

SCHOOL IMPROVEMENT PLAN 2007 - 2008

North County Elementary School (3821)

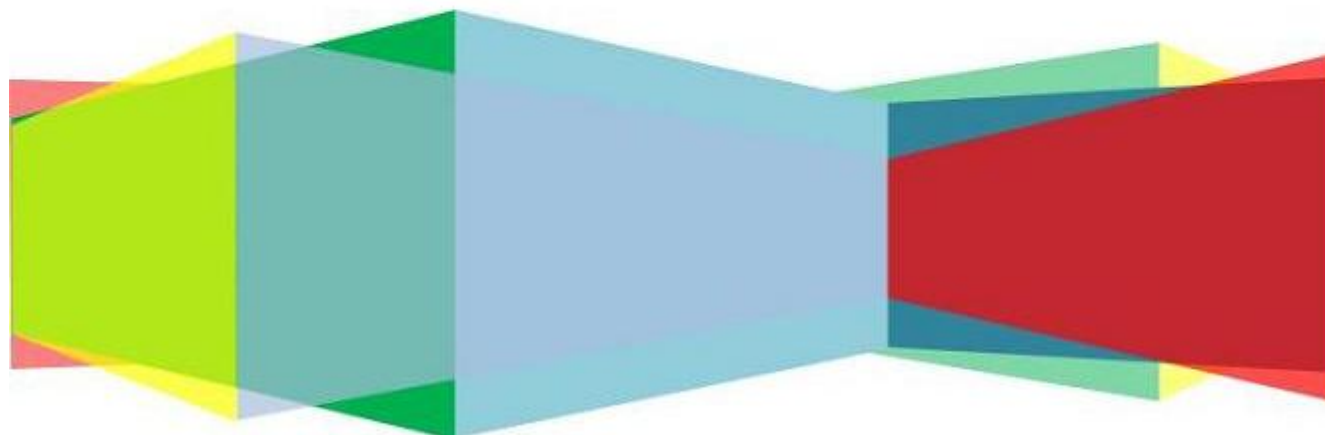
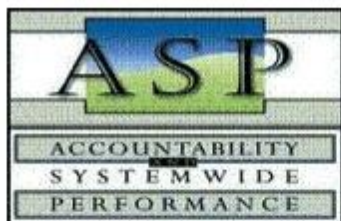
Feeder Pattern - American Senior

Regional Center I

District 13 - Miami-Dade

Principal - Lucille Collins

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Built in 1962, North County Elementary Community School is located at 3250 N.W. 207th Street, in a residential neighborhood near the Miami-Dade Broward line in the City of Miami Gardens on a approximately seven acres. This predominantly African American community is primarily made up of low income single family residents. Approximately eighty percent of the students are on the federally funded free or reduced lunch program. This forty-five year old school was recently given a facelift with a modular unit that replaced all of the portable classroom buildings. The entire school building has been retro-wired to provide internet access to all classrooms. All of the classrooms contain a minimum of five computers with a variety of reading and mathematics software to improve student achievement.

North County Elementary serves approximately 340 students in grades Pre-Kindergarten through Fifth Grade. The student body is made up of ninety-three percent Black, five percent Hispanic, one percent White, and one percent other. Less than one percent of the school population is English Language Learners (ELL). The mobility rate for students at North County Elementary is 42 percent; many of our families typically arrive at our school in August and leave in mid-January. Many families move from one school to the next in the surrounding communities due to such circumstances as fluctuation of job status, changes in family status, and/or changes in housing situations. Most students walk to school or are dropped off by private transportation.

Twelve percent (12%) are in Special Education (SPED) programs. Of these Special Education students, five percent (5.2 %) are Learning Disabled, close to 1 percent (.66 %) are Educable Mentally Handicapped, one percent (1%) are Emotional Handicapped, less than one percent (.33%) are Developmentally Delayed. Of these students three percent (3%) are gifted. North County Elementary School provides a variety of Special Education services and a resource program for gifted students.

Based on the results of 2007 Florida Comprehensive Assessment Test (FCAT) Reading data, (37%), of students in grade 3-5, scored a Level 1 on the Reading sub-test. Of these students twenty-nine percent (29%), are in grade 3, thirty-six percent (36%), in grade 4 and twenty-eight percent (28%), in grade 5. Twenty-three percent (23%), of the students in grade 3-5, scored a Level 2 on the Reading sub-test. Of these nineteen (19%), in grade 3, fourteen percent (14%), which in grade 4 and twenty-two percent (22%), in grade 5. This data indicates there is a great need to improve reading fluency and comprehension skills and monitor curriculum in all grades that utilizes the Sunshine State Standards (SSS). The use of differentiated instruction; collaborative planning; implementing instructional focus calendars; identifying low performing students and tutoring them during special area subjects; before-during-after school tutorial; Saturday Academy; infusion of technology into instruction; and ongoing professional development. All of the strategies are designed to achieve our mission of providing all students with opportunities for enrichment through innovative programs that will enable them to succeed.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 58% scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test (FCAT)-Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 58%, scoring at a Level 3 or higher on the 2008 administration of FCAT Reading Test.

Given instruction based on the Sunshine State Standards, SWD, students in grades three through five will improve their reading skills as evidenced by 58%, scoring at a Level 3 or higher on the 2008 administration of FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black American, students in grades three through five will improve their reading skills as evidenced by 58%, scoring at a Level 3 or higher on the 2008 administration of FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at a Level 3 or higher on the 2008 administration of FCAT-Mathematics Assessment..

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

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

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

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Given instruction based on the Sunshine State Standards, students in grade four will increase their skill proficiency in writing, as evidenced by a five percentage point increase in the number of students scoring Level 3.5 or higher on the 2008 administration of the FCAT Writing Plus Assessment Test as compared to the 2007 administration of the FCAT Writing Test.

Given instruction based on the Sunshine State Standards, thirty-four percent of the fifth grade students will score Level 3 or higher on the 2008 administration of the FCAT-Science Assessment.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percentage point increase in parental and community interaction as evidenced by comparing the attendance logs for the 2006-2007 and 2007-2008 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evident by a ten percentage point decrease in the number of Student Case Management referrals resulting in outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

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

Given the 2007-2008 FitnessGram Program, the North County Elementary Community School fourth and fifth grade students participation will increase Gold and Silver awards by five percent as compared to the 2006-2007 FITNESSGRAM Program results.

Given emphasis on the benefits of participating in the advanced academic programs, the number of students enrolled in the Advanced Academic Program will increase by ten percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

North County Elementary Community School will improve its ranking on the State of Florida ROI Index publication from the third percentile in 2005-2006 to the fourth percentile on the next publication of the Index.

The data derived from the Organizational Improvement Snapshot Assessment is incomplete pending completion of 2007-2008 OPIS Survey. To further address these areas of concern, North County Elementary Community School will identify and provide staff development that will enable staff members to develop an improved understanding of the school's budget, as well as, solicit input on future projects.



