

FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, FL 32399

School: 3941 - North Miami Elementary School
District: 13 - Dade
Principal: Debra Dubin L
SAC Chair: Mary Sisley
Superintendent: Mr. Alberto M Carvalho
School Board Approval Date: [pending]
Last Modified on: 11/04/2013

Address:	<u>Physical</u>	<u>Mailing</u>
	655 NE 145TH ST North Miami, FL 33161	655 NE 145TH ST North Miami, FL 33161
Phone Number:	305-949-6156	
Web Address:	http://nmiamielem.dadeschools.net/	
Email Address:	pr3941@dadeschools.net	

School Type:	Elementary School			
Alternative:	No			
Charter:	No			
Title I:	Yes			
Free/Reduced Lunch:	97%			
Minority:	99%			
School Grade History:	<u>2012-13</u> D	<u>2011-12</u> C	<u>2010-11</u> C	<u>2009-10</u> B

NOTE

Sections marked N/A in the online application have been excluded from this document.
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

Current School Status	
School Information	
School-Level Information	
School North Miami Elementary School	
Principal's name Debra Dubin L	
School Advisory Council chair's name Mary Sisley	
Names and position titles of the School-Based Leadership Team (SBLT)	
Name	Title
District-Level Information	
District Dade	
Superintendent's name Mr. Alberto M Carvalho	
Date of school board approval of SIP Pending	
School Advisory Council (SAC)	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
Describe the membership of the SAC including position titles	
Membership of SAC Principal -1, UTD steward – 1, Teachers – 5, Alternate teachers - 1, Parents – 5, Alternate Parents - 1, Educational Support -1, Alternate Educational Support -1, student – 1, Alternate Students - 1, Business/Community – 3	
Describe the involvement of the SAC in the development of this school improvement plan	
The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Improvement Plans. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and delivery of programs.	
Describe the activities of the SAC for the upcoming school year	
The purpose of the SAC will be to support : <ul style="list-style-type: none"> • Develop and monitor the implementation of the School Improvement Plan • Ongoing initiatives which support the school improvement plan • FCAT 2.0 resources to strengthen proficiency levels of all subgroups • Acknowledge student achievement through trophies • Hourly employment for tutoring 	
Describe the projected use of school improvement funds and include the amount allocated to each project	
Ongoing initiatives which support the school improvement plan FCAT 2.0 resources to strengthen proficiency levels of all subgroups Acknowledge student achievement through trophies Hourly employment for tutoring	
Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below	
In Compliance	

If no, describe the measures being taken to comply with SAC requirements		
Highly Qualified Staff This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).		
Administrators		
# Administrators 2		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Administrator Information:		
Debra Dubin L		
Principal	Years as Administrator: 18	Years at Current School: 10
Credentials	Leadership,Principal Certification-State of Florida BS/MS Education-Florida State University; Certification- Educational Leadership all levels, Emotionally Handicapped K-12, Specific Learning Disabilities K-12, Varying Exceptionalities K-12, Endorsement-ESOL Nova Southeastern University Certification-Educational	
Performance Record	2013 – School Grade D Rdg. Proficiency, 38% Math Proficiency, 40% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 63 points Rdg. AMO –52 Math AMO–54 2012 – School Grade C Rdg. Proficiency, 34% Math Proficiency, 40% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –47 Math AMO–48 2011 and prior use original format. '11 '10 '09 School Grade C B A AYP N N N High Standards Rdg. 56 61 61 High Standards Math 62 62 54	

Marc Jean Francois		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Educational Leadership all levels BS psychology-Nova Southeastern University; Master of Science-Educational Leadership-Nova Southeastern University; Varying Exceptionality K-12 ESOL Endorsement Integrated Curriculum 5th – 9th grade	
Performance Record	2013 – School Grade D Rdg. Proficiency, 38% Math Proficiency, 40% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 63 points Rdg. AMO –52 Math AMO–54 2012 – W. J. Bryan School Grade B Rdg. Proficiency, 50% Math Proficiency, 51% Rdg. Lrg. Gains, 74 points Math Lrg. Gains, 61 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 60 points 2011 and prior use original format. '11 '10 '09 School Grade D B A AYP N N N High Standards Rdg. 61 53 59 High Standards Math 67 53 62	
Instructional Coaches		
# Instructional Coaches 4		
# Receiving Effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		

