

---

# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

---



*School Name:* 3941 - North Miami Elementary School

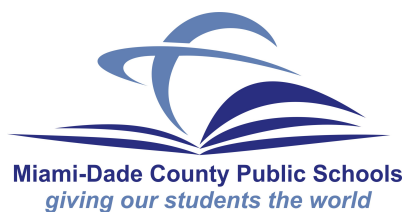
*FeederPattern:* North Miami Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Marie Bazile

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



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

---

### *North Miami Elementary School*

---

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 845 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 2006-2007 school year.

Based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 63 percent of the students scoring Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

Based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Based on the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Based on the Sunshine State Standards, Limited English Proficiency students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by the students scoring Level 3.5 or above on the 2007 administration of the FCAT Writing Assessment.

Based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 34 percent of the students scoring Level 3 or higher on the 2007 FCAT Science Assessment.

Given the need to increase parental involvement of all students and to strengthen the home-to-school connection, 80 percent of the Pre-K through 5th grade classrooms will establish a classroom companion as evidenced by parent sign in logs.

Given the Code of Student Conduct, the students at North Miami Elementary will demonstrate an increase in positive behavior as evidenced by a 20 percent decrease in the number of indoor and outdoor suspension from 135 incidents in 2005-2006 to 107 incidents in 2006-2007.

Given professional development in the implementation of the READING Plus Program, 80 percent of the instructional staff in grades three through five at North Miami Elementary will have students actively participating in this program as evidenced by the Reading Plus student progress reports.

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 Gold or Silver Awards from 74 percent in 2005-2006 to 75 percent on the 2006-2007 FITNESSGRAM.

Given instruction based on the Sunshine State Standards, 60 percent of the students at North Miami Elementary will increase their appreciation for the arts through their participation in a performance or displaying of an art project as evidenced by the end of the year participation log.

North Miami Elementary School will improve its ranking on the State of Florida Return on Investment (ROI) Index publication from the 20th percentile in 2005 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 Improvement Snapshot survey tool, the two areas that North Miami Elementary identified as opportunities for improvement were in Leadership and Performance Results. When the staff was asked, "I know how well my work location is doing financially (question 7c), only 36 percent responded with agree or strongly agree. The average score was a 3.1 on a scale of 5.0. When staff members were asked "my work location ask me what I think", only 62 percent responded with agree or strongly agree (question 1g). The average score was a 3.5 on a 5.0 scale. In order to improve the staff's perception in these two areas, the school will provide more opportunities for consensus building through staff members being able to share their ideas, and suggestions during administrative team meetings, leadership team meetings and grade group team meetings. The school will also include budget items during faculty meetings. In addition, a budget item will be included on the EESAC agendas.

# 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*

---

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 22 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 853 students daily. Single-family homes, a mobile community, and apartment complexes surround North Miami Elementary. North Miami Elementary School employs 99 staff members of which 82 are full-time and 17 are part-time employees. The school is under the direction of three administrators consisting of one principal and two assistant principals. There are 43 classroom teachers, 12 special area teachers, two guidance counselors, a media specialist, 5 paraprofessionals, 2 support personnel, 7 clerical secretaries, 7 custodians, 4 security monitors, 1 microsystems technician and 12 cafeteria employees.

Two 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 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 853 students from the surrounding community, 68 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 in attendance two days a week, to offer assessment and give referrals on a needed basis. This service is provided by the Florida Department of Health. Classroom presentations on health related topics are provided throughout 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*

---

## ***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 3.9 and indicated that 53 percent of the participants agreed or strongly agreed with the 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 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 "Second Cup of Coffee" chats twice a month. Informative workshops and training sessions are also held throughout the school year. 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 Customer and Market Focus.

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

North Miami Elementary School employs 99 staff members of which 82 are full-time and 17 are part-time employees. The school is under the direction of three administrators consisting of one principal and two assistant principals. There are 43 classroom teachers, 12 special area teachers, two guidance counselors, a media specialist, 5 paraprofessionals, 2 support personnel, 7 clerical secretaries, 7 custodians, 4 security monitors, 1 microsystems

technician and 12 cafeteria employees. Two 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 yielded an average score of 3.8 and indicated that 42 percent of the participants agreed or strongly agreed with the Human Resource Focus.