School Improvement Plan 2007-2008



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.

3821 - NORTH COUNTY ELEMENTARY SCHOOL

VISION

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

MISSION

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

CORE VALUES



School Improvement Plan

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Academic Excellence:

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

Honorable Character:

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

Highly Qualified Members of the Staff:

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

Parental Involvement:

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

Respect for Diversity:

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

School Motto:

"Student Achievement Every Minute Counts"

School Demographics

Built in 1962, North County Elementary Community School is located at 3250 N.W. 207th Street, in a residential neighborhood near the Miami-Dade Broward line in the City of Miami Gardens on a approximately seven acres. This predominantly African American community is primarily made up of low income single family residents. Approximately eighty percent of the students are on the federally funded free or reduced lunch program. This forty-five year old school was recently given a facelift with a modular unit that replaced all of the portable classroom buildings. The entire school building has been retro-wired to provide internet access to all classrooms. All of the classrooms contain a minimum of five computers with a variety of reading and mathematics software to improve student achievement. .

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Twelve percent (12%) are in Special Education (SPED) programs. Of these Special Education students, five percent (5.2 %) are Learning Disabled, close to 1 percent (.66 %) are Educable Mentally Handicapped, one percent (1%) are Emotional Handicapped, less than one percent (.33%) are Developmentally Delayed. Of these students three percent (3%) are gifted. North County Elementary School provides a variety of Special Education services and a resource program for gifted students.

The data of the School's Organizational Improvement Snapshot Assessment is incomplete. The Florida Comprehensive Assessment Test (FCAT), the Stanford Achievement Test (SAT10), and the 2007 DIBELS results, the school, in collaboration with the Educational Excellence School Advisory Council (EESAC), has suggested the following strategies for the 2007-2008 school year: monitoring the instruction of the Sunshine State Standards; implementing the Comprehensive Research-based Reading Plan (CRRP); differentiated instruction; collaborative planning; implementing instructional focus calendars; identifying students low performing students and tutoring them during special area subjects; before-during-after school tutorial; Saturday Academy; infusion of technology into instruction; and ongoing professional development. All of the strategies are designed to achieve our mission of providing all students with opportunities for enrichment through innovative programs that will enable them to succeed academically, become proficient adults, and continue to be life long learners.

UNIQUE ASPECTS: ADVANTAGES

North County Elementary Community School is part of the Miami-Dade County Public School District's Schools Targeting Excellence in Literacy, Learning, and Reading (STELLAR) Initiative. A main focus of a STELLAR school is to promote high student achievement while eliminating low student performance. Enhanced student achievement will be achieved through a highly monitored curriculum that utilizes the Sunshine State Standards (SSS) and the Competency Based Curriculum (CBC). As part of the STELLAR Initiative North County implements the Response to Intervention (RTI) process as a school wide initiative with special education as an explicit part of the framework, spanning both general education and special education in collaboration with families. The goal is to reduce the impact of a disability on a student's academic progress. RTI is a multi-tiered prevention system. The inclusion model and resource program for special needs students is another outstanding successful program at North County Elementary School. Academic Excellence Program (AEP), and before and after-school tutorial programs are offered by classroom teachers.

UNIQUE ASPECTS: DISADVANTAGES

North County Elementary School has identified several challenges concerning improvement in the Educational Design and Support Process. The first challenge is to improve academic excellence. North County Elementary School has earned a grade of "C" from the Florida Department of Education for three consecutive years and has not achieved Adequate Yearly Progress. In order to address this challenge, grade level curriculum teams, in conjunction with the administration, will implement an effective plan using data to drive instruction. The second challenge is the school's staff mobility rate. The school was the center for the Bertha Abess Program for fifteen years. The special education program was recently moved from the school and has impacted the teacher turnover rate. We expect that the loss of some of these veteran effective teachers will have some impact on the school's inclusion model that has been very successful in the past three years. In order to address this challenge, we will provide teacher attendance incentives and maintain a cohesive safe learning environment in an effort to decrease the mobility rate. Another challenge is student attendance. Students who live on the Northeast side of 27th Avenue (four lane highway) must cross heavy traffic when walking to school. This impacts student attendance especially on rainy days and often prohibits children from participating in after/before school tutorial programs. The Student Recognition Committee together with administration will develop and implement a student attendance monitoring and recognition plan to address these challenges.

The school will work with the Miami Gardens Police Department to monitor the students when entering and leaving the store. Many of the students reside in foster homes and with grandparents. Consequently, in this economically disadvantaged neighborhood, parental involvement is a challenge. We will maintain an on-going line of communication between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters/calendars and parent/teacher conferences. We will offer a variety of opportunities for parents to participate in student learning.



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TEACHER DEMOGRAPHICS

The Leadership Team, which consists of the principal, assistant principal, reading coach, counselor, school psychologist and grade level chairpersons, will play a vital role in the success of teachers and students meeting their goals for the 2007-2008 school year. The ethnicity of the faculty and staff is culturally diverse, and consists of 68 percent African American, 14 percent Hispanic, and 19 percent White. North County Elementary employs a total of 62 staff members of which 90 percent (56) are full-time and 10 percent (6) are part-time. Of this composition, there are three administrators, 33 teachers, (25 classroom teachers, 1 reading coach, 5 special area teachers, one guidance counselor, one media specialist) one paraprofessional, 6 clerical employees, 6 cafeteria employees, one computer specialist, one and half security and 4 custodians. Two staff members hold doctorate degrees (7 percent) and fourteen staff members (48 percent) hold masters degrees. There are two retired, certified hourly teachers. These teachers are placed in classrooms to assist Tier II, Tier III, FCAT Level 1, and Level 2 students on a daily basis and provide additional instruction in the core areas of reading and mathematics. Less than one percent of the staff is new to North County Elementary.

Class Size/Teacher-to Student Ratios

Currently, the student to teacher ratios are as follows: Pre-Kindergarten: 16:1, First grade: 17:1, Second grade: 17:1, Third grade: 17:1, Fourth grade: 12:1, and Fifth grade:17:1

Pre K-3 average is 17:1 and Grade 4-5 average is 15:1. The overall average class size is 16:1. in the general education program and 5:1 in the special education program,

Attendance Rate

The average student attendance rate for the 2006-2007 school year was 95.54 percent, slightly above the District's average of 94.54 percent. The 2006-2007 student attendance rate was 95.54 compared to the 2005-2006 attendance rate of 94.53. This average student attendance rate includes kindergarten through fifth grade.

Promotion/Graduation/Retention Rates

North County Elementary School's retention rates are as follows: 13.98 percent of third grade students were retained as a result of their Level 1 status on the 2007 FCAT Reading sub-test. .03 percent of students in grades K, 1, 2, and 4 were retained due to unsatisfactorily performance ratings by their teachers. The majority of these retainees had poor daily attendance rates.

