based Programs**

Scott Foresman - Addison Wesley Mathematics Series

### **Professional Development**

Kindergarten through fifth grade teachers have common planning time whereas they meet as a grade group at least two times per week which facilitates professional development. The mathematics specialist provides direct classroom professional development in the form of demonstration lessons, classroom observations and daily documented walk throughs. School-site administration provides on-going professional development through scheduling quality inservices on assessment, best practices and classroom management. Region and District support personnel visit classrooms at least one time per week to share instructional strategies and offer professional development to new and veteran instructional staff. Teachers are encouraged to register for district provided professional development on an on-going basis.

### **Evaluation**

The evaluation component will include the 2006 FCAT as the final data of evaluation, but will also incorporate school authored bi-monthly benchmark assessments and the district assessment(s) as a progress monitoring tool.

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

### **GOAL 3 STATEMENT:**

All students will be able to communicate effectively through writing.

### **Needs Assessment**

A review of the 2005 FCAT Writing+ Assessment results indicated that the percent of students scoring 3.0 and above decreased from 98 percent to 90 percent, the percent of students scoring 4.0 and above maintained at 55 percent, and the writing mean score dropped from 3.8 to 3.6. The scores indicated that 10 percent of the students scored in the bottom quartile of the test whereas in the previous year, 2 percent of the students had scored within the range of 1.0 to 2.5. This is significant since the scores in this range will bring down the overall average of the school. A careful review of the two types of writing required for the FCAT Writing+ Assessment indicated that there was a significant drop in the Narrative scores as compared to the Expository Scores. The mean score for the Narrative writing decreased from 3.9 to 3.7 and the percent of students scoring 3.5 and above decreased from 87 percent to 80 percent. Whereas the mean score for the Expository writing increased from 3.5 to 3.6 and the percent of students scoring 3.5 and above increased from 63 percent to 67 percent.

A review of the 2005 Adequate Yearly Progress (AYP) report indicated that the writing proficiency was not met for the total school.

### 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 using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 60 percent of the students scoring level 4 or above on the 2006 administration of the FCAT writing+ test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to implement the Sunshine State Standards to strengthen skills in the writing process	Principal Assistant Principal Writing Specialist Classroom Teachers	8/8/2005	5/24/2006
Implement three FCAT Writing Simulations in third and fourth grade during the first and second marking periods	Assistant Principal Writing Specialist Classroom Teachers	8/8/2005	5/24/2006
Plan, implement, and monitor a schedule for writing using the Continuous Improvement Model (CIM) that includes daily instruction and weekly practice opportunities across the curriculum.	Principal Assistant Principal Writing Specialist Classroom Teachers	8/8/2005	5/24/2006
Use task cards, graphic organizers, and audio-visual aids to assist in molding student's understanding of the writing process.	Assistant Principal Media Specialist Writing Specialist Classroom Teachers	8/8/2005	5/24/2006
Establish and organize the PPPs-Paper, Pencil Pals whereby 5th grade students will mentor 4th grade students in the writing process.	Writing Specialist Classroom Teachers	8/8/2005	5/24/2006

### Research-Based Programs

Houghton-Mifflin Reading Series

## **Professional Development**

Kindergarten through fifth grade teachers have common planning time whereas they meet as a grade group at least two times per week which facilitates professional development. Writing specialist provides direct classroom professional development in the form of demonstration lessons, classroom observations and daily documented walk throughs. School-site administration provides on-going professional development through scheduling quality inservices on assessment, best practices and classroom management. Region and District support personnel visit classrooms at least one time per week to share instructional strategies and offer professional development to new and veteran instructional staff. Teachers are encouraged to register for district provided professional development on an on-going basis.

## **Evaluation**

The evaluation component will include the 2006 FCAT as the final data of evaluation, but will also incorporate writing simulations and the district assessment(s) as a progress monitoring tool.

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

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

### **GOAL 4 STATEMENT:**

All students will be able to apply the scientific method.