Sandy Zamora		
Full-time / School-based	Years as Coach: 2	Years at Current School: 8
Areas	Reading/Literacy, Other	
Credentials	BA English Literature MS TESOL Educational Specialist Reading English 6-12 ESOL Endorsed Reading Endorsed Elementary Pre-K-3 Nationally Board Certified	
Performance Record	2013 – School Grade D Rdg. Proficiency, 38% Math Proficiency, 40% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 63 points Rdg. AMO –52 Math AMO–54 2012 – School Grade C Rdg. Proficiency, 34% Math Proficiency, 40% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –47 Math AMO–48 2011 and prior use original format. '11 '10 '09 School Grade C B A AYP N N N High Standards Rdg. 56 61 61 High Standards Math 62 62 54	

Doris Aloba		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8
Areas	Mathematics	
Credentials	BS Elementary Education K-6 ESOL Endorsed Teacher's Facilitator	
Performance Record	<p>2013 – School Grade D Rdg. Proficiency, 38% Math Proficiency, 40% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 63 points Rdg. AMO –52 Math AMO–54</p> <p>2012 – School Grade C Rdg. Proficiency, 34% Math Proficiency, 40% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –47 Math AMO–48</p> <p>2011 and prior use original format. '11 '10 '09 School Grade C B A AYP N N N High Standards Rdg. 56 61 61 High Standards Math 62 62 54</p>	

Angeline Alberto		
Full-time / School-based	Years as Coach: 1	Years at Current School: 10
Areas	Science	
Credentials	BS Elementary Education K-6 MS Reading K-12 ESOL Endorsed K-12	
Performance Record	2013 – School Grade D Rdg. Proficiency, 38% Math Proficiency, 40% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 63 points Rdg. AMO –52 Math AMO–54 2012 – School Grade C Rdg. Proficiency, 34% Math Proficiency, 40% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –47 Math AMO–48 2011 and prior use original format. '11 '10 '09 School Grade C B A AYP N N N High Standards Rdg. 56 61 61 High Standards Math 62 62 54	

Myrian Delisma-Pierre		
Full-time / School-based	Years as Coach: 3	Years at Current School: 9
Areas	Reading/Literacy	
Credentials	BS Business Administration/Interpersonal Communication MS Special Education K-12 Educational Leadership K-12 ESOL Endorsed Reading Endorsed French K-12	
Performance Record	2013 – School Grade D Rdg. Proficiency, 38% Math Proficiency, 40% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 52 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 63 points Rdg. AMO –52 Math AMO–54 2012 – School Grade C Rdg. Proficiency, 34% Math Proficiency, 40% Rdg. Lrg. Gains, 65 points Math Lrg. Gains, 66 points Rdg. Imp. of Lowest 25% - 79 points Math Imp. of Lowest 25% - 65 points Rdg. AMO –47 Math AMO–48 2011 and prior use original format. '11 '10 '09 School Grade C B A AYP N N N High Standards Rdg. 56 61 61 High Standards Math 62 62 54	
Classroom Teachers		
# of classroom teachers 44		
# receiving effective rating or higher 44, 100%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 73%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 44, 100%		
# ESOL endorsed 30, 68%		
# reading endorsed 7, 16%		
# with advanced degrees 22, 50%		
# National Board Certified 1, 2%		
# first-year teachers 2, 5%		
# with 1-5 years of experience 7, 16%		