Feeder Pattern

During the last school year, North County Elementary was assigned to the Miami Carol City Senior High School Feeder Pattern. North County students' transition to Lake Stevens Middle School or to Carol City Middle School then to Miami Carol City Senior High School. Lake Stevens Middle School earned a grade of "C", Carol City Middle School earned a grade of "F" and Miami Carol City Senior High School earned a grade of "F" for the 2006-2007 school year from the Florida Department of Education. Feeder Pattern articulation is an integral part of the school's plan for improvement.

Special Programs

The Academic Excellence Program (AEP) is implemented after school. Selected students with an interest in chess and rigorous reading, thinking, and inquiry skills are provided an opportunity to explore these activities. The chess game fosters critical thinking and mathematical skills, while helping students develop self confidence and creative expression. Chess students engage in chess competitions among schoolmates and students from other schools. Junior Great Books allows students to explore rich literature while developing critical thinking skills and exploring figurative language in literature. Students learn to synthesize information from stories and share their information with peers.

The Principal has initiated a "Preparing Us to Step Higher" (PUSH) team of students in grades three through five who scored at a high Level 2 to a low Level 3 on the 2007 FCAT. The team meets regularly with the principal to discuss social issues and academic needs. The parent component of the PUSH team meets with the principal and other school personnel as needed to discuss student progress and promote parental skills. Data generated by COGNOS is used to develop the agenda for the PUSH team's parent and student conferences. Student incentives for outstanding achievement and student attendance are an inherent part of the PUSH team. Tutorial services are provided through Title I programs that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school and Saturday Academy programs. The assessment data or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed e.g., Breakthrough to Literacy, Destination Reading, SuccessMaker, and Voyager to meet the definition of scientifically research-based.

Cheerleading, a core educational after school program provides an opportunity for students to participate in a year long athletic activity. Cheerleaders perform at assemblies and special events throughout the year and are known in the City of Miami Gardens for their outstanding performances.

The North County Elementary chorus is another up and coming program. Students study and learn basic music theory, history, and composition. These students provide the music for assemblies and special programs during the year.

Media production provides students with the opportunity to develop their talents and skills in oral communication. Utilizing closed circuit television, they announce activities and events to the entire school on a daily basis.

The Elementary Academic Gifted Program was developed for students with high academic ability in grades 1-5. This program helps students successfully attain their academic potential through a specialized educational program. Three percent (3%) of the school's Special Education population has been identified as gifted. The students attend the gifted program twice a week and engage in interdisciplinary activities.

School Community Relations/Partners

North County Elementary School continuously provides parents with information on their child's performance and behavior. Parents receive notification of the school's direction and expectations through open meeting forums such as: Open House, Title I Parent



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Orientation, EESAC meetings, Connect ED, and newsletters. In addition to Interim Progress Reports and monthly bulletins, parents also receive FCAT scores and accelerated reader (AR) scores. These reports allow parents to monitor their child's academic growth and provide opportunities for academic improvement outside of the school setting. North County Elementary also houses a Parent Resource Center located in the Media Center. Parents Engaged in Academic Related Learning (PEARL) monthly workshops are actively involved in the educational process. The EESAC (comprised of administrators, teachers, students, parents, and business partners) meets monthly to develop and monitor strategies for school improvement.

The Dade Partners and Community Partners are:

Representatives from the District/Regional office, business representative, and local governmental representative (City of Miami Gardens, Florida) will meet with the North County Citizens Association and school representatives. This group will be responsible for the providing support in ensuring that community involvement and other pertinent activities involving the school are implemented.

The Miami Dolphins Stadium provides incentives and enrichment activities for students' during the school year. Local Churches (Antioch Missionary Baptist, Cosmopolitan Baptist, and Universal Truth Center) host after school tutorial programs specifically designed to meet the needs of North County students.

The North County Citizens Association meets monthly at North County and collaborates with the school, community and the City of Miami Gardens on projects and initiatives for improving student learning.

The Carol City Feeder Pattern hosts monthly community meetings to collaborate and to coordinate efforts for improving the feeder pattern's schools.

Grants

North County participates in the Title I Grant program that provides supplemental funding to needy schools. These funds are used to supplement instruction, and to improve parent participation in student learning. The school also participates in the state funded Reading First Grant. This grant provides for the implementation and monitoring of effective reading instruction including: phonemic awareness, phonics, fluency, vocabulary, and comprehension. North County is also the recipient of the Health Connect In Our Schools (HCIOS) grant. Using a prevention and intervention model, this grant facilitates the provision of mental and medical health services to our students. The HCIOS is a joint venture between M-DCPS, the Miami-Dade County Health Department, and the Children's Trust. Through the Community School program, the DELLTECH NOW grant provides select students with opportunities to build computers for later use in their homes.

School Foundation

Leadership:

The data derived from the Organizational Improvement Snapshot Assessment is incomplete pending completion of 2007-2008 OPIS Survey. The leadership team is committed to preparing students for the challenges and expectations of the twenty-first century. Instructional decisions are data driven; however, staff is encouraged to implement new and innovative ideas and programs in the never ending quest to meet the goals of the school's vision and mission. School leaders provide support and opportunities for professional and personal growth. The leadership team actively seeks involvement from the community in an effort to provide an effective educational continuum. The school's mission and vision are communicated to all stakeholders via faculty meetings, Educational Excellence Advisory Council (EESAC) meetings, grade level meetings, Parent Teacher Association (PTA) meetings, marquee, and parent newsletter.

District Strategic Planning Alignment:

The data derived from the Organizational Improvement Snapshot Assessment is incomplete pending completion of 2007-2008 OPIS Survey. The school's goals are outlined in the school's mission statement. These goals include: 1) developing life-long readers and learners; 2) improving students' self-esteem by providing opportunities where they can contribute to their cultural values and traditions to the school and community; 3) developing proficient learners who are capable of utilizing critical thinking, writing skills, and problem-solving strategies; and 4) developing students' personal responsibility to promote decision-making in daily life. To attain this mission, North County Elementary School will provide a supportive and healthy environment, which will enhance students' academic, social, physical, and emotional development.

Stakeholder Engagement:

The data derived from the Organizational Improvement Snapshot Assessment is incomplete pending completion of 2007-2008 OPIS Survey. The stakeholders of North County Elementary Community School include representatives from the parent, community, student and parent groups. The stakeholders will review, analyze and evaluate pertinent data such as FCAT, DIBELS results, the School Demographic and Academic Profile to formulate objectives as school wide priorities. The stakeholders will schedule meetings, notify participants, and create agendas, as per state and district guidelines. Concerns related to academic progress, safety, instructional materials and supplies will be other areas addressed by the stakeholders. The stakeholders will support the efforts of the PTA in achieving a higher level of parental involvement. The EESAC will make recommendations for expenditures of EESAC funds, including reading support materials for students, student awards and incentives, materials to enhance the Media Center, and a teacher incentive program. The stakeholders will recommend additional training for all teachers in reading, mathematics, science, and higher order thinking skills. The EESAC will recommend the purchase of software to support instruction and enhance learner performance. The EESAC will support incentives for the school-wide discipline plan.

