FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2008 - 2009 SCHOOL IMPROVEMENT PLAN

School Name: NORTH MIAMI ELEMENTARY SCHOOL

District Name: Dade

Principal: Debra L. Dubin

SAC Chair: Mary Sisley

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending Board Approval

VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

Vision
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.

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

SCHOOL PROFILE DEMOGRAPHICS

North Miami Elementary

- Title I School
- North Miami Feeder Pattern
- 655 NE 145 St in the city of North Miami
- Built in 1954 with new construction in 1992
- Currently there are 623 students enrolled
- Employs 85 people
  * 67 full-time
  * 18 part-time
- 2 administrators
  * 1 Principal
  * 1 Assistant Principal
- 30 classroom teachers
- 12 special area teachers
- 1 guidance counselor
1 media specialist
7 paraprofessionals
4 support personnel
4 clerical secretaries
7 custodians
4 security monitors
1 microsystems technician
12 cafeteria employees

Instructional Staff Education
• 2.5 % have Doctorate degrees
• 7.7% have Specialist degrees
• 29.2 % have Master’s degrees

Ethnic/racial make-up of staff
• 34% white non-hispanic
• 51% black non-hispanic
• 13% hispanic

• 623 students
  * 40% participate in the standard curriculum
  * 60% participate in the English Language Learner program (ELL)
  * 5% participate in the Special Education Program (SPED)
  * 4% participate in the Gifted program
  * 68 students in Universal Pre-K Program
• Attendance for Students
  * 96.49% to 96.84% in 2008
• Retention Rate
  * 2007-2008 was 3%

Ethnic/racial make-up of students
• 1% white non-hispanic
• 91% black non-hispanic
• 6% hispanic
• 2% other

• 89% of student population is classified as economically disadvantaged

Services
* On-site clinic with nurse 2 days a week
* Miami Pediatric Mobile Clinic
* Psych Solutions/Children’s Psychiatric Services
* Bruce Heiken Fund

School Community Relations
• YMCA provides before/after school child care

Ready Schools
*To insure the academic developmental and emotional progress of students pre-kindergarten through third grades

Grants
• Reading First
• Education Fund

Unique and Challenging Features of the School
• single family homes
• a mobile community
• apartment complexes

http://www.flsbi.org/0809_sip_templ...
SCHOOL MATCH

Note: Required for all Assistance Plus Schools

N/A

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Debra L. Dubin, Principal
Ms. Dubin has been an educator for over 26 years with the Miami-Dade County Public School system. Ms. Dubin received her Master of Science degree from Florida State University. She is certified in Varying Exceptionality, Learning Disabilities, Emotionally Handicapped, English as a Second Language and Educational Leadership. Prior to becoming a principal, Ms. Dubin was an assistant principal for over thirteen years at Parkview Elementary, Fienberg-Fisher Elementary and North Miami Elementary. While at Parkview Elementary, Ms. Dubin was awarded the distinguished honor of being named Miami-Dade County Public Schools’ Assistant Principal of the Year for the 2001-2002 school year. Mrs. Dubin's participation in extensive professional development including attending Harvard’s Principal Institute and the successful completion of the Executive Training Program (ETP) qualified her eligible to become a principal.

Ms. Dubin’s promotes student achievement is all aspect of the school operation. She works very closely with parents ensuring that they have all the necessary items to support their child’s education. The initiative of the Wednesday Write Night program has provided a vehicle for parents to work collaborative with their child to improve their writing skills. During Ms. Dubin’s first year as principal, the honor roll increased from 19 students to 78 students, the attendance percentage increased from 96.77% to 97.27% and over 500 students were recognized for the SPOTsuccess award.

Josee Gregoire, Assistant Principal, North Miami Elementary
Ms. Gregoire is currently starting her second year as Assistant Principal at North Miami Elementary School. Her educational experience started as a Pre-K Teacher, with a Title VII grant from the federal government. She was one of two teachers funded in MDCPS under this grant to provide services to Pre-K bilingual Haitian students with disabilities at Arcola Lake Elementary. The name of the program was Pre-kindergarten Program for Limited English Exceptional Students (Project PLEES). Subsequent to that she was the Pre-K teacher for children with disabilities at Gratigny Elementary in a Mainstream Class. It was a co-teaching model with half general education and half children with disabilities. She subsequently became a Pre-K Staffing Specialist in four different Region Centers. From the pre-kindergarten program, Ms. Gregoire became a K-12 Staffing Specialist in Regional Center IV and eventually became the Lead Staffing Specialist in this region. She was responsible for the training of new staff to the department as well as serving as the Local Education Representative for resolution meetings, and assisted with preparing cases for mediation and due process. Ms. Gregoire holds a Master of Science in Special Education degree from Florida International University and a Bachelor of Arts in Political Science from this university.

Currently Ms. Gregoire is pursuing an Educational Doctorate Degree in Special Education at Florida International University, Miami, FL.

Ms. Gregoire has supervised reading instruction and provided input on how to improve reading instruction to increase student performance. She has used data analysis regarding student achievement to implement instructional strategies to close the achievement gap for students in the area of reading. She provided...
instructional strategies to close the achievement gap for students in the area of reading. She provided workshops to teachers on strategies that can be used to build professional learning communities and increase student academic achievement.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Miami-Dade County Public Schools is committed to providing a highly qualified pool of teachers for all students. Instructional recruitment efforts include ongoing outreach to select Florida colleges and universities, in addition to higher education institutions across the nation. The District also utilizes alternative methods to prepare career changers and non-education majors for effective classroom instruction. The use of technology enables procedures to be streamlined, providing a more efficient method of processing applicants and improving communication. Efforts to retain instructional staff are supported through collaboration between Professional Development and Human Resources.

North Miami Elementary diligently strives to attract and retain high-quality, highly qualified teachers. North Miami Elementary participated in the Miami-Dade County Public Schools Teacher Fair during the Spring of 2008. Beginning teachers participate in a year long mentoring program upon their arrival at North Miami Elementary whereby they receive support and inservices on PACES, Classroom Management, Comprehensive Research-Based Reading Program and the Continuous Improvement Model.

To ensure retention of high-quality, highly-qualified teachers, North Miami Elementary provides opportunities for teachers to fulfill leadership positions and to become thoroughly entrenched in the school culture and community.

Teachers with three years experience continue to receive support from mentoring teachers during the year so as to promote their retention to our school.

Show Attached Staff List

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

North Miami Elementary offers Supplemental Educational Services to all our students. Some of these services are offered at the school on Saturdays and others are given at an off campus site. These services help to reinforce our students’ academic skills and provide support to our in school educational programs. A Community Involvement Specialist, funded by Title I, offers monthly workshops for parents in the morning evening. These workshops give parents training on how to assist students with home learning. We also offer an Advanced Via Individual Determination (AVID), funded by local budget. This program provides our 5th graders with the rigor and support to be academically successful by teaching them how to organize themselves within the curriculum. In addition, we are implementing the Junior Achievers program and Job Shadowing, funded by local budget. These programs will showcase students’ achievements while helping them to make a connection between school and the work community.

School Wide Improvement Model

Note: Required for Title I

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

Step 1
The CIM begins with test score disaggregation. Using the results of the Florida Comprehensive Assessment Test (FCAT), we will disaggregate, assess and review the data periodically to allow us to develop and revise the focus calendar as needed. The data will be monitored by teachers, leadership team and administration. Teachers will meet regularly to share student data. After each progress monitoring assessment, teachers will meet to debrief and complete debriefing protocols.