with 6-14 years of experience 22, 50%
with 15 or more years of experience 13, 30%
Education Paraprofessionals, pursuant to s. 1012.01(2)(e)
of paraprofessionals 5
Highly Qualified, as defined in 20 U.S.C. § 6319(c) 3, 60%
Other Instructional Personnel
of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals 0
receiving effective rating or higher (not entered because basis is < 10)
<p>Teacher Recruitment and Retention Strategies This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</p> <ol style="list-style-type: none"> 1. Regular meeting of new teachers with Principal - Principal 2. Partnering new teachers with veteran teachers - Assistant Principal 3. Seeking referrals from current employees - Principal 4. Encouraging current staff to continue Professional Development - Principal and Assistant Principal
<p>Teacher Mentoring Program/Plan This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</p> <p>New teachers will be receiving support from a mentor with at least 10 years teaching experience within the state of Florida. The mentor has also participated and completed the Mentor Intervention for New Teachers (MINT) training program or Clinical Supervision Training . The mentor brings an expertise of knowledge and demonstrated best practices to be share with the new teacher. The mentor and mentee will meet bi monthly to discuss best practices and Common Core strategies.</p>
<p>Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (Rti) This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p>Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs</p> <p>The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year</p>

by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?

Mr. Jean Francois will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:

School reading coaches: S.Zamora and M. Delisma-Pierre

Math coach: D. Aloba

Science coach: A. Alberto

Special education personnel: M. Berrouet

School guidance counselor; J. Hyman

Member of advisory group,

Media Specialist: R. Valverde

Union steward: E. Noel

ESOL teacher: G Blanchard

In addition to Tier 1 problem solving, the Leadership Team members will meet periodically bimonthly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Reading coaches and the guidance counselor will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected grade level chairs will be involved when needed to provide information or revise efforts.

Tier 3 SST

The guidance counselor, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Utilizing the Florida's MTSS website www.florida-rti.org/index.htm The Tier 1 and Tier 2 worksheets document and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students adjust the delivery of behavior management system
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments
- Student Engagement Survey through Ready Schools
- School Culture Survey completed by teachers through Ready Schools
- School Climate Survey

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys

- Attendance
- Referrals to special education programs

Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Regularly update staff members through staff meetings and data chats

The district professional development and support will include:

1. training for all administrators in the MTSS/Rtl problem solving, data analysis process;
2. providing support for school staff to understand basic MTSS/Rtl principles and procedures; and
3. providing a network of ongoing support for MTSS/ Rtl organized through feeder patterns.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,500

Strategy Purpose(s)

Instruction in core academic subjects

Strategy Description

Selected students will be provided extended learning opportunities in the core academic subjects twice a week for a total of 3 hours per week from September to April.

How is data collected and analyzed to determine the effectiveness of this strategy?

Attendance will be taken to ensure participation and a subgroup will be developed on Edusoft to monitor selected students' interim testing data

Who is responsible for monitoring implementation of this strategy?

Reading Coaches and Assistant Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
D, Dubin	Principal
M. Jean Francois	Assistant Principal
M. Sisley	Educational Excellence School Advisory Council (EESAC) Chairperson
M. Delisma-Pierre	Instructional Coach-Reading
S. Zamora	Instructional Coach-Reading
R. Valverde	Media Specialist
J. Hyman	Student Services Personnel-Counselor
M. Pierre	Community Involvement Specialist
D. Aloba	Math Coach
A. Alberto	Science Coach

Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)

The following steps will be considered by the school's Literacy Leadership Team to address how we can enhance the literacy at North Miami Elementary.

The Literacy Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (Curriculum based on standards)
 - How will we determine if the students have learned? (Common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (Enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold weekly team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

What will be the major initiatives of the LLT this year?

- Monitoring the effective implementation of the Common Core State Standards (CCSS), Accelerated Reader program and other computerized technology programs used throughout the school
- Provide necessary intervention groups
- Review District Pacing Guide and provide assessments to measure ongoing student progress throughout the school year
- Coaching direct support of teachers through modeling & instructional strategies
- Scheduling an evening event inviting the community
- Give opportunities for parents to purchase books to develop home libraries through Book Fairs

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three-and four-year old children.