Faculty & Staff:

The data derived from the Organizational Improvement Snapshot Assessment is incomplete pending completion of 2007-2008 OPIS Survey. North County Elementary Community School has implemented departmentalization in grades four - five. Departmentalization allows each reading/mathematics teacher to truly become the expert in his/her subject area. The master schedule enables grade level/subject area planning throughout the school. The leadership team (comprised of the Principal, Assistant Principal, Grade/Subject Area Chairpersons, one Title I Reading Coach, one Reading First Coach, Curriculum Facilitators) meets regularly to provide suggestions, solutions, and feedback for all aspects of the school's programs. Weekly planning meetings provide opportunities for grade level/subject area teams to review and provide additional feedback for concerns that the leadership team is addressing. The Leadership team along with classroom teachers review and analyze data in order to drive instruction. Collaborative decision making is based upon total quality management principles.

Data/Information/Knowledge Management:



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Education Design:

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Performance Results:

The data derived from the Organizational Improvement Snapshot Assessment is incomplete pending completion of 2007-2008 OPIS Survey. The Leadership Team, faculty, and staff work in collaboration with parents and students to effectively communicate behavioral and academic expectations. North County Elementary Community School uses alternative discipline methods (Fresh Start Program, peer mediation, one-on-one counseling) to reduce student referrals and suspensions. Through this shared vision, all stakeholders are confident that the schools' out-door suspension rate will decrease.

Schools Graded 'C' or Below

Professional Development:

Professional Development

The school will follow the District's plan for weekly professional development and grade group meetings. Professional development will be through study groups, collaborative teams, peer observations, demonstrations, coaching, and mentoring. Professional development opportunities will be individualized based on student performance data and teachers' Individual Professional Development Plans (IPDP's), which are designed to assist teachers in becoming diverse in their instructional styles. Teachers will be offered training in disaggregating data, differentiated instruction, cooperative learning inclusion, co-teaching, and Reading First School's requirements.

A Student Teacher Support Team (ST2) is comprised of a full-time School Psychologist, a Reading Coach, a Reading Educational Specialist assigned to the school four days a week, a school-site Administrator, a part-time School Psychology Intern, and an hourly certified teacher who will work directly with students. This team will provide on-going site-based professional development and in class support aligned with the instructional needs to at-risk students. In addition, the ST2 will assist classroom teachers with data collection, progress monitoring, appropriate interventions, and timely, targeted, job-embedded professional development.

The ST2 model emphasizes the use of ongoing progress monitoring and focused interventions to target professional development for meeting needs of at-risk students. Team members will undertake progress monitoring activities and examine student data on a regular basis to determine academic needs that might require an adaptation of the curriculum or a change in instructional strategies and the development of interventions.

New teacher support will be provided by the Office of Professional Development. This support will include assistance with lesson planning, classroom management, content area, instructional strategies, and family communications. A Professional Development (PD) Liaison, trained by the District during a one-week academy in June, 2007, will facilitate PD activities. The PD liaison will deliver on-site PD opportunities, prepare, review, and submit proposals for trainings, support and implement follow-up of the school's PD, facilitate professional learning communities, and serve as resource to initiate action research projects. She will also serve as the liaison between the school, the Regional Center, and the District regarding implementation of the Florida Professional Development Protocol Standards.

The principal will ensure that professional development materials that support instruction are available and resources and reference materials that support high-quality teaching are utilized. Professional development offerings for teachers will focus on building a core set of knowledge, skills, and tools in the areas of Reading, Writing, Mathematics, and Science. Additionally, teachers will be exposed to Miami-Dade County Schools professional libraries and professional development sessions.

Disaggregated Data :

2007 FCAT and DIBELS data will be used to drive instruction in grades K-5. DIBELS progress monitoring data will ensure that students are developing the knowledge skills needed to become fluent readers. DIBELS assessments will be conducted by the Reading Coach, and the Interventionists. The assessment data will be used to form groups for differentiated instruction, plan for interventions, and calculate instruction on a continuous basis.

Grade level weekly meetings or data chats will be conducted to discuss instruction driven by students' data. Curriculum leaders will develop a plan for data reviews. This team will regularly determine status of instruction which will lead to modification of instruction. This team will extract trends and patterns, identify professional development needs and identify topics for action research. Data review forums (Data Chats) will be held during grade level meetings, articulation meetings, staff meetings, and literacy leadership meetings. The Literacy Leadership Team comprised of school site Administrators, Reading Coach, Mentor Teachers, Interventionists and Psychologist will meet weekly to review data and monitor trends in student achievement in Reading, Writing, Mathematics, and Science.

Informal and Formal Assessments:



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The formal assessment to be used will consist of District interim assessments. Students will be given the DIBELS three times during the year in addition to the Florida Writing+ in fourth grade and the FCAT in grades three through five. The informal assessment utilized will be teacher made assessments, bi-weekly/monthly Edusoft tests in reading, math and science. Students will be assessed on Reading Plus, On-Target Benchmark Reviews, SuccessMaker and Accelerated Reader.

At risk student subgroups will be identified according to 2007 FCAT data. Using the Tier I, II, III approaches, all at risk students including economically disadvantaged and Students with Disabilities (SWD's) will be prioritized for support through intervention during the school day and in an after school tutorial program. The level of intensity and intervention selected for use will be based on the nature and severity of each student's deficit. Administrators will monitor student progress and ensure adjustments of intervention services, as needed.

The Principal and Assistant Principal will conduct walk-through visits to monitor instruction and will follow-up with feedback. The focus of these visits will be to examine the alignment between instructional delivery and curriculum in the content areas. Feedback arising from their visitations will provide a basis for dialogue supporting professional development.

Curriculum Leaders' performance evaluations will be linked to student achievement. Teachers' Individual Professional Development Plan (IPDP's) will address instructional strategies and will be updated based on progress monitoring.

The following plan is in place for students in Tiers I, II, III:

a. Tier I students (any K-5 student who is experiencing reading difficulties) will be assessed by DIBELS three times a year. All data will be reported using the PMRN. Students in grades 2-5 will be administered an interim assessment in reading, mathematics and grade 5 students will also be assessed in science. Results of this assessment will be reported using EDUSOFT. Appropriate subtests from the Diagnostic Assessment of Reading (DAR) will be administered to students who are not making progress as indicated by progress monitoring measures when additional data is needed to plan targeted or comprehensive interventions.

Initial Instruction (ii): Two-hour uninterrupted literacy blocks using the Houghton Mifflin Comprehensive Reading Plan (CRRP).