### ***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 4.2 and indicated that 52 percent of the participants agreed or strongly agreed with the Measurement, Analysis, and 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, Reading Plus, Learning Today, and Waterford. 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 co-teaching 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 yielded an average score of 3.8 and indicated that 64 percent of the participants agreed or strongly agreed with the statements related to Business Results. Within this category, seven out of ten 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 solicit staff input on pertinent issues concerning curriculum, and student achievement.

# *Additional Requirements*

Only for schools under state sanction

---

## **• 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 2006. Beginning 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 Principal

Ms. Bazile was appointed 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 an a 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 25 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 twelve 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 three 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 62% and 39% of the students in grades 3 through 5 meeting high standards in mathematics to 43%. 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.

Dr. Kevin N. Williams 219870, Assistant Principal

Dr. Kevin N. Williams is currently one of the two Assistant Principals at North Miami Elementary School. Dr. Williams was an elementary school teacher for 9 years at Norwood Elementary before becoming an assistant principal here at North Miami Elementary. Dr. Williams holds a Bachelor's Degree in Elementary Education from Florida Memorial University, A Master's Degree in Urban Education/TESOL from Florida International University, and a Doctorate Degree in Educational Leadership from Nova Southeastern University. Dr. Williams was previously an EESAC chairperson for several years while at Norwood Elementary. He was also selected as Rookie Teacher of the Year, and Teacher of the Year at Norwood Elementary. From the inception of his career as an educator Dr. Williams has been dedicated to moving his students to their maximum potential. This dedication can be seen as he was a part of the curriculum team that moved Norwood Elementary from a triple D to a B then to an A which is the schools current grade. Dr. Williams was responsible for the implementation and training of teachers for Norwood's mathematic department. Under his guidance, and support the math schools at Norwood continue to spiral upward. While at Norwood Dr. Williams was responsible for the staff development training in Ethics, and PACES. Dr. Williams also spends his time as a Pastor of a church located in North Miami where they provide community outreach for the entire family.

### **• 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 before/after school and Saturday tutoring programs in reading and mathematics.
2. Students in kindergarten and first grade are provided tutorial activities through the Miami-Dade Department of Human Services, Haitian Refugee Youth & Family Services (HRY&FS).
3. Supplemental Educational Services (SES) are provided on site to over 150 students.
4. Research based computerized instructional programs; such as, Reading Plus and Learning Today, are utilized in all grades to supplement classroom instruction.
5. Formative and summative assessments are used to drive the instructional program. Bi-monthly assessments in reading and mathematics are used to develop flexible learning groups.
6. Teachers participate in ongoing professional development in collaborative planning grade level groups.
7. Teachers disaggregate test scores from bi-monthly assessments and review student work to further enhance their abilities to provide a comprehensive instructional program.

### **• 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.

In school alternative instructional models include:

1. 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.
2. A homogeneous class has been established for retained third grade students utilizing specialized instruction (Reading Plus) reducing the class/teacher ratio (maximum of 19 students in the class) and providing 6 computer stations in the classroom which maximizes the instruction time.
3. Academic Excellence Program provides students in grades four and five the opportunity to enhance their critical thinking and writing skills by participating in a journalism club.
4. 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.
5. Additional time has been allocated for the students to receive intensive reading instruction within the classroom.

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

### **GOAL 1 STATEMENT:**

North Miami Elementary School's Kindergarten through fifth grade students will be able to read on or above grade level.

### **Needs Assessment**

A review of the 2006 FCAT Reading Assessment indicated that 62 percent of students in grades 3 through 5 met high standard in reading as compared to 59 percent from the previous year, yielding an increase of 3 percentage points from the 2005 FCAT Reading Assessment. The test scores further revealed that 68 percent of the students in grades 3 through 5 demonstrated acceptable levels of learning gains in reading, yielding a 6 percentage point increase and 68 percent of the students in grades 3 through 5 scoring in the lowest 25 percent demonstrated acceptable learning gains in reading, a increase of 17 percentage points from the 2006 Assessment administration. A review of the content clusters indicated that the students scored higher on Comparison but declined in Main Idea and Reference and Research.