North Miami Elementary continues to offer a VPK program for over 70 students from the community. The Houghton Mifflin Harcourt (HMH) Pre-K Early Growth Indicators Benchmark Assessment is administered to all Prekindergarten students three times a year. The Florida Kindergarten Readiness Screener (FKLRS) is administered at the beginning of Kindergarten to evaluate the transition process. The low performing students are targeted early for further assessment. This program follows the district curriculum preparing children for transition to Kindergarten. During the 2012-2013 school year

Pre-K students take the Florida Voluntary Prekindergarten (VPK) Assessment. The VPK Assessment includes progress monitoring measures in the area of Print Knowledge, Phonological Awareness, Mathematics, and Oral Language/Vocabulary that are aligned with the Standards for Four-Year-Olds. North Miami Elementary will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school Prekindergarten program. Through this joint venture, parents and children will gain familiarity with Kindergarten as well as receive information relative to the matriculation of students at the school. Selected neighboring preschool centers were invited to visit the students and teachers in Kindergarten and see first-hand the environment where they will continue their learning.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	38%	No	52%
American Indian				
Asian				
Black/African American	48%	39%	No	53%
Hispanic	41%	44%	Yes	47%
White				
English language learners	42%	33%	No	48%
Students with disabilities	43%	36%	No	49%
Economically disadvantaged	45%	39%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	23%	27%
Students scoring at or above Achievement Level 4	34	13%	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		68%	71%

Comprehensive English Language Learning Assessment (CELLA)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	140	49%	54%	
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	68	24%	32%	
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	65	22%	30%	
Area 2: Writing				
	2013 Actual #	2013 Actual %	2014 Target %	
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	25	27%	34%	
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%	
Area 3: Mathematics				
Elementary and Middle School Mathematics				
Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA				
Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	40%	No	54%
American Indian				
Asian				
Black/African American	49%	40%	No	54%
Hispanic	46%	48%	Yes	51%
White				
English language learners	43%	35%	No	49%
Students with disabilities	39%	36%	No	45%
Economically disadvantaged	47%	41%	No	52%
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
	2013 Actual #	2013 Actual %	2014 Target %	
Students scoring at Achievement Level 3	66	25%	29%	
Students scoring at or above Achievement Level 4	33	13%	15%	
Learning Gains				
	2013 Actual #	2013 Actual %	2014 Target %	
Learning Gains		52%	57%	
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		63%	67%	
Area 4: Science				

Elementary School Science			
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	13	16%	21%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%
Florida Alternate Assessment (FAA)			
	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			
Area 5: Science, Technology, Engineering, and Mathematics (STEM)			
All Levels			
	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		10
Participation in STEM-related experiences provided for students	178	32%	42%
Area 8: Early Warning Systems			
Elementary School Indicators			
	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	15	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	9	1%	1%
Students who are not proficient in reading by third grade	54	64%	58%
Students who receive two or more behavior referrals	28	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	1%
Area 9: Parent Involvement			
Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).			
Describe parental involvement targets for your school			
See Title I Parent Involvement Plan			
Specific Parental Involvement Targets			
Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

Goal #1:

Increase student engagement during instructional delivery through the use of hands on activities and collaborative work.

Goal #2:

Teachers will increase student writing performance through effective delivery of instruction.

Goal #3:

Students will participate in a school-wide Science Fair by developing a class, group or individual project.

Goal #4:

North Miami Elementary will decrease the number of students missing 10% or more the available instructional time and the number of students who have received 2 or more behavioral referrals by 1%.

Goals Detail

Goal #1: Increase student engagement during instructional delivery through the use of hands on activities and collaborative work.