Immediate Intensive Intervention (iii): Guided reading using leveled texts included in the CRRP as well as the Houghton Mifflin intervention Strategies Handbook that connects areas of need to specific strategies and resources included in the CRRP.

b. Tier II students (any student who has been retained once AND demonstrates reading deficiencies) will be assessed by DIBELS three times a year. All data will be reported using the PMRN. Students in grades 2-5 will be administered an interim assessment. Results of this assessment will be reported using EDUSOFT. Appropriate subtests from the Diagnostic Assessment of Reading (DAR) will be administered to students who are not making progress as indicated by progress monitoring measures when additional data is needed to plan targeted or comprehensive interventions. The DAR will be administered to all students who are not making progress as indicated by the DIBELS.

Initial Instruction (ii): Two-and-one-half-hour uninterrupted literacy block using the Houghton Mifflin CRRP.

Immediate Intensive Intervention (iii), Guided Reading using leveled texts included in the CRRP, as well as a selected FCRR reviewed intervention; Early Success, Soar to Success, Elements of Reading: Vocabulary, and/or Voyager Passport will be implemented.

c. Tier III students (any grade 3 student who has been retained twice in grade 3) will be assessed by DIBELS each nine-weeks. All data will be reported using the PMRN. Students in grades 2-5 will be administered an interim assessment. Results of this assessment will be reported using EDUSOFT. Appropriate subtests from the DAR will be administered to students who are not making progress as indicated by progress monitoring measures when additional data is needed to plan targeted or comprehensive interventions. DAR will be administered to all students who are not making progress as indicated by the DIBELS.

Initial Instruction (ii): Two-hour uninterrupted literacy block using the Houghton Mifflin CRRP and one hour of iii using Voyager Passport.

Immediate Intensive Intervention (iii): Guided reading using leveled texts included in the CRRP as well as the FCRR reviewed Voyager Passport daily.

Alternative Instructional Delivery Methods :



School Improvement Plan

2007-2008



Students will receive instruction using co-teaching, inclusion and consultative methods. The co-teaching model allows teachers to partner and use ideas to enhance student's achievement. The inclusion model allows teachers and paraprofessionals to collaborate and share ideas which will lead to student achievement. Teachers working in a consultative environment work with parents and teachers to determine students' needs as identified through testing. Students will receive instruction through departmentalization. The departmentalization concept allows teachers to work according to their academic strength. Students in kindergarten through grade five will receive an inquiry based instruction in science to improve critical thinking skills. This hands-on- experience increases the students' awareness of self and the desire to foster and nourish their ability through motivation-in-depth and a rigorous and relevant curriculum. In addition, the following alternative instructional delivery methods are implemented at North County Elementary:

- Small Group Instruction
- Pull-out Tutorials
- Cooperative Learning Groups
- One-on-one individual teacher directed instruction
- Tutorial Programs



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

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

Needs Assessment

Results of the 2007 Florida Comprehensive Assessment Test (FCAT)-Reading indicate that fifty percent of the students scored at or above grade level in reading. Adequate Yearly Progress scores show fifty percent of the students made a year's worth of progress on the 2007 FCAT Reading. Seventy-five percent of students in the lowest twenty-five percent made learning gains.

The 2007 Adequate Yearly Progress Report (AYP) indicates that each targeted subgroup (African American, Economically Disadvantage, and Students with Disabilities) within the No Child Left Behind (NCLB) did not meet requirements of the state mandated criteria.

Further analysis of the 2007 Florida Comprehensive Assessment Test (FCAT) Reading indicate fifty percent of the African American subgroup scored at or above grade level; fifty percent of the Economically Disadvantaged subgroup scored at or above grade level; and, twenty-seven percent of the Students with Disabilities scored at or above grade level.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 58% scoring at a Level 3 or higher on the 2008 administration of the Florida Comprehensive Assessment Test (FCAT)-Reading Assessment.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their reading skills as evidenced by 58%, scoring at a Level 3 or higher on the 2008 administration of FCAT Reading Test.

Given instruction based on the Sunshine State Standards, SWD, students in grades three through five will improve their reading skills as evidenced by 58%, scoring at a Level 3 or higher on the 2008 administration of FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black American, students in grades three through five will improve their reading skills as evidenced by 58%, scoring at a Level 3 or higher on the 2008 administration of FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement departmentalization in Reading for grade four and five. This strategy will be used with all students in the subgroup.	Administrators Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement Immediate Intensive Intervention. This strategy will be used with all students in the subgroups.	Administrators Reading Coaches Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Analyze data to drive instruction. This strategy will be used with all students in the subgroups.	Administrators Reading Coaches Computer Technician Classroom teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Develop and implement monthly focus calendar.	Administrators Reading Coaches	8/20/07	6/05/08	District-wide Literacy Plan	0
Utilize Edusoft to align monthly assessments and to disaggregate student data in order to guide instruction.	Administrators Reading Coaches Classroom teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Conduct monthly data team meetings to review data and monitor trends in student achievement.	Administrators Reading Coaches Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Conduct weekly grade level meetings to review student data and analyze student data.	Administrators Reading Coaches Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Purchase and implement Reading Plus Reading Program.	Administrators Reading Coaches Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	4500
Utilize SPI and Snapshot web-based programs to identify students' levels for flexible grouping.	Administrators Reading Coaches Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Create and implement intervention tutorials for Level 1 and 2 students in all subgroups. Students will be given a pre and post test.	Administrators Reading Coaches Parent Resource Coordinator	8/20/07	6/05/08	District-wide Literacy Plan	6000
Continue with Houghton Mifflin - Core Program. This strategy will be used with all students in the subgroups. Utilize Comprehensive Research Based Reading Plan and District Pacing Guide.	Administrators Reading Coaches Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Continue utilizing Continuous Improvement Model (CIM). This strategy will be used with all students in the subgroups.	Administrators Classroom teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Continue with Differentiated Instruction - Guided Reading. This strategy will be used with all the students in the subgroups.	Administrators Reading Coaches Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0

Research-Based Programs



School Improvement Plan 2007-2008



- * Houghton Mifflin Core Reading Program
- * Voyager Passport
- * Accelerated Reader
- * SuccessMaker
- * Reading Plus Program
- * FCAT Explore

Professional Development

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

The professional development will be conducted by the school District Professional Development Liaison and Reading Coach. The workshops will focus on intervention, classroom walk about reading tools, examination and discussion of scientifically-based research reading, mathematic and science materials.

Evaluation

Formative:

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

Summative:

- * Monthly Reading Test (school based)
- * 2008 FCAT Reading Assessment

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

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

Needs Assessment

Results of the 2007 FCAT in Mathematics indicate that fifty-five percent of students scored at or above grade level in mathematics. Adequate Yearly Progress scores show sixty-nine percent of students made a year's worth of progress on the 2007 FCAT Mathematics. Seventy-five percent of the students in the targeted lowest twenty-fifth percentile made learning gains in mathematics.

Further analysis of the 2007 Florida Comprehensive Assessment Test (FCAT) Mathematics indicate fifty-five percent of the Black American subgroup scored at or above grade level; fifty-five percent of the Economically Disadvantaged subgroup scored at or above grade level; and, percent of the Students with Disabilities scored at or above grade level.