Step 2
After disaggregating the data, an instructional timeline will be created that will encompass all Sunshine State Standards. The instructional timeline will be implemented and monitored quarterly based on data results. The leadership team will be responsible to ensure all instructional timelines are modified accordingly and focus calendars are visible in classrooms and offices.

Step 3
The instructional focus activities for North Miami Elementary School will provide teachers with a target area, instructional timeline, assessment dates and resources to reinforce the learning objectives. Understanding the emphasis on the development and delivery of instruction, the design of the activities will allow teachers to develop appropriate lesson plans and will not impede on teacher creativity. Teachers will use their common planning periods to collaborate on lesson plan and instructional delivery ideas. Administration will ensure that common lesson plans are aligned to instructional focus benchmarks.

Step 4
After the instructional focus standards/benchmarks have been taught, teachers will administer a bi-weekly assessment to identify mastery and non-mastery. These assessments will be modeled based on the item specifications of the FCAT. An assessment calendar will be created that is aligned to the instructional focus calendar.

Step 5
Tutorials will be based on students’ performance on the above assessments. They will participate in re-teaching activities and be re-assessed. Based on assessment results, students will be re-grouped each time significant new data is analyzed by the intervention teacher. The following will provide monitoring evidence of tutorials:

- Intervention and tutorial schedules
- Tutorial attendance rosters
- Research based intervention materials
- Tutorial assessment results

Step 6
Enrichment sessions are provided for students who have mastered the standard/benchmark assessed. These activities will be an extension of the benchmark/standard to reinforce the prior instructional focus. As part of the enrichment process, teachers will utilize higher-level thinking activities to instruct students. Enrichment activities will be monitored by enrichment schedules and attendance rosters.

Step 7
Skill acquisition for each student is constantly checked and re-checked. Short maintenance activities are built into the daily lesson plans and formally or informally assessed in order to provide students with ongoing instructional review of the benchmark/standards previously taught as well as provide teachers with an effective monitoring tool to identify areas that may need to be revisited. Administration will ensure that instructional focus calendars are referenced with maintenance benchmarks and common lesson plans reflect maintenance benchmarks.

Step 8
Administration will schedule regular classroom visits in an effort to keep the school’s academic mission on focus and to encourage progress. Additionally, ongoing classroom monitoring will allow administration to know how well the process is being implemented at each grade level and to help identify what is working...
know how well the process is being implemented at each grade level and to help identify what is working and what is not working so that timely changes can be made.

The following will provide monitoring evidence:
- Classroom visitation logs
- Meeting agendas with accountability focus
- Attendance and suspension action plans
- Meeting sign in sheets

NCLB Public School Choice

Note: Required for Title I

North Miami Elementary has notified all parents of the Public School Choice options available to them as required by NCLB. All parent notifications were sent by U.S. Mail and were available in both English Haitian Creole. Notifications complied with FDOE timelines.
North Miami Elementary customized the district templates according to federal and state requirements and letters were all mailed to parents within the required timelines. (See attached letters)
North Miami Elementary is a Title I school in SINI 5 status. We have not achieved AYP for the past 5 years due to our English Language Learners subgroup. We have changed teacher assignments for several multilanguage teachers who are highly qualified and are implementing Response to Intervention (RTI) strategies in an attempt to reach this subgroup in a more effective way. A parent tool kit has been developed to help parents with their children’s studies at home. Parents meet regularly with teachers to discuss any concerns and get other resources at assist their students. After school tutoring and Supplemental Educational Services (SES) are available to parents.

Show Attached Public School Choice Notice to Parents file
Show Attached Notification of SINI Status file

Pre-School Transition

Note: Required for Title I

North Miami Elementary offers a Voluntary Pre-Kindergarten (VPK) program. The Early Screen Inventory for Kindergarten Readiness (ESI-K) is administered to all Pre-K students as a pre and post test. 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 in preparing children for transition to kindergarten.

In addition, in the spring of each year, a Transition to Kindergarten Workshop is offered whereby parents receive information and handouts on ways to ensure a smooth transition from preschool to kindergarten.

MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Leadership/Mentoring
To ensure the retention of all teachers, support through professional development that strengthens the knowledge base in all subject areas will be used to mentor teachers and collaboration with colleagues.

Due to the opening of a new school in close proximity to North Miami Elementary, all annual contracts one and two have been transferred to the new location. Therefore, North Miami Elementary does not currently have a Teacher Mentor Program. The youngest teachers are three year veterans in the profession.

If it is determined that a teacher is in need of mentoring, the assistant principal will be responsible for...
If it is determined that a teacher is in need of mentoring, the assistant principal will be responsible for monitoring the outcome.

Show Attached Teacher Mentoring List

Extended Learning Opportunities

**Note: Required for Title I**

1. Provisions are made before/after school and Saturday tutoring programs in reading and mathematics.
2. Students in kindergarten and first grade are provided tutorial activities through the Miami-Dade Department of Human Services, Haitian Refugee Youth and Family Service (HRY&FS).
3. Supplemental Educational Services (SES) are provided by Rocket Learning and Princeton Review on site on Monday and Thursday after school to over 150 students.
4. Evidence-based computerized instructional programs such as, Reading Plus and Learning Today are utilized in all grades to supplement classroom instruction with emphasis on level one and two students.
5. Formative and summative assessments are used to drive the instructional program. Bi-monthly assessments in reading and mathematics are used to develop flexible learning groups.
6. Students scoring level 1 and level 2 on the FCAT will receive tutoring on Saturdays for 3 hours and before school tutoring from 7:15 to 8:15 on Tuesdays and Thursdays.

**SCHOOLS GRADED C OR BELOW**

**Professional Development**

North Miami Elementary School will provide professional development that will enable teachers to work collaboratively to become knowledgeable in effective research-based instructional strategies areas of reading, mathematics, writing and science.

In order to support teachers in the area of reading, professional development will be held at the school site to enhance the teachers’ strategies to utilize Word Walls, Print Rich Environment, Literacy Centers, Guided Reading and Classroom Management. In addition, professional development will be held to improve teaching strategies in phonemic awareness, phonics, vocabulary, fluency and comprehension.

The Reading Coaches will be used for all functions necessary for implementing and maintaining the school’s comprehensive core reading program, supplemental reading programs, and evidenced based reading instruction. The Reading Coaches will model effective strategies for teachers, design and deliver professional development, monitor progress and analyze student data. Reading Coaches and mentor teachers are instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

In order to support teachers in the area of mathematics, professional development will occur in-house to allow teachers time to create and incorporate math centers using manipulatives, problem-solving and critical thinking skills.

In addition, teachers will receive re-fresher courses in the utilization of Riverdeep and FCAT Explorer and the Mathematics Pacing Guide. These professional development initiatives will occur in-house by the Math Resource Teacher.

In order to support the teachers in the area of writing, professional development will occur in-house. Teachers will be trained in the writing process and the rubric scoring procedures. This professional development will be provided by staff members.

In order to support the teachers in the area of science, professional development will be provided by Scott Foresman representatives to ensure teachers are taking full advantage of the materials to enhance their presentations of lesson. Fifth grade teachers will receive Professional Development from P-SELL during the...
presentations of lesson. Fifth grade teachers will receive Professional Development from P-SELL during the 2008-2009 school year.