Targets Supported

- Reading
- Reading - AMO's
- Reading - FCAT2.0
- Reading - Learning Gains
- Reading - CELLA
- Writing
- Math
- Math - Elementary and Middle School
- Math - Elementary and Middle AMO's
- Math - Elementary and Middle FCAT 2.0
- Math - Elementary and Middle Learning Gains

Resources Available to Support the Goal

- ETO CSS Coaches Principal Assistant Principal Interventionists Professional Development ELL Support Common Planning Time Data Chats Title I Funds

Targeted Barriers to Achieving the Goal

- Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.
- Inconsistent implementation of active learning strategies (manipulatives, graphic organizers, interactive journals) through the use of the new Math and Reading curriculum.

Plan to Monitor Progress Toward the Goal

Action:

Design and deliver PD in quality instruction, gradual release, and data-driven differentiated instruction and tasks.

Person or Persons Responsible:

Administration Coaches

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative-District Interim Assessment Summative: 2014 FCAT 2.0 Assessment

Goal #2: Teachers will increase student writing performance through effective delivery of instruction.

Targets Supported • Writing

Resources Available to Support the Goal • ETO CSS Coaches Principal Assistant Principal Interventionists Professional Development ESOL Teachers Common Planning Time Data Chats Title I Funds

Targeted Barriers to Achieving the Goal • Lack of effective instructional delivery aligned to the writing process.

Plan to Monitor Progress Toward the Goal

Action:

Maintain the school-wide Wednesday Write Night utilizing passage based responses.

Person or Persons Responsible:

Resource Teacher

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative mini assessment; Conferencing: Teacher/student Student/student Summative: 2014 FCAT 2.0 Assessment

Goal #3: Students will participate in a school-wide Science Fair by developing a class, group or individual project.

Targets Supported • Reading
• Writing
• Math
• Science

Resources Available to Support the Goal • ETO CSS Coaches Principal Assistant Principal Interventionists Professional Development ESOL Teachers Common Planning Time Data Chats Title I Funds

Targeted Barriers to Achieving the Goal • Students need increased exposure to the scientific processes and method through hands on experiences in a lab setting.

Plan to Monitor Progress Toward the Goal

Action:

Engage students in hands-on, real-world applications through projects and lab experiences.

Person or Persons Responsible:

Teachers Science Coach Science Fair Committee Members

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative: Science Fair judging rubric Mini assessments. Summative: Results from 2013 FCAT 2.0 Science Assessment

Goal #4: North Miami Elementary will decrease the number of students missing 10% or more the available instructional time and the number of students who have received 2 or more behavioral referrals by 1%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Counselor Buccaneer Bucks Spot Success Do the Right Thing This School R.O.C.K.S. Connect Ed Never Be Absent Club (NBA) Youth Crime Watch (Peer Mentoring)

Targeted Barriers to Achieving the Goal

- Due to the lack of parental support and a home environment conducive to home learning, students may experience difficulties completing home learning tasks; therefore, often displaying negative behavior in school.

Plan to Monitor Progress Toward the Goal

Action:

Teachers and staff members will nominate students for "Do the Right Thing" and "Spot Success"

Person or Persons Responsible:

Administrative Team Counselor

Target Dates or Schedule:

Quarterly

Evidence of Completion:

The number of entries submitted to "Do the Right Thing" and "Spot Success" will be evaluated in comparison to the student population.

Action Plan for Improvement

Goal #1:	Increase student engagement during instructional delivery through the use of hands on activities and collaborative work.
Barrier #1:	Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.
Strategy #1 to Overcome the Barrier	Plan for and deliver lessons that follow an instructional routine.

Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity

Action:
Provide professional development on the planning and implementation of the gradual release model.

Person or Persons Responsible:
ETO CSS Coaches Principal Assistant Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Agenda Coaching logs PD Roster ETO support documents

Facilitator:
ETO CSS Coaches

Participants:
Teachers

Step #2 to Implement Strategy #1

Action:
Develop and implement lessons that include collaborative strategies to allow for student accountable talk.

Person or Persons Responsible:
ETO CSS Coaches Principal Assistant Principal

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Observation notes Coaches logs Administrative feedback

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:
Design and deliver PD in quality instruction, gradual release, and data-driven differentiated instruction and tasks.