### **Needs Assessment**

A Review of the FCAT Science assessment revealed an increase in the mean score from 245 to 261 yet the school continued to fall below the district mean score of 286. A review of the content clusters indicated that students in grade 5 decreased the percent correct on the Life/Environmental Subtest. Third grade students improved their science skills as measured by the P-SELL test with an increase in percent correct from 31 percent to 59 percent. The site authored assessment for science revealed an increase in grade 4 scores from 33 percent to 40 percent correct and grade 5 maintained their score of 40 percent correct.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to meet the District mean scaled score of 286 as documented by the 2006 FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a Science Lab whereby students will participate in weekly hands on experiments and activities yielding two class projects for the third and fourth grading period.	Principal Classroom Teachers	1/2/2006	5/24/2006
Organize a Family Science Night to enable parents to experience the scientific process through hands on activities.	Assistant Principal Classroom Teachers	1/2/2006	5/24/2006
Arrange field trips to provide real life science experiences with nature and community resources. (i.e. Biscayne Nature Center for Environmental Education, Everglades National Park)	Assistant Principal Classroom Teachers	9/26/2005	5/24/2006
Conduct a schoolwide science fair so that students may demonstrate application of the scientific process.	Assistant Principals Science Fair Committee Classroom Teachers	1/2/2006	5/24/2006
Implement "Promoting Science Among English Language Learners (P-SELL) Within a High-Stakes Testing Policy Context" - a National Science Foundation grant awarded to the University of Miami, in grades three and four.	Assistant Principal Classroom Teachers	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Science Test to identify strengths and opportunities for improvement.	Assistant Principals Classroom Teachers	8/15/2005	10/28/2005

### Research-Based Programs

Harcourt Science Series

FOSS Kits

## **Professional Development**

Kindergarten through fifth grade teachers have common planning time whereas they meet as a grade group at least two times per week which facilitates professional development. "Promoting Science Among English Language Learners (P-SELL) Within a High-Stakes Testing Policy Context" - a National Science Foundation grant awarded to the University of Miami provide direct classroom professional development in the form of demonstration lessons, classroom observations and inservice meetings. School-site administration provides on-going professional development through scheduling quality inservices on assessment, best practices and classroom management. Region and District support personnel visit classrooms to offer professional development to new and veteran instructional staff. Teachers are encouraged to register for district provided professional development on an on-going basis.

## **Evaluation**

The scores from the 2006 FCAT Science Test will be used to evaluate the objective. Pre/Post Test results from P-Sell will be used to assess progress for students in grades three and four. A site authored assessment will administered three times during the school year to assess progress.



## 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"/>

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

### ***GOAL 5 STATEMENT:***

The school will provide increased opportunities for parents to be involved in their children's education.

### ***Needs Assessment***

A review of the School Improvement Plan and parent attendance logs for the 2004-2005 school year indicated that over 90 percent of the parents attended 2 or more school sponsored events. Over 200 parents attended 3 different school events and more than 225 parents participated in the school's "Family Instructional Technology" FIT Center. An informal survey of the teachers yielded that there was a need to identify one parent willing to become a school volunteer and assist the teacher for the school year. During the 2004 - 2005 school year, teachers were unable to foster a year long partnership with a parent in their room, who was able to commit to ongoing classroom assistance.

## Measurable Objective

Given the need to establish a stronger home-to-school connection, 50 percent of the Pre-K through 5th grade classrooms will implement a "Classroom Companion Program".