The above professional developments will result in positive outcomes and achievement.

Disaggregated Data

The 2008 FCAT results and the District’s third Interim Assessment were analyzed to determine patterns of strengths and weaknesses in benchmark performance. FACT Item Specifications were matched to weak benchmark areas which were incorporated as areas of emphasis on the Instructional Focus Calendar. Priority professional development needs were selected based on student performance. The lowest performing students were identified for placement in extended day programs, intensive interventions and additional small group attention during the school day.

EduSoft enables assessments to be quickly scored and tallied to identify strengths and weaknesses in benchmark areas.

Informal and Formal Assessments

North Miami Elementary will administer the Dynamic Indicators of Basic Early Skills (DIBELS) assessment to students in grades kindergarten through third as a screening tool three times during the year. The Florida Kindergarten Readiness Screener and Early Childhood and Observation System State Assessments will be administered to kindergarten students. School and feeder pattern assessments will be administered on bi-weekly basis in order to determine students’ understanding and mastery of grade level benchmarks in the areas of reading and math. Interim Assessment Tests will also be administered three times during the year to measure student progress. Additionally, teacher created as well as textbook series assessments will be used on an ongoing basis to evaluate student achievement in all subject areas with special emphasis in science. Furthermore, the District Writing Pre and Post Test will be administered to students in grades one through five. Students in first and second grade will be administered the Stanford Achievement Test in reading and math to determine grade level mastery. Students, in third through fifth grade will be administered the Florida Comprehensive Assessment Test in reading, math, and science to determine grade level mastery. Student assessment will be integrated with instruction and will ultimately focus on student performance.

Alternative Instructional Delivery Methods

In order to support remediation at North Miami Elementary School, students will be provided with tutorial programs during school, after school, and in “Super Saturday Sessions”. These programs will be designed to focus on individual needs of the students based on the ongoing desegregation data. Intervention curriculum will be implemented for at risk students in grades kindergarten through fifth grade after school on Mondays and Thursdays. An after school tutorial program, in which students will receive instruction in their home language will also continue to be implemented this school year. The Reading Plus Program will be used to accelerate students’ fluency and comprehension skills. In addition, teachers will develop challenging lessons utilizing the Houghton Mifflin Series to enrich the curriculum for high performing students.

SCHOOLS OFFERING PRIMARILY GRADERS 6 THROUGH 12

Different Innovative Approaches to Instruction

N/A

Responsibility of Teaching Reading for Every Teacher

N/A
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**GOALS**

**Goal: Reading**

*Note: Required for Title I
Scroll down for school data*

**Needs Assessment:**

A review of the 2008 FCAT Reading Assessment indicated that 59% of students in grades 3 through 5 met high standards in reading as compared to 65% from the previous year, yielding a decrease of 6 percentage points from the 2007 FCAT Reading Assessment. The test scores further revealed that 68% of the students in grades 3 through 5 demonstrated acceptable levels of learning gains in reading, yielding a percentage point decrease and 70% of the students in grades 3 through 5 scoring in the lowest 25% demonstrated acceptable learning gains in reading, a decrease of 6 percentage points from the 2007 Assessment administration. Additionally, it has been noted that 57% of our English Language Learner, 45% of the Economically Disadvantaged and 46% of the Black subgroups did not meet high standards in reading. A review of the individual grade levels indicated that with 3rd grade students only the Words/Phrases cluster score decreased; with 4th grade students all cluster scores decreased; and with 5th grade students Words/Phrases and Reference and Research decreased. Emphasis should continue to focus globally but with particular awareness of the Word/Phrases and Reference and Research clusters in all
**Objective:**

Given instruction based on the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 65% of students scoring level 3 or higher on the 2009 administration of the FCAT Reading Test as compared to the 2008 administration of the FCAT Reading Test.

**Strategies:**

1. Use task cards, graphic organizers, and audio-visual aids to assist in molding students' understanding.
2. Continue the implementation of the Reading First grant and adhere to state guidelines for implementation in grades K through 3.
3. Follow the scope and sequence of the Houghton-Mifflin Reading Program focusing on intervention and enrichment activities.
4. Utilize the Florida Continuous Improvement Model (CIM) to provide coaching for teachers in best reading practices to facilitate and model small group tutorials for targeted students.
5. Provide and monitor opportunities for the Reading Coaches to work with teachers at all grade levels to share and model best practices for reading instruction and to serve as resource teachers for reading.

**Evaluation:**

Weekly, monthly and quarterly assessments to monitor student progress and redirect learning activities will occur on an on-going basis. Monthly and quarterly assessments will be directed by the reading leader and curriculum support personnel assigned to the school. Compiled data will be shared and appropriate planning will take place with classroom teachers. Examples of on-going evaluations are:

- School authored bi-weekly benchmark assessments
- District Interim assessments
- Reading Plus Student Progress Reports
- 2009 FCAT Reading Assessment
- Reading coaches logs indicating professional development and classroom visits

**Evidence-based Program(s):**

- Houghton Mifflin Reading Program
- Voyager Passport
- ELLIS
- Waterford
- Reading Plus results ongoing
- Accelerated Reader
- STAR Reading Test Pre/Post
- CRRP

**Professional Development:**

- August-Utilizing Effective Reading Strategies
- Instructional Routine/Classroom Management
- Guided Reading Component
- September-Management of Student Learning Centers
- Make and Take Activities
- October- Data Analysis (DIBELS, Interim Assessments)
- November-The Eastern Regional Reading First (Voyager)
- December-Phonemic Awareness, Phonics
- Fluency (Accuracy & Speed) Vocabulary
- January-Phonemic Awareness, Phonics, High-Frequency Words
- Vocabulary, Reading Comprehension
- February-Phonemic Awareness, Phonics, High-Frequency Words
- Vocabulary, Reading Comprehension
- March-Phonics, Fluency, Reading Comprehension
- Fluency, Reading Comprehension
- Ongoing EduSoft training for all teachers in order to assist in assessment and alignment of data and instruction will be provided by the professional development liaison.

**Objective:**

Given instruction based on the Sunshine State Standards, English Language Learners students will improve their reading skills as evidenced by 65% scoring at Level 3 or higher on the 2009 administration of the FCAT Reading Test.

**Strategies:**

1. Identify students in the subgroups scoring at Achievement Level 1 and Level 2 on the FCAT Reading Assessment and implement during school, before/after-school and Super Saturday Sessions (SSS) tutorial programs to address deficiencies of these students.
2. Provide after school tutoring to English Language Learners (ELL) in content areas in the home language
3. Provide an additional thirty minutes of reading instruction for Tier 1 and 2 students and 60 minutes for Tier 3 students.
4. Utilize the components of the Houghton-Mifflin Reading Program and incorporate evidence based interventions.
5. Facilitate and monitor opportunities for the Reading Coaches to work with students at Achievement Level 1 and 2 and/or teacher recommendation.