### 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

Based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 63 percent of the students scoring Level 3 or above on the 2007 administration of the FCAT Reading Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use task cards, graphic organizers, and audio-visual aids to assist in molding students' understanding.	Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$500.00
Monitor the District Comprehensive Research-Based Reading Plan (CRRP) in a two-hour reading block for grades Kindergarten-five, utilizing the Houghton-Mifflin Series.	Principal, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$5000.00
Identify students in the subgroups scoring at Achievement Level 1 and Level 2 on the FCAT Reading Assessment and implement during school, after-school and Saturday tutorial programs to address deficiencies of these students.	Principal, Assistant Principals, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$40250.00
Group students in homogenous homerooms based on their FCAT scores to facilitate tutoring programs and targeted instructional strategies.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$29500.00
Implement the Reading First grant and adhere to state guidelines for implementation in grades K through 3.	Principal, Assistant Principals, Reading First Coach	8/14/2006	5/30/2007	District Strategic Plan	\$62000.00
Disaggregate data from the 2006 FCAT Reading Assessment and monthly school authored assessments to identify strengths, opportunities for improvement, and to review student progress to tailor the instructional program.	Principal, Assistant Principals, Reading Coaches, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$25000.00
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, Leadership Team	8/14/2006	5/30/2007	Continuous Improvement Model	\$100.00

## **Research-Based Programs**

Houghton-Mifflin Reading Program  
Voyager  
Soar to Success  
Reading Plus  
Early Success  
Ellis  
Learning Today  
Waterford

## **Professional Development**

Houghton Mifflin Professional Development  
Voyager Learning Professional Development  
Project DRAW training  
District and Region Best Practices  
Support provided by the Regional Center Reading Support Specialist  
Reading Plus Training  
Reading First Coach Professional Development

## **Evaluation**

School authored bi-monthly benchmark assessments  
District Interim assessments  
Reading Plus Student Progress Reports  
2007 FCAT Reading Assessment

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

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

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

North Miami Elementary School's Kindergarten through fifth grade students will be able to function on or above grade level in mathematics.

**Needs Assessment**

The 2005-2006 school accountability report indicated that 43 percent of the students tested met high standards in Mathematics, a decrease of 2 percentage point from the previous year. A review of the percent of students making learning gains demonstrated a significant decrease from 59 percent to 51 percent.

A review of the five strands tested indicated that grade 3 students scored the highest in Geometry and lowest in Data Analysis, grade 4 students scored highest in Geometry, Algebraic Thinking and in Data Analysis and lowest in Number Sense, and Measurement, grade 5 students scored highest in Geometry and the lowest in Number Sense. The percentage of students making learning gains overall decreased from 59 percent to 51 percent. 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 checked="" 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

Based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Based on the Sunshine State Standards, African American students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

Based on the Sunshine State Standards, Limited English Proficiency students in grades three through five will improve their mathematics skills as evidenced by 56 percent scoring Level 3 or above on the 2007 administration of the FCAT Mathematics Assessment.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide small group tutoring to subgroups which did not meet AYP, i.e. African American, Economically Disadvantaged and LEP students, during the school day which will be monitored with a pre/post test.	Assistant Principals Classroom Teachers Paraprofessionals	8/14/06	5/30/07	Continuous Improvement Model	\$30000.00
Utilize the District Pacing Guide and Interim Assessment in Mathematics to monitor students' progress throughout the year.	Assistant Principal Classroom Teachers	8/14/06	5/30/07	Continuous Improvement Model	\$0.00
Implement Family Math Make & Take Night for 5th grade students and parents.	Leadership Team, Fifth Grade Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$100.00
Infuse technology into the mathematics curriculum through the use of calculators, overhead projectors, multimedia computers, and appropriate mathematics software, i.e. FCAT Explorer, Target Test Prep, Learning Today.	Assistant Principals, Leadership Team, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$10000.00
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication, and technology.	Leadership Team, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Implement the Sunshine State Standards and Comprehensive Mathematics Plan in daily lesson plans to strengthen mathematics	Principal, Assistant Principals, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$51000.00

applications and computation skills.					
Disaggregate data from the 2006 FCAT Mathematics Assessment and monthly school authored assessments to identify strengths, opportunities for improvement, and to review student progress to tailor the instructional program.	Principal, Assistant Principals, Leadership Team, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$25000.00

## Research-Based Programs

Scott Foresman - Addison Wesley Mathematics Series  
Learning Today Progress Reports

## Professional Development

Item Specifications Inservice in Mathematics  
Region and District Mathematics Best Practices  
Support provided by the Regional Center Mathematics Support Specialist  
Learning Today Professional Development

## Evaluation

Learning Today Progress Reports  
Bi-weekly Benchmark Assessment  
District Interim Assessments  
2007 FCAT Mathematics Assessment



## GOAL 3: WRITING

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 3 STATEMENT:**

North Miami Elementary School's Kindergarten through fifth grade students will be able to communicate effectively through writing.