Person or Persons Responsible:
Administration Coaches

Target Dates or Schedule:
ongoing

Evidence of Completion
Formative: District and School-site assessment data, intervention assessments Monthly data chats: Administrator/teacher and quarterly teacher/student data chats

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1

Action:

Design and deliver PD in quality instruction, gradual release, and data-driven differentiated instruction and tasks.

Person or Persons Responsible:

Administration Coaches

Target Dates or Schedule:

Monthly

Evidence of Completion:

Formative: District and School-site assessment data, intervention assessments Monthly data chats: Administrator/teacher and quarterly teacher/student data chats

Goal #1:	Increase student engagement during instructional delivery through the use of hands on activities and collaborative work.
Barrier #2:	Inconsistent implementation of active learning strategies (manipulatives, graphic organizers, interactive journals) through the use of the new Math and Reading curriculum.
Strategy #1 to Overcome the Barrier	Plan for and deliver lessons demonstrating the use of active learning strategies including manipulatives, graphic organizers and interactive journals.

Step #1 to Implement Strategy #1

Action:

During collaborative planning the coaches will support and assist teachers with creating activities that will enhance active learning.

Person or Persons Responsible:

ETO CSS Coaches Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Lesson plans demonstrating the gradual release model.

Step #2 to Implement Strategy #1

Action:

Develop and expose students to both Essential and Higher Order Thinking questions derived from the pacing guides to answer in the interactive journals.

Person or Persons Responsible:

ETO CSS Coaches Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Students will answer the Essential Questions in their journals to demonstrate comprehension of the day's lesson objective.

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:

Develop and expose students to both Essential and Higher Order Thinking questions derived from the pacing guides to answer in the interactive journals.

Person or Persons Responsible:

ETO CSS Coaches Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion

Lesson plans demonstrating the gradual release model.

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1

Action:

Develop and expose students to both Essential and Higher Order Thinking questions derived from the pacing guides to answer in the interactive journals.

Person or Persons Responsible:

ETO CSS Coaches Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative-District Interim Assessment Summative: 2014 FCAT 2.0 Assessment

Goal #2:	Teachers will increase student writing performance through effective delivery of instruction.
Barrier #1:	Lack of effective instructional delivery aligned to the writing process.
Strategy #1 to Overcome the Barrier	Provide opportunities for students to practice the steps associated with the writing process through the use of respond to text.

Step #1 to Implement Strategy #1

Action:

Maintain the school-wide Wednesday Write Night utilizing passage based responses.

Person or Persons Responsible:

ETO CSS Coaches Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student work and mini assessments

Step #2 to Implement Strategy #1

Action:

Conferencing between teacher-student and student/peers will reinforce the writing process.

Person or Persons Responsible:

ETO CSS Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student work and mini assessments

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

Maintain the school-wide Wednesday Write Night utilizing passage based responses.

Person or Persons Responsible:

Coaches Teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion

Formative mini assessment Conferencing: Teacher/student student/student

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #2

Action:

Maintain the school-wide Wednesday Write Night utilizing passage based responses.

Person or Persons Responsible:

Coaches Teachers

Target Dates or Schedule:

Weekly

Evidence of Completion:

Formative mini assessment Conferencing: Teacher/student student/student

Goal #3:	Students will participate in a school-wide Science Fair by developing a class, group or individual project.
Barrier #1:	Students need increased exposure to the scientific processes and method through hands on experiences in a lab setting.
Strategy #1 to Overcome the Barrier	Plan for and deliver lessons that focus on the components of the scientific method.

Step #1 to Implement Strategy #1 - PD Opportunity

Action:
Engage students in hands-on, real-world applications through projects and lab experiences.

Person or Persons Responsible:
ETO CSS Science Coach

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Mini assessments

Facilitator:
ETO CSS Science Coach

Participants:
Teachers

Step #2 to Implement Strategy #1

Action:
Plan collaboratively on a weekly basis to ensure that instruction includes teacher-demonstrated as well as student-centered weekly laboratory experiences that follow the Instructional Focus Calendar which includes ETO Essential Labs as well as mini labs.