**Evaluation:**

- Intervention group attendance logs
- Weekly, monthly and quarterly assessments to monitor student progress and redirect learning activities will occur on an on-going basis. Monthly and quarterly assessments will be directed by the reading leader and curriculum support personnel assigned to the school. Compiled data will be shared and appropriate planning will take place with classroom teachers. Examples of on-going evaluations are:
  - School authored bi-weekly benchmark assessments
  - District Interim assessments
  - Reading Plus Student Progress Reports
  - 2009 FCAT Reading Assessment
  - Reading coaches logs indicating professional development and classroom visits

**Evidence-based Program(s):**

- Houghton Mifflin Reading Program
- Voyager Passport
- ELLIS
- Waterford
- Reading Plus results ongoing
- Accelerated Reader
- STAR Reading Test Pre/Post
- CRRP

**Professional Development:**

- August-Utilizing Effective Reading Strategies
  - Instructional Routine/Classroom Management
  - Guided Reading Component
- September-Management of Student Learning Centers
  - Make and Take Activities
- October- Data Analysis (DIBELS, Interim Assessments)
- November-The Eastern Regional Reading First (Voyager)
- December-Phonemic Awareness, Phonics Fluency
  - (Accuracy & Speed)Vocabulary
- January-Phonemic Awareness, Phonics, High-Frequency Words
  - Vocabulary, Reading Comprehension
- February-Phonemic Awareness, Phonics, High-Frequency Words
  - Vocabulary, Reading Comprehension
- March-Phonics, Fluency, Reading Comprehension
  - Fluency, Reading Comprehension

Ongoing EduSoft training for all teachers in order to assist in assessment and alignment of data and instruction will be provided by the professional development liaison.

**Budget:**

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**Total:** $23,000.00

**Final Total:** $130,000.00

*Non-Highly Qualified Instructors:*
- 257943 Donnan Gaspard
- 274869 Jennifer Dibble
- 276227 Assiatou Clesca-Cajuste
- 281657 Chantal Lafortune
- 283462 Felicia Bell-Hinds

Non-Highly Qualified Instructors will be encouraged to participate in ESOL courses throughout the school year.

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**Goal: Mathematics**

*Note: Required for Title I*

Scroll down for school data

*Needs Assessment:* The 2007-2008 school accountability report indicated that 56% percent of the students tested met high standards in Mathematics, a decrease of 3 percentage points from the previous year. A review of the percent of students making learning gains demonstrated a significant decrease from 78% to 56%, a decrease 22 percentage points from the previous year. A review of the Annual Report Card for North Miami Elementary indicated that the following subgroups did not meet the state's annual yearly progress in mathematics: Black, Economically Disadvantaged and English Language Learners (ELL). When analyzing the data by the strands it indicated that grade 3 students decreased the percent correct in Measurement and Data Analysis; grade 4 students decreased in Number Sense, Geometry and Algebraic Thinking and grade 5 decreased in Number Sense. Emphasis should continue to focus globally but with particular awareness on Algebraic Thinking, and Number Sense strands. Additionally, mental mathematics computation needs to be addressed via the Number Sense strand.

*Objective:* Given instruction based on the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 68% scoring Level 3 or higher on the 2009 administration of the FCAT Mathematics Test.

*Strategies:*
1. Identify students in the subgroups scoring at Achievement Level 1 and Level 2 on the FCAT Mathematics Assessment and implement during school, before/after-school and Super Saturday Sessions (SSS) tutorial programs to address deficiencies of these students.
2. Follow the scope and sequence of the Scott-Foresman Mathematics Text focusing on intervention and enrichment activities.
3. Infuse technology into the mathematics curriculum through the use of calculators, overhead projectors, multimedia computers, and appropriate mathematics software, i.e. FCAT Explorer, Target Test Prep, Learning Today, Riverdeep.
4. Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking, communication, and technology.
5. Implement the Sunshine State Standards and Comprehensive Mathematics Plan in daily lesson plans to strengthen mathematics applications and computation skills.
6. Disaggregate data from the 2008 FCAT Mathematics Assessment and monthly school authored assessments to identify strengths, opportunities for improvement, and to review student progress to tailor the instructional program.
7. Provide academic enrichment, incentive activities and math-related competitions to improve performance in all five of the mathematical strands.

*Evaluation:* Scott Foresman Pre-, Midyear, post test and chapter test

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http://www.flbsi.org/0809_sip_templ...
Monthly and quarterly assessments to monitor student progress and redirect learning activities will occur on an on-going basis. Compiled data will be shared with classroom teachers from sources such as: Learning Today Progress Reports, Bi-weekly Benchmark Assessment, and 2009 FCAT Mathematics Assessment Classroom Walkthroughs Professional Development Agendas and Attendance Logs

Evidence-based Program(s):
Scott-Foresman Mathematics Text
Supplemental Resources:
Learning Today, Riverdeep

Professional Development:
August-Scott-Foresman Mathematics Text with emphasis on critical thinking, test preparation and technology.
September-Best Practices, FCAT Explorer, Riverdeep, Learning Today
- Establishing Math Centers
- District Mathematics Pacing Guide
October-Data Assessment
- Utilizing Manipulatives in the Classroom
November-Short and Long Responses
- Data Chats
December-Revisit Classroom Math Centers
- Real Life Problem Solving Skills
January-Review Math Strands
February-Classroom support
- Crunch Time initiatives
March – Data Chats
April- Vertical planning with the next grade

Ongoing EduSoft training for all teachers in order to assist in assessment and alignment of data and instruction.

Objective:
Given instruction based on the Sunshine State Standards, Black students in grades three through five will improve their mathematics skills as evidenced by 68% scoring Level 3 or higher on the 2009 administration of the FCAT Mathematics Test.

Strategies:
1. Provide tutoring for all students with particular attention given to Black subgroups. Tutoring will be held Monday-Thursday for 1 hour each day.
2. Implement activities where students will demonstrate knowledge of mathematical concepts through written expression, manipulatives, extended discussion and group collaborative work. Special attention will be directed toward the black subgroup.
3. Schedule and conduct parent workshops in mathematics to support the math curriculum and increase parent involvement.
4. Provide small group tutoring to students who scored in the lowest quartile on FCAT Mathematics Test during the school day which will be monitored with a pre/post test.

Evaluation:
Scott Foresman Pre-, Midyear, post test and chapter test
Monthly and quarterly assessments to monitor student progress and redirect learning activities will occur on an on-going basis. Compiled data will be shared with classroom teachers from sources such as: Learning Today Progress Reports, Bi-weekly Benchmark Assessment, and 2009 FCAT Mathematics Assessment Classroom Walkthroughs Professional Development Agendas and Attendance Logs

Evidence-based Program(s):
Scott-Foresman Mathematics Text
Supplemental Resources:
Learning Today, Riverdeep

Professional Development:
August-Scott-Foresman Mathematics Text with emphasis on critical thinking, test preparation and technology.
September-Best Practices, FCAT Explorer, Riverdeep, Learning Today
- Establishing Math Centers
- District Mathematics Pacing Guide
October-Data Assessment
- Utilizing Manipulatives in the Classroom
November-Short and Long Responses
- Data Chats
**Objective:**

Given instruction based on the Sunshine State Standards, English Language Learners (ELL) students in grades three through five will improve their mathematics skills as evidenced by 68% scoring Level 3 or higher on the 2009 administration of the FCAT Mathematics Test.