### **Needs Assessment**

A review of the 2006 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 increased from 3.6 to 3.9. The scores indicated that 10 percent of the students scored in the bottom quartile of the test whereas in the previous year, two 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 3.7 to 3.4 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 3.6 to 4.2 and the percent of students scoring 3.5 and above increased from 63 percent to 67 percent. A review of the 2006 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

Based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by the students scoring Level 3.5 or above on the 2007 administration of the FCAT Writing Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Using the advanced academic program AEP, a journalism component will be implemented to expose students to editing, publishing and final drafting of a school flyer.	Assistant Principals, Teachers, Leadership Team	10/4/2006	5/23/2007	District Strategic Plan	\$3000.00
Continue the program PPPs-Paper, Pencil Pals whereby 5th grade students will mentor 4th grade students in the writing process.	Leadership Team, Classroom Teachers	10/18/2006	1/31/2007	District Strategic Plan	\$2000.00
Use task cards, graphic organizers, and audio-visual aids to assist in molding student's understanding of the writing process.	Assistant Principals, Media Specialist, Leadership Team, Classroom Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$1000.00
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 Principals, Leadership Team, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to implement the Sunshine State Standards to strengthen skills in the writing process.	Principal, Assistant Principals, Leadership Team, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement three FCAT Writing Simulations in third and fourth grade during the first and second marking periods.	Assistant Principals, Leadership Team, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00

### Research-Based Programs

Houghton-Mifflin Reading Series

## **Professional Development**

Houghton Mifflin Writing Professional Development  
Teacher Training on Holistic Rubric Scoring  
District Professional Development

## **Evaluation**

District Authored Pretest and Post tests in Writing  
Monthly writing prompts  
2007 FCAT Writing Assessment

## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 4 STATEMENT:***

North Miami Elementary School's third through fifth grade students will be able to apply the scientific method.

### ***Needs Assessment***

Nine percent of the students in grades three through five scored Level 3 or above on the FCAT Science Assessment. A Review of the FCAT Science Assessment revealed a decrease in the mean score from 261 to 252. The school continued to fall below the district mean score of 288. A review of the four content clusters indicated that students in the fifth grade averaged a mean score of five in each content cluster. 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.

## Measurable Objective

Based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 34 percent of the students scoring Level 3 or higher on the 2007 FCAT Science Assessment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a schoolwide science fair so that students may demonstrate application of the scientific process.	Assistant Principals, Science Fair Committee, Classroom Teachers	3/5/2007	5/30/2007	Continuous Improvement Model	\$1000.00
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 through five.	Assistant Principals, Classroom Teachers	8/14/2006	5/30/2007	Community Partnerships	\$50000.00
Disaggregate and analyze data from the 2006 FCAT Science Assessment to identify strengths and opportunities for improvement.	Assistant Principals, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$25000.00
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 Principals, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Monitor the Science Lab whereby students will participate in weekly hands on experiments and activities yielding 2 class projects for the third and fourth grading period.	Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$10000.00
Organize a Family Science Night to enable parents to experience the scientific process through hands on activities as monitored by a sign in sheet.	Assistant Principals, Classroom Teachers	1/8/2007	3/30/2007	District Strategic Plan	\$100.00
Using the District Pacing Guide for Science, teachers in grades Kindergarten-Second will monitor students' progress throughout the year.	Assistant Principals, Classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$100.00

## **Research-Based Programs**

Harcourt Science Series  
FOSS Kits

## **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  
Item Specifications workshop in Science  
Region and District Professional Development

## **Evaluation**

2007 FCAT Science Assessment  
P-SELL Pre/Post Assessment  
Site authored Assessment

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input 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 5 STATEMENT:***

North Miami Elementary plans to increase parental involvement of all students. With a strong focus on the parents of students in the lowest quartile.

### ***Needs Assessment***

A review of the School Improvement Plan and parent attendance logs for the 2005-2006 school year indicated a low percentage of parent participation of students in the lowest quartile. Research has indicated that students of parents who are involved in their child's education tend to perform better in school.