Person or Persons Responsible:
ETO CSS Science Coach

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Mini assessments

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:
Engage students in hands-on, real-world applications through projects and lab experiences.

Person or Persons Responsible:
ETO CSS Science Coach

Target Dates or Schedule:
Ongoing

Evidence of Completion
Teacher monitoring Student feedback

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3

Action:

Engage students in hands-on, real-world applications through projects and lab experiences.

Person or Persons Responsible:

Teachers Science Coach Science Fair Committee Members

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Class projects in primary grades, group projects in grade 3 and individual student projects in grades 4-5
Science journals

Goal #4:

North Miami Elementary will decrease the number of students missing 10% or more the available instructional time and the number of students who have received 2 or more behavioral referrals by 1%.

Barrier #1:

Due to the lack of parental support and a home environment conducive to home learning, students may experience difficulties completing home learning tasks; therefore, often displaying negative behavior in school.

Strategy #1 to Overcome the Barrier

Promote daily student attendance through the Never Be Absent Club (NBA) and the acknowledgement of the homeroom with perfect attendance from the previous week will be displayed on the TV monitor. Provide opportunities for students to engage in proper school behavior through positive behavior incentives such as: "Do the Right Thing", Spot Success, Buccaneer Bucks, and Citizenship Award Ceremony.

Step #1 to Implement Strategy #1

Action:

Implementing school wide affirmation that promotes positive behavior, spot success and Do the Right Thing Programs

Person or Persons Responsible:

Students through CCTV Teachers Counselor

Target Dates or Schedule:

ongoing

Evidence of Completion:

Posted in the weekly bulletin

Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #4**Action:**

Classroom teachers will recognize students throughout the month for "Do the Right Thing" and submit their names to the counselor by the 20th of each month. At a future faculty meeting, the school counselor will give a brief overview of the benefits of nominating students for "Do the Right Thing" Office staff will inform the media specialist of the homerooms with perfect attendance from the previous week. The counselor will send a weekly email reminding staff members to nominate a student for "Spot Success". At the end of each grading period, the administration will honor students with perfect, citizenship, and honor roll.

Person or Persons Responsible:

Classroom Teachers Counselor Media Specialist Community Involvement Specialist Office Staff

Target Dates or Schedule:

Ongoing Weekly Monthly Quarterly

Evidence of Completion

Recognition of North Miami Elementary School by the North Miami Police Department for implementing the "Do the Right Thing" program. Never Be Absent chart displayed in the media center. The homerooms with 100% attendance from the previous week will be scrolled down the TV monitor. Student names who are recognized for doing the right thing will be scrolled on the TV monitor. Award Ceremony conducted quarterly

Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #4**Action:**

Classroom teachers will recognize students throughout the month for "Do the Right Thing" and submit their names to the counselor by the 20th of each month. At a future faculty meeting, the school counselor will give a brief overview of the benefits of nominating students for "Do the Right Thing" Office staff will inform the media specialist of the homerooms with perfect attendance from the previous week. The counselor will send a weekly email reminding staff members to nominate a student for "Spot Success". At the end of each grading period, the administration will honor students with perfect, citizenship, and honor roll.

Person or Persons Responsible:

Classroom Teachers Counselor Media Specialist Community Involvement Specialist Office Staff

Target Dates or Schedule:

Ongoing Weekly Monthly Quarterly

Evidence of Completion:

Recognition of North Miami Elementary School by the North Miami Police Department for implementing the "Do the Right Thing" program. Never Be Absent chart displayed in the media center. The homerooms with 100% attendance from the previous week will be scrolled down the TV monitor. Student names who are recognized for doing the right thing will be scrolled down the TV monitor. Award Ceremony conducted quarterly

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence

prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school

Title I, Part A

North Miami Elementary provides services to ensure students requiring additional remediation are assisted through before and after-school programs and Saturday Academy. The district coordinates with Title II and Title III to ensure staff development needs are provided at North Miami Elementary. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards and/ programs; identify and analyze existing literature on scientifically based curriculum; and utilize behavior assessments and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children considered at risk; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/ Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

North Miami Elementary provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)

- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s).