**Strategies:**

1. Provide tutoring for all students with particular attention given to English Language Learners (ELL) subgroups. Tutoring will be held Monday-Thursday for 1 hour each day.
2. Implement activities where students will demonstrate knowledge of mathematical concepts through written expression, manipulatives, extended discussion and group collaborative work. Special attention will be directed toward the black subgroup.
3. Schedule and conduct parent workshops in mathematics to support the math curriculum and increase parent involvement.
4. Provide small group tutoring to students who scored in the lowest quartile on FCAT Mathematics Test during the school day which will be monitored with a pre/post test.

**Evaluation:**

Scott Foresman Pre-, Midyear, post test and chapter test
Monthly and quarterly assessments to monitor student progress and redirect learning activities will occur on an on-going basis.
Compiled data will be shared with classroom teachers from sources such as:
- Learning Today Progress Reports
- Bi-weekly Benchmark Assessment
- 2009 FCAT Mathematics Assessment
- Classroom Walkthroughs
- Professional Development Agendas and Attendance Logs

**Evidence-based Program(s):**

Scott-Foresman Mathematics Text
Supplemental Resources:
- Learning Today, Riverdeep

**Professional Development:**

August-Scott-Foresman Mathematics Text with emphasis on critical thinking, test preparation and technology.
September-Best Practices, FCAT Explorer, Riverdeep, Learning Today
- Establishing Math Centers
- District Mathematics Pacing Guide
October-Data Assessment
- Utilizing Manipulatives in the Classroom
November-Short and Long Responses
- Data Chats
December-Revisit Classroom Math Centers
- Real Life Problem Solving Skills
January-Review Math Strands
February-Classroom support
- Crunch Time initiatives
March – Data Chats
April- Vertical planning with the next grade

Ongoing EduSoft training for all teachers in order to assist in assessment and alignment of data and instruction.

---

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 68% scoring Level 3 or higher on the 2009 administration of the FCAT Mathematics Test.

**Strategies:**

1. Provide tutoring for all students with particular attention given to Economically Disadvantaged subgroups. Tutoring will be held Monday-Thursday for 1 hour each day.
2. Implement activities where students will demonstrate knowledge of mathematical concepts through written expression, manipulatives, extended discussion and group collaborative work. Special attention will be directed toward the black subgroup.
3. Schedule and conduct parent workshops in mathematics to support the math curriculum and increase parent involvement.
4. Provide small group tutoring to students who scored in the lowest quartile on FCAT Mathematics Test during the school day which will be monitored with a pre/post test.

**Evaluation:**

Scott Foresman Pre-, Midyear, post test and chapter test
Monthly and quarterly assessments to monitor student progress and redirect learning activities will occur on an on-going basis.
Compiled data will be shared with classroom teachers from sources such as:
- Learning Today Progress Reports
- Bi-weekly Benchmark Assessment
- 2009 FCAT Mathematics Assessment
- Classroom Walkthroughs
- Professional Development Agendas and Attendance Logs

**Evidence-based Program(s):**

Scott-Foresman Mathematics Text
Supplemental Resources:
- Learning Today, Riverdeep

**Professional Development:**

August-Scott-Foresman Mathematics Text with emphasis on critical thinking, test preparation and technology.
September-Best Practices, FCAT Explorer, Riverdeep, Learning Today
- Establishing Math Centers
- District Mathematics Pacing Guide
October-Data Assessment
- Utilizing Manipulatives in the Classroom
November-Short and Long Responses
- Data Chats
December-Revisit Classroom Math Centers
- Real Life Problem Solving Skills
January-Review Math Strands
February-Classroom support
- Crunch Time initiatives
March – Data Chats
April- Vertical planning with the next grade

Ongoing EduSoft training for all teachers in order to assist in assessment and alignment of data and instruction.
2. Implement activities where students will demonstrate knowledge of mathematical concepts through written expression, manipulatives, extended discussion and group collaborative work. Special attention will be directed toward the black subgroup.

3. Schedule and conduct parent workshops in mathematics to support the math curriculum and increase parent involvement.

4. Provide small group tutoring to students who scored in the lowest quartile on FCAT Mathematics Test during the school day which will be monitored with a pre/post test.

**Evaluation:**
Scott Foresman Pre-, Midyear, post test and chapter test
Monthly and quarterly assessments to monitor student progress and redirect learning activities will occur on an on-going basis.
Compiled data will be shared with classroom teachers from sources such as: Learning Today Progress Reports, Bi-weekly Benchmark Assessment, and 2009 FCAT Mathematics Assessment
Classroom Walkthroughs
Professional Development Agendas and Attendance Logs

**Evidence-based Program(s):**
Scott-Foresman Mathematics Text
Supplemental Resources:
Learning Today, Riverdeep

**Professional Development:**
August–Scott-Foresman Mathematics Text with emphasis on critical thinking, test preparation and technology.
September–Best Practices, FCAT Explorer, Riverdeep, Learning Today
- Establishing Math Centers
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October–Data Assessment
- Utilizing Manipulatives in the Classroom
November–Short and Long Responses
- Data Chats
December–Revisit Classroom Math Centers
- Real Life Problem Solving Skills
January–Review Math Strands
February–Classroom support
- Crunch Time initiatives
March – Data Chats
April– Vertical planning with the next grade

Ongoing EduSoft training for all teachers in order to assist in assessment and alignment of data and instruction.
Using manipulatives to enhance student application of mathematic concepts.
Creating effective math centers for student learning

**Budget:**

<table>
<thead>
<tr>
<th>Evidence-based Program(s)/Material(s)</th>
<th>Description of Resources</th>
<th>Funding Source</th>
<th>Available Amount</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Technology</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Learning Today, Math Destination, TARGET Test Prep System, Overhead Projector, Video Projector</td>
<td>Title I, Discretionary Funds</td>
<td>$3,000.00</td>
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<td>Total:</td>
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<td>$3,000.00</td>
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<tr>
<td>Professional Development</td>
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<tr>
<td>Math Resource Teacher Math In-House Training</td>
<td>Discretionary Funds, FCAT Enhancement, Substitutes</td>
<td>$40,000.00</td>
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</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td>$40,000.00</td>
</tr>
</tbody>
</table>
*Non-Highly Qualified Instructors:*

All teachers are highly qualified in Mathematics.

---

**Goal: Writing**

*Note: Required for Title I*

Scroll down for school data

---

**Needs Assessment:**

A review of the 2008 FCAT Writing+ Assessment results indicated that the percent of students scoring 3.5 and above decreased from 79% to 71%, the percent of students scoring 4.0 and above decreased from 60% to 54%, but the writing mean score decreased from 3.8 to 3.7. A careful review of the two types of writing required for the FCAT Writing+ Assessment indicated that there was a significant drop in the Narrative scores as compared to the Expository Scores. The mean score for the Narrative writing increased from 43% percent of students scoring 4.0 and above to 64%, whereas the Expository decreased from 75% to 42 %. A review of the 2008 Adequate Yearly Progress (AYP) report indicated that the writing proficiency was met for the total school. However, it is evident that students require further development in the writing process, especially in expository writing.

Although data indicates the strength is narrative writing, continuous instruction is required as we seek to raise student achievement.

---

**Objective:**

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 72% of students scoring 3.5 or higher on the 2009 administration of the FCAT Writing+, which is an increase of 1 percentage point.