The disaggregation of data indicate that students scored fifty-eight percent in number sense, sixty-two percent on measurement, fifty-seven percent in geometry, fifty percent in algebraic thinking and fifty-one percent in data analysis. Therefore, there is a need to increase proficiency in mathematics.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by sixty-two percent scoring at a Level 3 or higher on the 2008 administration of FCAT-Mathematics Assessment..

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

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

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate mathematics across curriculum. This strategy to be used with all subgroups.	Administrators Mathematics Coach Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Incorporate problem solving experiences linked to real world. This strategy will be used with subgroups.	Administrators Mathematics Coach Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement departmentalization in grades four and five for Mathematics. This strategy will be used with all subgroups.	Administrators Classroom teacher	8/20/07	6/05/08	Education Innovation	0
Develop and implement monthly focus calendar.	Administrators Mathematics Coach	8/20/07	6/05/078	District-wide Literacy Plan	0
Create computer tutorial sessions. This strategy will be used with all subgroups.	Administrators Mathematics Coach Classroom teacher	8/20/07	6/05/08	Education Innovation	2000
Continue utilizing Continuous Improvement Model (CIM). This strategy will be used with all subgroups.	Administrators Classroom teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Utilize SPI and Snapshot web-based programs to identify students' levels for flexible grouping.	Administrators Mathematics Coach Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Utilize Edusoft to align monthly assessments and to disaggregate student data in order to guide instruction	Administrators Mathematics Coach Classroom teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Utilize manipulatives to enhance understanding of concepts through hands-on mathematics.	Administrators Mathematics Coach Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Incorporate technology programs into mathematics curriculum: FCAT Explorer and Riverdeep.	Administrators Mathematics Coach Classroom teacher	8/20/07	6/05/08	Education Innovation	0
Create and implement intervention tutorials for Level 1 and 2 students in all subgroups. Students will be given a pre and post test.	Administrators Mathematics Coach Classroom teacher Special area teachers	8/20/07	6/05/08	District-wide Literacy Plan	6000
Utilize District's Pacing Guide.	Administrators Mathematics Coach Classroom teachers	8/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs



School Improvement Plan 2007-2008



- * Houghton Mifflin Mathematics Series
- * SuccessMaker

Coach and District Level Educational Specialist will facilitate grade level meetings addressing benchmarks. The meetings will address item specifications germane to the grade level. The Math Coach and the administration will monitor the instructional program related to the item specifications that will lead towards enhanced bi-weekly/monthly mathematics test scores. The results of the test scores will be plotted by the teachers in the grade level to encourage students to monitor their progress.

Professional Development

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

Evaluation

Formative:

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

Summative:

- * Monthly Reading Test (school based)
- * 2008 FCAT Mathematics Assessment

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing Statement

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

Needs Assessment

The problem identified as a result of the FCAT Writing+ suggests that students who did not improve writing proficiency and achieve mastery of writing standards need intervention in the four elements: focus, organization, support and conventions to enhance writing skills. The results attained from the 2007 Annual Report Card indicate that 66% of the students tested met the state standard of 3.5 or above on the combined score. This percentage is a fifteen percentage point decrease in students scoring 3.5 as compared to the 2006 FCAT Writing data.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will increase their skill proficiency in writing, as evidenced by a five percentage point increase in the number of students scoring Level 3.5 or higher on the 2008 administration of the FCAT Writing Plus Assessment Test as compared to the 2007 administration of the FCAT Writing Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze data from the District's Pretest narrative/expository writing prompts to establish differentiated instruction groups.	AdministratorsWriting CoachClassroom teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Continue to monitor data to drive instruction and monitor progress.	AdministratorsWriting FacilitatorClassroom teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Continue to instruct students in small and total group sessions based on pre and mid test results.	AdministratorsClassroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Conduct ongoing conversations among grade group members regarding progress on monthly assessments to drive instruction.	AdministratorsWriting CoachClassroom teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Implement "There's a Six in You" writing strategy to enhance writing skills in fourth grade.	AdministratorsWriting CoachClassroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Provide coaching and mentoring with the implementation of the monthly writing prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	AdministratorsWriting CoachClassroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Improve the quality of writing through the use of strategies such as magnified moments, vivid verbs, sentence variety, writing pictures, and transitional words.	Administrators Writing CoachClassroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Continue to implement score-point specific writing instruction.	AdministratorsWriting Coach Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement Houghton Mifflin Writing Component.	AdministratorsWriting CoachClassroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Incorporate writing across the curriculum and include strategies for each subgroup.	AdministratorsClassroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Incorporate classroom journal writing to provide additional writing opportunities.	AdministratorsClassroom teacher	8/20/07	6/5/08	District-wide Literacy Plan	0

Research-Based Programs

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

Professional Development



School Improvement Plan

2007-2008



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

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

Reading Coaches will provide professional development to include the following:

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

Evaluation

Formative:

- * Pre Test
- * Post Test

Summative:

- * Monthly Tests (school based)
- * 2008 FCAT Writing Plus Assessment

Science Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Science Statement

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

Needs Assessment

Based on the 2007 FCAT Science performance data, fifty-eight percent of the fifth grade scored below proficiency in Physical / Chemical Science, 60 percent scored below proficiency in Earth / Space, 58 percent scored below proficiency in Life Environmental and 58 percent scored below proficiency in Scientific Thinking.

Results of the 2007 FCAT-Science indicate that the median score for grade five students is 255. The scores indicate that the students are fifty-one points below the state average of 306. After analyzing the data students at North County is in need of a vigorous science program.

Measurable Objective

Given instruction based on the Sunshine State Standards, thirty-four percent of the fifth grade students will score Level 3 or higher on the 2008 administration of the FCAT-Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Train new staff on use of inquiry based programs.	Administrators Science Coach Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Monitor low achieving students closely through assessments.	Administrators Classroom teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Develop inquiry based learning communities.	Administrators Classroom teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Implement Differentiated Instruction.	Administrators Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Develop and utilize Instructional Focus Calendar.	Administrators Science Coach Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Incorporate reading across the curriculum and disciplines.	Administrators Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Administer pre, progress and post tests to fifth grade students.	Administrators Science Coach Science Lab Instructor	9/06/07	6/05/08	Continuous Improvement Model	0
Increase hands-on experiments in the classroom and science lab (FOSS Kits).	Administrators Science Coach Science Lab Instructor	8/20/07	6/05/08	District-wide Literacy Plan	2000
Conduct a Science Fair	Administrators Science Coach Science Lab Instructor Classroom Teacher	01/8/08	6/05/08	District-wide Literacy Plan	2500
Utilize District Pacing Guide.	Administrators Science Coach Classroom teachers	8/20/07	6/05/08	District-wide Literacy Plan	0

Research-Based Programs

- * Scott Foresman Science Program

Professional Development

- * Strategies for Increasing Critical Thinking In-service (District Workshop)
- * Effective Implementation of Inquiry-based Science Strategies in classroom (District Workshop)
- * Hands-On Science K-5 (District Workshop)

Science Coach will facilitate grade level meetings addressing benchmarks for teachers' grades 2-5. The meetings will address item specifications germane to the grade level. Science teachers and the administration will monitor the instructional program related to the item specifications that will lead towards enhanced biweekly science test scores. The results of the test scores will be used to further facilitate laboratory investigations/critical thinking skills.