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a schoolwide initiative "Project Appleseed" which is a National campaign to promote partnerships with family involvement in education.	Principal Assistant Principals EESAC Chair Classroom Teachers	10/3/2005	5/24/2006
Organize a Report Card Pick-up Day whereby parents will come to meet with the teacher in order to receive the first grading period report card and enable teachers to identify their Classroom Companions.	Assistant Principals Classroom Teachers	10/7/2005	11/1/2005
Institute a daily "Red Folder" communication system ensuring that parents know exactly what is expected of their child to complete for home learning and ease communication with school and home.	Assistant Principals Classroom Teachers Parents	8/8/2005	5/24/2006
Celebrate National Parental Involvement Day on November 17, by inviting parents to come and tour the school.	Principal Assistant Principals EESAC Chair Media Specialist Community Involvement Specialist Classroom Teachers	11/1/2005	11/17/2005
Provide inservices for parents utilizing the Bilingual Department's parental involvement component and the Community Involvement Specialist's monthly "Second Cup of Coffee".	Principal Assistant Principals EESAC Committee Classroom Teachers	8/8/2005	5/24/2006

### Research-Based Programs

Project Appleseed

The National PTA Standards for Parent Family Involvement Program

## **Professional Development**

Information on the implementation of Project Appleseed will be disseminated to all staff members. The Community Involvement Specialist in conjunction with the EESAC Committee will implement and monitor professional development activities specifically in the area of recruiting parental participation in the educational program.

## **Evaluation**

Volunteer logs and school records will be used to determine successful completion of the objective.

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

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

### ***GOAL 6 STATEMENT:***

The school will provide programs and practices that facilitate a safe and disciplined environment for students.

### ***Needs Assessment***

A review of the M-DCPS Student Case Management System Executive Summary for the 2004 - 2005 school year showed that 865 referrals were written for disruptive behavior. Of that number, 338 referrals were written for general disruptive conduct, 179 for defiance of school personnel, 123 for fighting and 29 for rude and discourteous behavior. Ninety-three incidents of outdoor suspension were noted, four incidents of indoor suspension, 270 conferences were held with parents and over 380 administrative conferences were held with students during the 2004-2005 school year.

## Measurable Objective

Given a schoolwide focus on student discipline and safety, the number of referrals written will decrease by 10 percent from 865 referrals to 779 referrals when comparing the 2004-2005 to the 2005-2006 M-DCPS Student Case Management System Executive Summary.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Form a School Based Critical Incident Response Team	Principal	8/8/2005	5/24/2006
Designate instructional staff to assist with the arrival and dismissal procedures of students.	Assistant Principals	8/8/2005	5/24/2006
Provide "Safety Tips for Teachers" training at faculty meetings.	Principal Assistant Principals Classroom Teachers	10/12/05	5/24/06
Establish a schoolwide discipline committee and implement a schoolwide discipline plan.	Principal Assistant Principals Classroom Teachers	8/15/2005	5/24/2006
Administer and analyze a discipline self assessment for classroom teachers to become aware of their classroom discipline style.	Principal Assistant Principals Classroom Teachers	10/12/2005	5/24/2006
Reinforce the "Do the Right Thing Program".	Counselors Classroom Teachers	10/12/2005	5/24/2006
Implement the Walk Safe curriculum in Pre-Kindergarten through grade five.	Assistant Principal Physical Education Coaches Classroom teachers	10/5/2005	10/21/2005

## Research-Based Programs

Not Applicable

## Professional Development

In-service training and assistance will be provided to the stakeholders based on the data obtained from the self assessment and group discussions.

## **Evaluation**

The Executive Summary for the school will be reviewed in January to assess progress with this objective. The final Student Case Management Executive Summary for the 2005 - 2006 school year will be used to determine if the stated objective has been met.

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

### *Miami-Dade County Public Schools*

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

### ***GOAL 7 STATEMENT:***

The school will integrate technology into all classrooms.

### ***Needs Assessment***

A review of the 2004 STaR school profile indicates that North Miami Elementary surpasses the District's and State's elementary average in the areas of technology administration & support, educators & technology, accountability and community. In the area of learners and learning North Miami Elementary scored insignificantly below the District and Statewide average. As per the STaR report, North Miami Elementary needs to continue to focus on professional development and the implementation of the District's technology plan. An informal assessment of the instructional staff yielded that less than 2 percent of the teachers use some form of an electronic gradebook.