---

**Strategies:**

1. Model effective writing techniques in kindergarten through fifth grade for students to maintain consistency in their writing styles and meet state requirements on FCAT Writing+.
2. Continue to implement school-wide Wednesday Write Night.
3. Practice writing across the curriculum daily, with kindergarten through fifth grade students, in all subject areas through the use of journaling and teacher directed prompts.
4. Continue the program PPPs-Paper, Pencil, Pals whereby 5th grade students will mentor 4th grade students in the writing process.
5. Continue to implement three FCAT Writing Simulations in third and fourth grade during the second semester.
6. Provide instruction using differentiated instructional tutoring groups to increase the performance of fourth grade students who scored at a rubric level 3.5 or below on the District Writing Pretest.

---

**Evaluation:**

- District Authored Pretest and Posttest in Writing
- Monthly writing prompts
- 2009 FCAT Writing+ Assessment
- Classroom Walkthroughs
- Professional Development Agendas and Attendance Logs

**Evidence-based Program(s):**

- Houghton Mifflin Reading Series

**Professional Development:**

- August-Expanding Sentences
- September-Rubric Scoring
- Writing Process
- October-Emphasis on Introduction...Great Beginnings
- November-Emphasis on second and third paragraphs
- Transitions...size, time, space
Goal: Science

*Note: Required for Title I
Scroll down for school data

*Needs Assessment: The 2007-2008 school accountability report indicated that 36% of the students tested met high standards in Science which is an increase of 20 percentage points from the previous year. When analyzing the data by the clusters it is evident that Earth/Space is the area of needed focus although emphasis should continue globally. There is a need to increase the percentage of students scoring at Level 3 or higher by at least 25 percentage points. We anticipate that our enrollment in the Promoting Science Among English Language Learners (P-SELL) initiative will impact the improvement of science achievement.

*Objective: Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 50% of the students scoring
2008-2009 Florida School Improvement Plan

Level 3 or higher on the 2009 administration of the FCAT Science Test as compared to the 2008 FCAT Science Test.

*Strategies:

1. Conduct a school wide Science Fair so that students may demonstrate application of the scientific process.
2. Continue the implementation of the program Promoting Science Among English Language Learners (P-SELL).
3. Organize Saturday Science Sessions to enable students to experience the scientific process through hands on activities.
4. Using the District Pacing Guide for Science, teachers in grades Kindergarten-Second will monitor students' progress throughout the year.
5. Use professional development in the direct teaching of reading and writing skills specific to comprehending and responding to science test questions.

*Evaluation:

Monthly and quarterly assessments to monitor student progress and redirect learning activities will occur on an on-going basis. Monthly and quarterly assessments will be directed by the reading leader and curriculum support personnel assigned to the school. Compiled data will be shared and appropriate planning will take place with classroom teachers. Examples of on-going evaluations are:
- District Science Interim Assessment
- P-SELL Pre/Post Assessment
- Scott-Foresman chapter/unit tests
- Site authored Assessment
- 2009 FCAT Science Assessment
- Classroom Walkthroughs
- Professional Development Agendas and Attendance Logs

*Evidence-based Program(s):

Scott Foresman Science Text
Promoting Science Among English Language Learners (P-SELL)

Supplemental Resources:
- FOSS Kits

*Professional Development:

All professional development activities will be provided by the school’s leadership team.
- August-Review Scott Foresman textbook criteria
- September-Item Specifications workshop in Science
- October-Vocabulary Enrichment
- October-Problem Solving Strategies
- November-Scientific Method
- December-Science Fair Preparation
- January-Revisit Science Fair Presentations
- February-Review grade level benchmarks
- Ongoing-Promoting Science Among English Language Learners (P-SELL) for 5th grade Science teachers

Budget:

<table>
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<th>Evidence-based Program(s)/Material(s)</th>
<th>Description of Resources</th>
<th>Funding Source</th>
<th>Available Amount</th>
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<th>Technology</th>
<th>Description of Resources</th>
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<tbody>
<tr>
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<tr>
<td>other science lab materials</td>
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<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Description of Resources</th>
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<td>Promoting Science Among English</td>
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<td>Total:</td>
<td></td>
<td></td>
<td>$2,400.00</td>
</tr>
</tbody>
</table>

| Other                                |                          |                                |                 |
Goal: Parental Involvement

*Note: Required for Title I

**Needs Assessment:** A review of the School Improvement Plan and parent attendance logs for the 2007-2008 school year indicated that only 10% of parents of students in the lowest quartile participated in school activities. Research has indicated that students of parents who are involved in their child's education tend to perform better in school.

**Objective:** Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of 2 percentage points in the number of parental and community contacts as evidenced by adding all the parent involvement logs and comparing the hourly logs for the 2007-2008 to the 2008-2009 school years.

**Strategies:**
1. Organize a Report Card Pick-up Day whereby parents will come to meet with the teacher in order to receive the first grading period report card and enable teachers to identify their Classroom Companions.
2. Plan an "Evening Out" activity for the parents of students in the lowest quartile.
3. Institute a daily "Red Folder" communication system ensuring that parents know exactly what is expected of their child to complete for home learning and ease communication with school and home.
4. Provide at least 6 inservices for parents utilizing the Bilingual Department's parental involvement component.
5. The Community Involvement Specialist's will provide at least 6 monthly "Second Cup of Coffee" support groups to parents.
5. Use Connect Ed each week and the outdoor School Marquee to inform stakeholders of upcoming events and newsworthy information.

**Evaluation:** This objective will be evaluated by the demonstration of an increase in the number of parents/guardians who sign the classroom Parental Involvement Roster.
- Monthly workshops/inservices
- Targeted parent meetings
- Open House
- Title I Parent Outreach attendance logs
- Signed parent compacts and contracts

**Evidence-based Program(s):** The National PTA Standards for Parent Family Involvement Program

**Professional Development:** Title I Community Involvement Specialist will attend Regional Center/District workshops relating to parental involvement. Teachers will participate in a review of parent conferencing techniques at a faculty meeting to facilitate positive parent-teacher interactions.

### Budget:

<table>
<thead>
<tr>
<th>Description of Resources</th>
<th>Funding Source</th>
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</thead>
<tbody>
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Final Total: $5,600.00
Goal: Return on Investment

Needs Assessment: The most recent data supplied from the Florida Department of Education (FLDOE) indicate that in 2006-2007, North Miami Elementary ranked at the 26th percentile on the State of Florida Return of Investment (ROI) Index.

Objective: North Miami Elementary School Return On Investment (ROI) percentile ranking will increase by at least 1 percentile point.

Strategies:
1. Consider shared use of facilities, partnering with community agencies.
2. Become more informed about the use of financial resources in relation to school programs.
3. Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundation, volunteer networks.
4. Collaborate with the District on resource allocations.