## Measurable Objective

Given the need to increase parental involvement of all students and to strengthen the home-to-school connection, 80 percent of the Pre-K through 5th grade classrooms will establish a classroom companion as evidenced by parent sign in logs.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	10/25/2006	11/1/2007	District Strategic Plan	\$500.00
Plan an "Evening Out" activity for the parents of students in the lowest quartile.	Principal, Assistant Principals, EESAC Committee, Classroom Teachers	11/15/2006	12/22/2006	District Strategic Plan	\$500.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
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, Community Involvement Specialist.	8/14/2006	5/30/2007	Community Partnerships	\$0.00

### Research-Based Programs

The National PTA Standards for Parent Family Involvement Program

### Professional Development

The National PTA Standards for Parent Family Involvement Program

### Evaluation

Volunteer logs and sign in sheets 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 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 6 STATEMENT:***

North Miami Elementary School's Kindergarten through fifth grade will be provided with 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 2005 - 2006 school year showed that 58 students received an Indoor Suspensions and 77 students received Outdoor Suspension.

## Measurable Objective

Given the Code of Student Conduct, the students at North Miami Elementary will demonstrate an increase in positive behavior as evidenced by a 20 percent decrease in the number of indoor and outdoor suspension from 135 incidents in 2005-2006 to 107 incidents in 2006-2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Walk Safe curriculum in Pre-Kindergarten through grade five.	Assistant Principal, Physical Education Coaches, Classroom teachers	10/5/2006	10/21/2006	Community Partnerships	\$0.00
Administer and analyze a discipline self assessment for classroom teachers to become aware of their classroom discipline style.	Principal, Assistant Principals, Classroom Teachers	10/24/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement and monitor "Camera Ready Act for Peace" to promote conflict resolution.	Counselors	9/5/2006	5/30/2007	District Strategic Plan	\$0.00
Designate instructional staff to assist with the arrival and dismissal procedures of students.	Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Form a School Based Critical Incident Response Team to provide assistance when needed.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Invite MDCPS School Police to address students in the areas of safety and positive behavior.	Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the "Do the Right Thing Program" to encourage positive behavior in students.	Counselors, Classroom Teachers	10/12/2006	5/24/2007	Community Partnerships	\$0.00
Establish a schoolwide discipline committee and implement a schoolwide progressive discipline plan.	Principal, Assistant Principals, Classroom Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Invite parents to attend workshops relating to discipline and safety as monitored by a sign in sheet.	Principal, Assistant Principals, Classroom Teachers,	11/1/2006	5/30/2007	District Strategic Plan	\$100.00

### Research-Based Programs

Not Applicable

## **Professional Development**

Peer Mediation/Conflict Resolution Strategies

School Wide Discipline Plan Professional Development

On-going Professional Development for Instructional Staff in classroom management

Code of Student Conduct Review

## **Evaluation**

Monthly Suspension Reports

2006-2007 Student Case Management Report

2006-2007 Climate Survey

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

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

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

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

North Miami Elementary School's Kindergarten through fifth grade students will utilize computer assisted instruction to improve their performance on computer applications.

### ***Needs Assessment***

An in-house assessment of the use of computer assisted instruction revealed that 75% percent of students in grades Kindergarten through fifth used computer assisted instruction during the 2005-2006 school year. 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.

## Measurable Objective

Given professional development in the implementation of the READING Plus Program, 80 percent of the instructional staff in grades three through five at North Miami Elementary will have students actively participating in this program as evidenced by the Reading Plus student progress reports.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide a monthly "Smarty Party", as a incentive, for those students achieving Accelerated Reader goals.	Media Specialist	9/4/2006	5/30/2007	District Strategic Plan	\$100.00
Administer and review STAR Reading tests to determine the reading levels of each student.	Media Specialist, Classroom Teachers	8/14/2006	9/14/2006	District Strategic Plan	\$0.00
Provide ongoing training and support in the use of the Internet.	Principal, Assistant Principals	8/14/2006	5/30/2007	Mentoring Opportunities	\$0.00
Utilize technology throughout the implementation of the Reading Plus and Learning Today programs.	Principal, Assistant Principals, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$15000.00
Infuse student-based programs into the curriculum giving students daily opportunities to utilize technology.	Classroom Teachers	8/17/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Reading Plus

## Professional Development

Reading Plus Professional Development

School site Technology Training

## Evaluation

Reading Plus Monitoring Reports

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 8 STATEMENT:***

North Miami Elementary School's Pre-Kindergarten through fifth grade students will develop interests and skills that will promote and encourage fitness for daily living and overall wellness.