## Measurable Objective

Given professional development in the implementation of the District instituted electronic grade book, 100 percent of the instructional staff at North Miami Elementary will be in compliance by the end of the school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Participate in the District instituted Professional Development activities for the electronic grade book.	Principal Assistant Principal	1/2/2006	5/24/2006
Provide ongoing support to teachers on the implementation of the electronic grade book.	Principal Assistant Principal Media Specialist	1/2/2006	5/24/2006
Provide training for faculty and staff in the utilization of the Internet and email which will support the electronic grade book.	Principal Assistant Principal Media Specialist	1/2/2006	5/24/2006
Create mentor teams within grade levels to provide direct assistance on the implementation of the electronic grade book.	Principal Assistant Principal Classroom Teachers	1/2/2006	5/24/2006
Provide ongoing training and support in the use of the Intranet and the writing of Academic Improvement Plans	Principal Assistant Principal	1/2/2006	5/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

On-going professional development in the use of the electronic grade book provided by the school, region and district.

Train the Trainer Model will be used.

### Evaluation

One hundred percent of the teachers will be using the electronic grade book for a minimum of one class period for the nine week grading cycle, final grades and attendance for their classes.



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

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

**GOAL 8 STATEMENT:**

Students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

**Needs Assessment**

Between 5-25 percent of children and teenagers in the United States are obese (Dietz, 1983). As with adults, the prevalence of obesity in the young varies by ethnic group. It is estimated that 5-7 percent of White and Black children are obese, while 12 percent of Hispanic boys and 19 percent of Hispanic girls are obese (Office of Maternal and Child Health, 1989). A review of the 2004-2005 data reveals that 30 percent of the students assessed did not meet the minimum standards of fitness as measured on the FITNESSGRAM.

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades four and five will improve in their physical fitness as evidenced by increasing the percent of students receiving awards from 69 percent to 72 percent on the 2005-2006 FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement two 60 minute sessions of Physical Education for 2nd through 5th grade.	Assistant Principal Physical Education Teachers	8/8/2005	5/24/2006
Schedule 15 minutes of recess three times a week.	Principal Assistant Principals	9/19/2005	5/24/2006
Celebrate National School Lunch Week promoting good nutrition.	Cafeteria Manager Classroom Teachers	10/10/2005	10/17/2005
Incorporate the TRUST program in grades 2 through 5.	Counselors Classroom Teachers	8/8/2005	5/24/2006
Provide classroom instruction in health related issues, such as proper hygiene and dental care to students.	School-site Clinic Personnel	8/9/2005	5/24/2006
Implement HIV/AIDS: Get The Facts! curriculum for students in grades Kindergarten through Five.	HIV/AIDS Representative Classroom Teachers	10/3/2005	5/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

Professional Development will be implemented through the utilization of many curriculum resources provided by the District. The school-site Health facility will provide on-going professional development to staff and parents.

### Evaluation

The results of the 2006 FITNESSGRAM summary.

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

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

**GOAL 9 STATEMENT:**

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

**Needs Assessment**

Currently North Miami Elementary does not have a string ensemble. Although the school has engaged in school wide performances, the emphasis has been on vocal and dance performances. The addition of the string ensemble will enlighten students to broaden their awareness of different cultural components.

## Measurable Objective

Given emphasis on the benefits of learning to play a musical instrument, students will increase their musical appreciation through the participation in a string ensemble as evidenced by their performance in a culminating concert.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Supplicate community support to acquire funds to purchase string instruments and necessary equipment.	Principal Music Teachers	12/1/2005	5/3/2006
Create a string ensemble group which will meet weekly.	Music Teacher(s) Classroom Teachers	12/1/2005	5/3/2006
Schedule performances which will showcase the ensemble's achievements.	Assistant Principal Music Teacher(s) Classroom Teachers	12/1/2005	5/24/2006
Plan a field trip to a musical event.	Assistant Principal Music Teacher(s)	4/3/2006	5/24/2006
Local musicians will volunteer to come to the school to work with students.	Music Teacher(s)	1/4/2006	4/26/2006

## Research-Based Programs

Not Applicable

## Professional Development

The music teacher(s) will engage in coursework which will enhance their experiences to better facilitate students' learning. The faculty will become more artistically aware through presentations and performances.