Evaluation



School Improvement Plan 2007-2008



This objective will be measured using the data from the 2008 FCAT Science test. Progress will be measured and monitored using monthly simulated FCAT Science tests and bi-weekly benchmark assessments.

Formative:

- * Chapter Tests

Summative:

- * Weekly/Monthly Science Simulated Tests (school-based)
- * 2008 FCAT Science Assessment

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement Statement

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

Needs Assessment

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

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percentage point increase in parental and community interaction as evidenced by comparing the attendance logs for the 2006-2007 and 2007-2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the efforts of the administration, faculty, parent representatives, and community based organizations in surveying parent needs, prioritizing the areas of greatest concern and planning activities to address needs.	Administrators Community Involvement Specialist/Parent Resource Coordinator/Faculty	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement Parent Contracts to encourage parental support.	Administrators Parent Involvement Committee	9/20/07	6/05/08	District-wide Literacy Plan	0
Provide informational workshops to empower parents with the knowledge base to improve their parenting skills, their understanding of child related health issues, direct their own personal education growth and use of technology.	Administrators Community Involvement Specialist/Parent Resource Coordinator	10/9/07	6/05/08	District-wide Literacy Plan	0
Conduct grade level assemblies.	Administrators Guidance Counselor	9/23/07	6/05/08	District-wide Literacy Plan	0
Encourage and promote increased community involvement through collaboration with our Dade Partners and School Volunteer Program.	Administrators Community Involvement Specialist Guidance Counselor	8/20/07	6/05/08	Improve Public Perception	0
Encourage parents' active participation in decision-making groups and activities such as the PTSA, EESAC, Title I PAC/DAC, and IEPs.	Administrators Community Involvement Specialist EESAC Chairperson Faculty and Staff	8/20/07	6/05/08	Continuous Improvement Model	0
Increase parental enrollment in the Parent Academy.	Administrators Community Involvement Committee Faculty and staff	8/20/07	6/05/08	District-wide Literacy Plan	0
Institute family fun activities such as Arts & Craft Family Night and Caregivers Day.	Administrators Community Involvement Specialist Parent Resource Coordinator/Faculty	8/20/07	6/05/08	District-wide Literacy Plan	0

Research-Based Programs

- * Passport to Success

Professional Development

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

Evaluation

This objective will be evaluated by comparing the Title I Community Involvement Specialist's Parent/Family Sign-In Logs from 2006-2007 school year to 2007-2008 school year.

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Discipline & Safety Statement

The goal of North County Elementary Community School is to provide a safe and disciplined environment for all students.

Needs Assessment

Analysis of data indicated that improvement has been achieved in student behavior. This is evident through the COGNOS-8 database Report. Fifty-six students were suspended during Quarter 1 of the 2006-2007 school year, and only one student was suspended during Quarter 4 of the 2006-2007 school year. Ten students were referred to counseling for fighting; four students were referred to counseling for property damage, and five for defiance to school-site personnel.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evident by a ten percentage point decrease in the number of Student Case Management referrals resulting in outdoor suspensions during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Display positive behavior posters throughout the school campus.	Administrators Discipline Committee	8/20/07	6/05/08	District-wide Literacy Plan	0
Continue with Conflict Resolution and peer remediation with students in grades Kindergarten-Fifth grade.	Administrators Counselor	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement school wide Discipline Plan.	Administrators Discipline Committee Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Continue to use Parent Contracts in an effort to elicit parental support.	Administrators Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Continue to work with Dade Partners and the Miami-Dade Police Department Miami Gardens Station to provide role models for students.	Administrators Community Involvement Specialist	8/20/07	6/05/08	District-wide Literacy Plan	0
Provide effective classroom management workshops to teachers.	Administrators Discipline Committee	8/20/07	6/05/08	District-wide Literacy Plan	0
Provide conflict resolution for students returning from outdoor suspensions.	Administrators Guidance Counselor	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement character education strategies throughout the school year.	Administrators Guidance Counselor Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement Bullying Prevention Program in all grades.	Administrators Guidance Counselor Classroom teacher	9/20/07	6/05/08	District-wide Literacy Plan	0
Coordinate student participation in "Do The Right Thing" program.	Administrators Guidance Counselor Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Strategically place Safety Patrol throughout the school campus to deter inappropriate behavior.	Administrators Safety Patrol Sponsor	8/20/07	6/05/08	District-wide Literacy Plan	0

Research-Based Programs

- * Lee Canter's Assertive Discipline Plan

Professional Development

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

Evaluation

Program effectiveness will be monitored by the Discipline Committee in order to make any necessary adjustments to the discipline plan. Data pertaining to the 2006-2007 outdoor suspensions will be compared to the 2007-2008 data. Evaluation will be assessed by a ten percentage point decrease in the number of Student Case Management referrals for outdoor suspensions in 2007-2008 when compared to 2006-2007.

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Technology Statement

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

Needs Assessment

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Instruct teachers in the use of Snapshot and PMRN.	Administrators Technology Facilitator	8/20/07	6/05/08	Continuous Improvement Model	0
Provide access for students to use the Internet and its resources to locate, evaluate, and collect information from a variety of sources.	Administrators Technology Facilitator Classroom teacher	8/20/07	6/05/08	Academic Enrichment Opportunities	0
Utilize Accelerated Reader to continuously monitor comprehension of books read at independent/instructional level.	Administrators Media Specialist Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Infuse technology with the visual arts program in a practical and educationally sound manner.	Administrators Art teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Utilize the computer to retrieve, analyze and evaluate student data to monitor progress.	Administrators Reading Coaches Classroom teacher	8/20/07	6/05/08	Continuous Improvement Model	0
Provide faculty, staff, and students training in the Riverdeep program for grades K-5 and FCAT Explorer for grades 3-5.	Administrators Technology Facilitator Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Implement SuccessMaker to improve student achievement in reading	Administration Reading Coaches Teachers	12/01/07	6/05/08	District-wide Literacy Plan	

Research-Based Programs

- * Riverdeep
- * FCAT Explorer
- * Reading Plus Program
- * SuccessMaker Enterprise

Professional Development

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

Evaluation

This objective will be evaluated by database results of the number of students completing the FCAT Explorer, Reading Plus and SuccessMaker assessments, also through sign-in logs from professional development, electronic gradebook reports as well as staff surveys.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

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

Needs Assessment

Results of the 2006-2007 FITNESSGRAM Program indicate that forty-two percent of the tested fourth and fifth grade students passed the FitnessGram assessment.