Evaluation: 2007-2008 Publication of the State of Florida Return On Investment Index

End of Return on Investment Goal

ADDITIONAL GOALS
No Additional Goals were submitted for this school

FINAL BUDGET

<table>
<thead>
<tr>
<th>Evidence-based Program(s)/Material(s)</th>
<th>Goal</th>
<th>Description of Resources</th>
<th>Funding Source</th>
<th>Available Amount</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Technology</td>
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Total: $32,000.00
### Reading

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<tr>
<th>Description of Resources</th>
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<tbody>
<tr>
<td>Learning Today, Accelerated Reader</td>
<td>Title I, Discretionary Funds</td>
<td>$15,000.00</td>
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<tr>
<td>Learning Today, Math Destination, TARGET Test Prep System, Overhead Projector, Video Projector</td>
<td>Title I, Discretionary Funds</td>
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<td>Video Projector, Overhead Projector</td>
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<td>Overhead projector, Microscopes and other science lab materials</td>
<td>Title I, FCAT Enhancement, Discretionary Funds</td>
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### Mathematics

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<th>Description of Resources</th>
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<tbody>
<tr>
<td>Math Resource Teacher Math In-House Training</td>
<td>Discretionary Funds, FCAT Enhancement, Substitutes</td>
<td>$40,000.00</td>
</tr>
<tr>
<td>Promoting Science Among English Language Learners (P-SELL)</td>
<td>Title I, FACT Enhancement, Discretionary Funds, P-SELL grant</td>
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### Writing

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<th>Description of Resources</th>
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<tr>
<td>Training provided by Reading Leader and Writing Resource Teacher</td>
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### Science

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### Other

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<th>Description of Resources</th>
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**SCHOOL ADVISORY COUNCIL**

**School Advisory Council (SAC) Membership Compliance**

The majority of the SAC members are not employed by the school district. The 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.

✔ Yes. Agree with the above statement.

**SAC Involvement**

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

The SAC schedules meetings, notifies participants, and creates agendas, as per state and district guidelines.

The North Miami Elementary SAC has impacted the following areas:

**Budget**
The SAC recommended that instructional software such as Learning Today be purchased and implemented in targeted classes.

**Training**
The SAC recommended that staff development be provided to teachers in Kindergarten through Fifth grade in the utilization of the mathematics series. Training is also recommended in the Comprehensive Reading Plan with an emphasis on the Guided Reading component.

**Instructional Materials**
The SAC recommended that funds be allocated to purchase consumable materials for FCAT preparation and tutoring, support material for teachers, and special incentives for students.

**Technology**
The SAC recommended that the three computer labs continue to be utilized to enhance student achievement.

**Staffing**
The SAC recommended that two part-time teachers be hired to provide additional support to students who scored level 1 or level 2 on the FCAT Reading and Mathematics Test.

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

**Resource Allocation**
The SAC recommended that a security system be established in the main school building. In addition funds will be provided to assist students attending educational field trips.

**Benchmarking**
The SAC recommended that all grade levels meet on a monthly basis to review and monitor long-range instructional plans to reinforce continuity and appropriate pacing of all subject areas. Additionally, District benchmarking activities should be administered and analyzed to ensure student progress in reading, writing, mathematics, and science.

---

**SAC Members**

Members

1) Debra Dubin, Principal

2) Mary Sisley, SAC Chair

3) Jayvon Ricketts, Student


10/21/2008 2008-2009 Florida School Improveme...
IMPLEMENTATION EVALUATION

The School Improvement Plan is monitored by the School Advisory Council (SAC). There is a process in place for a mid-year review at the Regional Center to make necessary modifications.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).

<table>
<thead>
<tr>
<th>Name of Assessment Used</th>
<th>Baseline Test</th>
<th>Baseline Test</th>
<th>Narrative Pretest</th>
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</thead>
<tbody>
<tr>
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<td>% Mastery %Non-Mastery</td>
<td>% Mastery %Non-Mastery</td>
<td>% Mastery %Non-Mastery</td>
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<td>7 93</td>
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</table>

http://www.flbsi.org/0809_sip_tem...
### FCAT Assessed Grade Level: 4

<table>
<thead>
<tr>
<th>Reading Baseline Data</th>
<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
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<td>19</td>
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Name of Assessment Used: Baseline Test Baseline Test Narrative Pretest

### FCAT Assessed Grade Level: 5

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<tr>
<th>Reading Baseline Data</th>
<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
<th>Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
</tr>
<tr>
<td>22</td>
<td>78</td>
<td>4</td>
<td>96</td>
<td>27</td>
</tr>
</tbody>
</table>

Name of Assessment Used: Baseline Test Baseline Test Narrative Pretest Baseline Test

### FCAT Assessed Grade Level: 6

<table>
<thead>
<tr>
<th>Reading Baseline Data</th>
<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
<th>Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Name of Assessment Used:

### FCAT Assessed Grade Level: 7

<table>
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<th>Reading Baseline Data</th>
<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
<th>Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>

Name of Assessment Used:

### FCAT Assessed Grade Level: 8

<table>
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<tr>
<th>Reading Baseline Data</th>
<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
<th>Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Name of Assessment Used:
FCAT Assessed Grade Level: 9

<table>
<thead>
<tr>
<th>Reading Baseline Data</th>
<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
<th>Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Name of Assessment Used

FCAT Assessed Grade Level: 10

<table>
<thead>
<tr>
<th>Reading Baseline Data</th>
<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
<th>Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Name of Assessment Used

FCAT Assessed Grade Level: 11

<table>
<thead>
<tr>
<th>Reading Baseline Data</th>
<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
<th>Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Name of Assessment Used

Baseline data aggregated at school level

<table>
<thead>
<tr>
<th>Subgroup(s) not making AYP</th>
<th>Reading Baseline Data</th>
<th>Mathematics Baseline Data</th>
<th>Writing Baseline Data</th>
<th>Science Baseline Data</th>
<th>Baseline Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
<td>% Mastery</td>
<td>% Non-Mastery</td>
</tr>
<tr>
<td>Black</td>
<td>16</td>
<td>84</td>
<td>4</td>
<td>96</td>
<td>Economically Disadvantaged</td>
</tr>
</tbody>
</table>

End of Baseline Data Report

AYP DATA

http://www.flbsi.org/0809_sip_templ...
### 2007-2008 Adequate Yearly Progress (AYP) Report - Page 2

**Dade NORTH MIAMI ELEMENTARY SCHOOL 3941**

**Number of students enrolled in the grades tested:**
(Click here to see the number of students in each group.)

<table>
<thead>
<tr>
<th>Math Tested</th>
<th>Reading Tested</th>
<th>95% of the students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>58% scoring at or above grade level in Reading?</td>
<td>62% scoring at or above grade level in Math?</td>
<td>Improved performance in Writing by 1%?</td>
</tr>
<tr>
<td>Math Grade: C</td>
<td>School Grade:</td>
<td>Did the School make Adequate Yearly Progress?</td>
</tr>
<tr>
<td>Safe Harbor Reading</td>
<td>Safe Harbor Math</td>
<td>% of students on track to be proficient in reading</td>
</tr>
</tbody>
</table>

#### 2007-2008 School Grade: C

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading</th>
<th>Math</th>
<th>Safe Harbor Reading</th>
<th>Safe Harbor Math</th>
<th>Growth model reading</th>
<th>Growth model math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>NA</td>
<td>90</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>WHITE</strong></td>
<td>100</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>BLACK</strong></td>
<td>100</td>
<td>54</td>
<td>90</td>
<td>40</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td><strong>HISPANIC</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>ASIAN</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>AMERICAN INDIAN</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>ECONOMICALLY DISADVANTAGED</strong></td>
<td>100</td>
<td>54</td>
<td>90</td>
<td>40</td>
<td>46</td>
<td>43</td>
</tr>
<tr>
<td><strong>ENGLISH LANGUAGE LEARNERS</strong></td>
<td>100</td>
<td>43</td>
<td>84</td>
<td>52</td>
<td>57</td>
<td>48</td>
</tr>
<tr>
<td><strong>STUDENTS WITH DISABILITIES</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>