## Evaluation

Students will actively utilize musical instruments to produce a culminating concert for the entire school and community.

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

*Miami-Dade County Public Schools*

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

***GOAL 10 STATEMENT:***

North Miami Elementary School will rank at or above the 90th percentile statewide in the Return On Investment (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 Miami Elementary ranked at the 16th percentile on the State of Florida Return of Investment (ROI) index.

## Measurable Objective

North Miami Elementary School will improve its ranking on the State of Florida Return On Investment (ROI) index publication from the 16th percentile in 2003 to the 21st percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Principal	10/3/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundation, volunteer networks.	Principal Assistant Principal Classroom Teachers	10/3/2005	4/28/2006
Consider shared use of facilities, partnering with community agencies.	Principal	10/3/2005	5/24/2006
Collaborate with the District on resource allocation.	Principal Assistant Principals	10/3/2005	5/24/2006

### Research-Based Programs

Not Applicable

### Professional Development

North Miami Elementary's Annual Report Card will be reviewed with the faculty emphasizing the school grade, subgroups making adequate yearly progress and the School Efficiency Indicators.

### Evaluation

On the next State of Florida Return On Investment publication, North Miami Elementary will show progress toward reaching the 21st 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 EESAC recommended that the principal and EESAC committee collaborate on the effective utilization of the money allocated to the EESAC committee. Some recommendations considered are: hiring extra personnel to support school initiatives, purchasing equipment to support the District's initiative on Recess, and purchase books which support the Accelerated Reading Program.

### ***Training:***

The EESAC supported continuous staff development in reading, hands-on mathematics, science skills and technology to ensure the staff at every level remains current with regards to District initiatives and recommended best practices in these key areas of the curriculum.

### ***Instructional Materials:***

The EESAC recommended purchasing additional Accelerated Reader books and tests so that students will have a wide selection of titles at various reading levels. The Council also emphasized continuing to allocate funds to purchase consumable materials for FCAT preparation and tutoring, support materials for teachers, and special incentives for students.

### ***Technology:***

The EESAC recommended to maintain the computer labs and classroom computers, install the electronic grade book, Excelsior, train teachers and staff in programs provided through the M-DCPS mainframe network, strive to become a leader in infusing technology into all the areas of the curriculum.

### ***Staffing:***

The EESAC recommended the hiring of an assessment analysis person.

### ***Student Support Services:***

The EESAC recommended that the guidance counselors continue to work closely with outside agencies, such as Bruce Heiken and Psych Solutions to provide necessary services to needy students and their families. It was also recommended that the University of Miami Pediatric Mobile Unit be allowed to continue scheduling monthly visits to the school which provides vital medical assistance to the community. The EESAC recommended that staff members be trained in the School Support Team (SST) process.

### ***Other Matters of Resource Allocation:***

The EESAC recommended to pursue the installation of a playground for the Kindergarten and First grade students. In addition, the EESAC recommended that a security system be established in the relocatables so that computers and televisions can be permanently placed in these classrooms. Lastly, the EESAC recommends that teacher pursue grant opportunities and solicit assistance from colleagues and administration in this endeavor.

### ***Benchmarking:***

EESAC members recommended that curriculum leaders meet regularly to review, monitor, reinforce and disseminate information to classroom teachers regarding benchmark assessment results, Best Practices and flexible grouping of students.

### ***School Safety & Discipline:***

EESAC recommended the implementation of a security system whereby every child and staff member will be issued a school ID with their picture and ID number. Additionally, it was recommended the continue use of programs such as safety patrol, school security, and the "Do the Right Thing" program to assist with the school safety and discipline.



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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*