Measurable Objective

Given the 2007-2008 FitnessGram Program, the North County Elementary Community School fourth and fifth grade students participation will increase Gold and Silver awards by five percent as compared to the 2006-2007 FITNESSGRAM Program results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with opportunities to develop wholesome self-concepts.	Administrators Physical Education teacher Classroom teacher	8/20/07	6/05/08	Student Wellness	0
Provide a varied activity program that will stimulate an interest and desire to participate in lifelong physical activity.	Administrators Physical Education teacher Classroom teacher	8/20/07	6/05/08	Student Wellness	0
Provide students the opportunity to apply rules, skills, and strategies to activities.	Administrators Physical Education teacher Classroom teacher	8/20/07	6/05/08	District-wide Literacy Plan	0
Monitoring of the physical education program by school administrators, will ensure that activities are specifically related to assessment component items.	Administrators	8/20/07	6/05/08	District-wide Literacy Plan	0
Provide students educational opportunities to participate in physically active programs.	Administrators Physical Education teachers	8/20/07	6/05/08	Student Wellness	0
Instill the importance of good health and personal fitness in our students.	Administrators Physical Education Teachers	8/20/07	6/05/08	Student Wellness	0

Research-Based Programs

* FITNESSGRAM Test Program developed by Human Kinetics

Professional Development

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

Evaluation

The results of the FITNESSGRAM test administered to the fourth and fifth grade students will increase by five percent in 2007-2008 when compared to 2006-2007.

Electives & Special Areas Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Electives & Special Areas Statement

Increase the number of students enrolled in the Advanced Academic Programs.

Needs Assessment

The results of the Florida Comprehensive Assessment Test indicate that seventy percent of the students enrolled in the Advanced Academic Programs achieved high standards in reading and mathematics. Therefore there is a need to increase student enrollment in the Advanced Academic Programs.

Measurable Objective

Given emphasis on the benefits of participating in the advanced academic programs, the number of students enrolled in the Advanced Academic Program will increase by ten percentage points during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create groups of students to participate in Chess club.	Administrators Guidance Counselor	9/20/07	6/03/08	Academic Enrichment Opportunities	0
Develop critical thinking , problem solving, and creativity.	Reading Coaches Guidance Counselor	9/20/07	6/05/08	Academic Enrichment Opportunities	0
Disaggregate data from DIBELS,SAT-10 and FCAT to identify students for possible Academic Excellence Program referrals.	Administrators Guidance Counselor Reading Coaches	9/20/07	6/05/08	Academic Enrichment Opportunities	0
Create learning communities which allows students to focus on important factors and eliminate distractions.	Administrators Academic Excellence Program teacher	9/20/07	6/05/08	Academic Enrichment Opportunities	0
Integrate enrichment activities throughout the curriculum.	Administrator Academic Excellence Teacher	9/2/2007	6/5/2007	Advanced Academics	

Research-Based Programs

Junior Great Books

Professional Development

Professional development will focus on the relevance and importance of critical thinking skills.

Evaluation

The objective will be measured using the number of students enrolled in the Advanced Academic Programs, for the 2007-2008 school year as compared to the 2006 - 2007 school year.

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Return On Investment Statement

North County Elementary Community School Return On Investment (ROI) percentile ranking will increase by at least 1 percentage point.

Needs Assessment

The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2005-2006, North County on the State of Florida ROI Index.

Measurable Objective

North County Elementary Community School will improve its ranking on the State of Florida ROI Index publication from the third percentile in 2005-2006 to the fourth percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal	8/20/07	6/05/08	Succession Management	0
Review shared use of facilities, partnering with community agencies.	Principal	8/20/07	6/05/08	Improve Public Perception	0
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/07	6/05/08	Exchange Meaningful Information	0
Review reconfiguration of existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/20/07	6/05/08	Succession Management	0

Research-Based Programs

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

Professional Development



School Improvement Plan 2007-2008



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

Evaluation

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

EESAC Compliance

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

Budget:

The 2006-2007 Educational School Advisory Council (EESAC) expenditures consisted of the following: \$1,800.00 to reward students for high achievement. The 2007-2008 EESAC will consider recommendations for the following expenditures: allocate funds to provide professional development, including EESAC procedures, improving staff relations, and improving student achievement: curriculum connections, technology and instruction, prescriptive teaching, CRISIS Management, Inclusion, PMRN, FCAT Explorer, Riverdeep, Reading Plus, and purchasing additional books for the Media Center.

Training:

The 2006-2007 EESAC was instrumental in providing training for teachers in the areas of improving mathematic skills, data analysis, and the Continuous Improvement Model. The 2007-2008 EESAC will consider recommendations for additional training for all teachers to continue the Comprehensive Reading Plan, integration of mathematics and science instruction and the infusion of higher order thinking skills across the curriculum.

Instructional Materials:

The 2007-2008 EESAC will also consider recommendations for the expenditure of funds to support the before school tutorial services (Breakfast Club), in-house and Saturday Academy tutorial programs.

Technology:

The 2006-2007 EESAC supported the "Early Bird" technology program. The 2007-2008 EESAC will consider supporting the "Early Bird" technology program for the 2007-2008 school year.

Staffing:

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

Student Support Services:

The 2006-2007 EESAC supported the Parent Resource Center and the Fresh Start Program. Parents stated that the Parent Resource Coordinator was instrumental in their quest for information regarding MDCPS and FCAT. Teachers stated that the Fresh Start Program enabled them to focus on teaching and reduced time when dealing with discipline. Students were given an alternative to outdoor suspension and were able to complete assignments from their teachers in an alternate setting. The Parent Resource Center and Fresh Start Program will be finance through the schools budget during the 2007-2008 school year to support student achievement.

Other Matters of Resource Allocation:



School Improvement Plan

2007-2008



The 2006-2007 EESAC supported student achievement by rewarding students with field trips, awards, and incentives and by providing for professional development of staff. The 2007-2008 will consider providing incentives for increasing student achievement on the FCAT Reading, Mathematics, Science, and Florida Writes! tests.

Benchmarking:

The 2006-2007 EESAC supported the monthly benchmark testing in the areas of Reading and Mathematics. Students took ownership of their learning by charting their growth on individual Growth Chart Sheets. The 2007-2008 EESAC will consider more assessments of students' progress in reading, writing, and mathematics to determine the gains made in each of these areas and to provide intervention strategies to those students in need of academic support.

School Safety & Discipline:

The 2006-2007 supported various programs, including K.A.P.O.W., Youth Crime Watch, Safety Patrol, Do The Right Thing, Miami Dolphins and Dolphin Stadium Student of the Week. The 2007-2008 EESAC will consider the implementation of programs such as K.A.P.O.W, Youth Crime Watch, Safety Patrol, Do The Right Thing, Miami Dolphins and Dolphin Stadium Student of the Week, IBM Grant, DellTechno Grant, and a school-wide behavior plan.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	10500
Mathematics	8000
Writing	0
Science	4500
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	23000



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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