**Dade NORTH MIAMI ELEMENTARY SCHOOL 3941**

**Number of students enrolled in the grades tested:**
(Click here to see the number of students in each group.)

<table>
<thead>
<tr>
<th>Math Tested</th>
<th>Reading Tested</th>
<th>95% of the students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>51% scoring at or above grade level in Reading?</td>
<td>56% scoring at or above grade level in Math?</td>
<td>Improved performance in Writing by 1%?</td>
</tr>
<tr>
<td>Math Grade: A</td>
<td>School Grade:</td>
<td>Did the School make Adequate Yearly Progress?</td>
</tr>
<tr>
<td>Safe Harbor Reading</td>
<td>Safe Harbor Math</td>
<td>% of students on track to be proficient in reading</td>
</tr>
</tbody>
</table>

#### 2006-2007 School Grade: A

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading</th>
<th>Math</th>
<th>Safe Harbor Reading</th>
<th>Safe Harbor Math</th>
<th>Growth model reading</th>
<th>Growth model math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td>NA</td>
<td>90</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>WHITE</strong></td>
<td>100</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>BLACK</strong></td>
<td>99</td>
<td>60</td>
<td>87</td>
<td>48</td>
<td>37</td>
<td>61</td>
</tr>
<tr>
<td><strong>HISPANIC</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>ASIAN</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>AMERICAN INDIAN</strong></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>ECONOMICALLY DISADVANTAGED</strong></td>
<td>99</td>
<td>60</td>
<td>87</td>
<td>47</td>
<td>39</td>
<td>60</td>
</tr>
<tr>
<td><strong>ENGLISH LANGUAGE LEARNERS</strong></td>
<td>99</td>
<td>48</td>
<td>89</td>
<td>53</td>
<td>52</td>
<td>63</td>
</tr>
<tr>
<td><strong>STUDENTS WITH DISABILITIES</strong></td>
<td>99</td>
<td>82</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

---

http://www.flbsi.org/0809_sip_templ... 26/28
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c^2).

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Tested 95% of the students?</th>
<th>Math Tested 95% of the students?</th>
<th>44% scoring at or above grade level in Reading</th>
<th>50% scoring at or above grade level in Math?</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate^3 by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor Reading</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL^4</td>
<td>100 Y/NA</td>
<td>100 Y/NA</td>
<td>56 Y/NA</td>
<td>39 N/NA</td>
<td>89 87 N/NA</td>
<td>46 44 N/NA</td>
<td>NA 46 44 N/NA</td>
<td>59 61 N/NA</td>
<td>NA 46 44 N/NA</td>
<td>59 61 N/NA</td>
</tr>
<tr>
<td>WHITE</td>
<td>NA NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
</tr>
<tr>
<td>BLACK</td>
<td>100 Y/NA</td>
<td>100 Y/NA</td>
<td>56 Y/NA</td>
<td>39 N/NA</td>
<td>88 87 N/NA</td>
<td>46 44 N/NA</td>
<td>NA 46 44 N/NA</td>
<td>59 61 N/NA</td>
<td>NA 46 44 N/NA</td>
<td>59 61 N/NA</td>
</tr>
<tr>
<td>HISPANIC</td>
<td>NA NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
</tr>
<tr>
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<td>NA NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
</tr>
<tr>
<td>AMERICAN INDIAN</td>
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<td>NA NA</td>
<td>NA NA</td>
<td>NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
</tr>
<tr>
<td>ECONOMICALLY DISADVANTAGED</td>
<td>100 Y/NA</td>
<td>100 Y/NA</td>
<td>56 Y/NA</td>
<td>40 N/NA</td>
<td>88 87 N/NA</td>
<td>46 44 N/NA</td>
<td>NA 46 44 N/NA</td>
<td>58 60 N/NA</td>
<td>NA 51 50 N/NA</td>
<td>62 63 N/NA</td>
</tr>
<tr>
<td>ENGLISH LANGUAGE LEARNERS</td>
<td>100 Y/NA</td>
<td>100 Y/NA</td>
<td>50 Y/NA</td>
<td>37 N/NA</td>
<td>85 89 N/NA</td>
<td>51 50 N/NA</td>
<td>NA 51 50 N/NA</td>
<td>62 63 N/NA</td>
<td>NA 51 50 N/NA</td>
<td>62 63 N/NA</td>
</tr>
<tr>
<td>STUDENTS WITH DISABILITIES</td>
<td>100 Y/NA</td>
<td>100 Y/NA</td>
<td>18 NA</td>
<td>18 NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>NA NA NA</td>
<td>74 82 N/NA</td>
<td>NA NA NA</td>
<td>74 82 N/NA</td>
</tr>
</tbody>
</table>

SCHOOL GRADE DATA

Dade School District
NORTH MIAMI ELEMENTARY SCHOOL
2007-2008

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>59%</td>
<td>56%</td>
<td>77%</td>
<td>36%</td>
<td>228</td>
</tr>
</tbody>
</table>

**Writing and Science:** Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.

<table>
<thead>
<tr>
<th>% of Students Making Learning Gains</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>68%</td>
<td>56%</td>
<td>68%</td>
<td>68%</td>
<td>124</td>
<td>3 ways to make gains:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Improve FCAT Levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Maintain Level 3, 4, or 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Improve more than one year within Level 1 or 2</td>
</tr>
</tbody>
</table>

**Adequate Progress of Lowest 25% in the School?**
70% (YES) 61% (YES) 131
Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.

**Points Earned**
483

**Percent Tested = 100%**
Percent of eligible students tested

**School Grade**
C
Grade based on total points, adequate progress, and % of students tested

http://www.flbsi.org/0809_sip_templ...
Dade School District
NORTH MIAMI ELEMENTARY SCHOOL
2006-2007

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Science</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>65%</td>
<td>59%</td>
<td>84%</td>
<td>16%</td>
<td>224</td>
</tr>
</tbody>
</table>

**Writing and Science:** Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.

% of Students Making Learning Gains: 69% 78% 147

3 ways to make gains:
- Improve FCAT Levels
- Maintain Level 3, 4, or 5
- Improve more than one year within Level 1 or 2

Adequate Progress of Lowest 25% in the School: 76% (YES) 87% (YES) 163

Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.

Points Earned: 534

Savings Grade: A

Grade based on total points, adequate progress, and % of students tested

---

Dade School District
NORTH MIAMI ELEMENTARY SCHOOL
2005-2006

<table>
<thead>
<tr>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Grade Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>62%</td>
<td>43%</td>
<td>82%</td>
<td>187</td>
</tr>
</tbody>
</table>

**Writing:** Takes into account % scoring 3.5 and above. Sometimes the District writing average is substituted for the writing average.

% of Students Making Learning Gains: 60% 51% 111

3 ways to make gains:
- Improve FCAT Levels
- Maintain Level 3, 4, or 5
- Improve more than one year within Level 1 or 2

Adequate Progress of Lowest 25% in the School: 68% (YES) 68

Adequate Progress based on gains of lowest 25% of students. Yes, if 50% or more make gains.

Points Earned: 366

Percent Tested = 100%

Savings Grade: C

Grade based on total points, adequate progress, and % of students tested

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10/21/2008

2008-2009 Florida School Improveme...