### ***Needs Assessment***

As reported, between 5-25 percent of children and teenagers in the United States are obese (Dietz, 2004). As with adults, the prevalence of obesity in the young varies by ethnic group. It is estimated that five to seven 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, 2003). A review of the 2005-2006 data reveals that 26 percent of the students assessed at North Miami Elementary did not meet the minimum standards of fitness as measured on the FITNESSGRAM.

## Measurable Objective

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 Gold or Silver Awards from 74 percent in 2005-2006 to 75 percent on the 2006-2007 FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Celebrate National School Lunch Week promoting good nutrition.	Cafeteria Manager, Classroom Teachers	10/16/2006	10/27/2006	District Strategic Plan	\$0.00
Implement HIV/AIDS: Get The Facts! curriculum for students in grades Kindergarten through Five.	HIV/AIDS Representative, Classroom Teachers	10/9/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule Physical Education for 2nd through 5th grade students.	Assistant Principals, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule 15 minutes of recess three times a week.	Principal, Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule a Field Day for students in grades two through five to showcase skills mastered throughout the year.	Assistant Principals Physical Education Teachers	3/15/05	5/30/2007	District Strategic Plan	\$0.00
Provide parents with updates about good physical health and fitness through the school's website and newsletters.	Principal Media Specialist Physical Education Teachers	10/1/06	5/30/2007	District Strategic Plan	\$0.00
Provide classroom instruction in health related issues, such as proper hygiene and dental care to students.	School-site Clinic Personnel	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

FITNESSGRAM

## **Professional Development**

Ongoing professional development provided to staff on Nutrition and Fitness

## **Evaluation**

2007 FITNESSGRAM



## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 9 STATEMENT:**

North Miami Elementary School's Pre-Kindergarten through fifth grade students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

**Needs Assessment**

Successful participation in the school's Music and Art programs reveals improved student behavior increase attention span, improved organizational skills, team building, career awareness, and elevated self-esteem.

## Measurable Objective

Given instruction based on the Sunshine State Standards, 60 percent of the students at North Miami Elementary will increase their appreciation for the arts through their participation in a performance or displaying of an art project as evidenced by the end of the year participation log.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Audition and select students for a chorus program.	Music Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Local musicians will volunteer to come to the school to work with students.	Music Teachers	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Invite parents to attend a presentation entitled "Evening Under the Stars", where students will showcase their talents.	Assistant Principals, Music and Art Teachers, Classroom Teachers.	12/4/2006	5/30/2007	District Strategic Plan	\$100.00
Seek opportunities for student performances.	Assistant Principals, Music and Art Teacher(s), Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop visual and performing arts activities that include all subgroups to enhance their cultural heritage.	Assistant Principals, Music and Art Teachers, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

The Music and Art teacher(s) will engage in district inservices  
Share best practices with all staff members

## Evaluation

End of Year Participation Logs

## 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 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 10 STATEMENT:***

North Miami Elementary School will rank at or above the 21st 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 2005, North Miami Elementary ranked at the 20th 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 20th percentile in 2005 to the 21st percentile on the next publication of the Index.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Consider shared use of facilities, partnering with community agencies.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundation, volunteer networks.	Principal Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the District on resource allocation.	Principal Assistant Principals	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

Not Applicable

## Professional Development

North Miami Elementary's Annual Report Card

Budget preparation for Principals

A stakeholder inservices for efficiency and effectiveness of programs

## Evaluation

2005 Publication of the State of Florida Return On Investment Index

## *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 guided 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. 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.

## *Budget Summary*

---

<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$162,350.00
Goal 2: Mathematics	\$116,600.00
Goal 3: Writing	\$7,000.00
Goal 4: Science	\$87,200.00
Goal 5: Parental Involvement	\$1,500.00
Goal 6: Discipline & Safety	\$100.00
Goal 7: Technology	\$15,100.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$100.00
Goal 10: Return On Investment	\$0.00
<hr/>	
<b>Total:</b>	<b>\$389,950.00</b>

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*