Title VI, Part B - NA

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

North Miami Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Youth Crime Watch of Miami-Dade

The school also has a partnership with Youth Crime Watch of Miami-Dade County to provide prevention presentations, safety projects, club meetings, assemblies, rallies and special events to address school safety and violence.

Kiwanis

In conjunction with the Kiwanis of Sunny Isles, North Miami Elementary's K-Kids will continue a peer mediation program whereby students will be given strategies to deal with resolving conflict. Another initiative the Kiwanis is spearheading at North Miami Elementary is the Bring Up Grades (BUG) Program. It is an initiative to raise student grades to an acceptable range. Students are encouraged to maintain and continue raising their grades during the grading period.

R.O.C.K.S.

The school promotes a positive atmosphere through "This School R.O.C.K.S. Campaign" ROCKS is an acronym that students use to remember positive behaviors. R-Respect for others, O-On track for higher knowledge, C-Citizenship for success, K-Kindness for all, S-Safety always first. This motto is reinforced during morning announcements and in the classrooms several times a week.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

Nutrition Programs

- 1) North Miami Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy
- 4) North Miami Elementary is one of 50 schools who are participating in the Healthy Alliance program. During the 2010-2011 school year we were awarded the Silver Level of recognition. We are currently working towards the Gold Level of recognition. Our wellness council convened and identified areas that the staff will focus on. The school employee wellness leaders have conducted a school employee wellness needs assessment and developed a written wellness action plan. In addition, for a second year in a row North Miami Elementary was awarded the USDA Fresh Fruit and Vegetable Federal Grant, whereas, students and staff will receive fresh fruit and vegetables to taste and try outside the cafeteria environment three times a week.
- 5) North Miami Elementary will continue to be involved in an after school cooking class sponsored by Florida International University and Common Threads. The program focuses on educating children on the importance of nutrition, physical well-being and cultural diversity through cooking.

Housing Programs - N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
- HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children’s Vision Program

- Heiken Children’s Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

Professional Development

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals:

Goal #1: Increase student engagement during instructional delivery through the use of hands on activities and collaborative work.

Barrier #1: Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.

Strategy #1: Plan for and deliver lessons that follow an instructional routine.

Action Step #1: Provide professional development on the planning and implementation of the gradual release model.

Facilitator leader

ETO CSS Coaches

Participants

Teachers

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Agenda

Coaching logs

PD Roster

ETO support documents

(Person Responsible: ETO CSS

Coaches

Principal

Assistant Principal)

Goal #3: Students will participate in a school-wide Science Fair by developing a class, group or individual project.

Barrier #1: Students need increased exposure to the scientific processes and method through hands on experiences in a lab setting.

Strategy #1: Plan for and deliver lessons that focus on the components of the scientific method.

Action Step #1: Engage students in hands-on, real-world applications through projects and lab experiences.

Facilitator leader

ETO CSS Science Coach

Participants

Teachers

Target dates or schedule

Ongoing

Evidence of Completion and Person Responsible for Monitoring

Mini assessments

(Person Responsible: ETO CSS

Science Coach)

Budget

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Resource Type and Funding Source

Resource Type		Total
---------------	--	-------

	\$0	\$0
Total	\$0	\$0

Budget Detail

Goal #1: Increase student engagement during instructional delivery through the use of hands on activities and collaborative work.

Barrier #1: Lack of effective instructional delivery aligned to the gradual release model and differentiated instruction for student learning.

Strategy #1: Plan for and deliver lessons that follow an instructional routine.

Action Step #1: Provide professional development on the planning and implementation of the gradual release model.

Resource Type

Resource

Funding Source

Amount Needed