Nathan B. Young Elementary School

2015-16 School Improvement Plan

Nathan B. Young Elementary School

14120 NW 24TH AVE, Opa Locka, FL 33054

http://nbyoung.dadeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	D	C

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to promote honesty, integrity, respect, fairness, kindness, citizenship, cooperation and responsibility. Knowledge is power, and our goal is to reach for the highest academic standard possible.

Provide the school's vision statement

Nathan B. Young Elementary School's vision is committed to providing a world class education for all. We set high expectations for academic and personal achievement. We pledge to build an effective school community by molding our programs to meet the individual needs of our students and working collaboratively with parents and our community to meet the challenge of preparing our youth for their future roles in society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Administration and staff commit to a culture that is based on shared values and beliefs about students, teachers and their learning environment. Our educational setting focuses on learning and supports challenging equitable educational programs and learning experiences for all students. We also learn about students' cultures through implementing cultural diversity activities throughout the school year addressing different cultures. These activities build relationships between teachers and students by developing cultural sensitivity towards each other.

Describe how the school creates an environment where students feel safe and respected before, during and after school

A safe learning environment is created through providing the students with an open line of communication with all administrators, teachers and the counselor. Students are provided individual/group counseling and conflict resolution strategies when a problem arises. Students are able to report any incidents that may occur throughout the day. During arrival and dismissal staff members are strategically placed throughout the building to ensure a safe and orderly arrival/dismissal. Security monitors are also located on the first and second floor in order to assure the safety of all students. Character Education is implemented daily through morning announcements. These strategies will ensure that students feel safe and respected at all times.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Nathan B. Young Elementary utilizes a school-wide discipline plan with mandatory expectations and consequences. The discipline plan includes the district's Code of Student Conduct for student behaviors. All staff members received training on the school-wide discipline plan during the Opening of School Meeting.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Nathan B. Young ensures the social-emotional needs of all students are being met through character education, career awareness, individual counseling and group counseling. Also students are provided mentoring through the 5000 Role Models Program, Cheer leading Club, and the onsite Health Connect Clinic. The Health Connect Nurse provides health education to the total school population. The social worker assists parents in finding outside resources and services.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Administration, School Counselor, Community Involvement Specialist (CIS) and Social Sorker monitor the students that are tardy and absent. The CIS contacts parents the same day the absence occurs. Upon 3 cumulative absences the community involvement conducts a home visit. The district attendance policy is followed. Beginning with the 5th absence in a 90 day period, a doctor's note is required to excuse the absence. . After 5 absences a letter from the Miami-Dade Police Department is sent home and a meeting is scheduled. A complaint of truancy by the Department of Justice through a Social Service Agency may result. A Truancy Child Study Team will convene and develop an attendance agreement with the school, parent and student. Nathan B. Young Elementary also participates in the district's Truancy Pilot Program and will implement this program with fidelity.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	6	2	0	2	3	14
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	10	4	0	1	1	16
Level 1 on statewide assessment	0	9	7	25	4	20	65

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	1	2	4	5	
Students exhibiting two or more indicators	13	8	5	20	46

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention strategies that will be employed by the school to improve the academic performance of students identified by the early warning system will include teachers using instructional strategies that require student collaboration, self reflection and development of critical thinking skills. Teachers will personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers will use instructional strategies that will require students to apply knowledge and skills, integrated content and skills with other disciplines, and will use technology as instructional resources and learning tools. Also, the teachers will use their data from the Wonder

Works curriculum to formulate differentiated instructional intervention groups. The school will establish i Ready usage and performance goals for each student and use i Ready growth monitoring tool to track progress and determine effectiveness of strategies.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/224770.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Nathan B. Young Elementary has solid goals and a vision for moving forward with the Florida Standards for the school year. We are committed to providing for all. We set high expectations for academic and personal achievement. All stakeholders are informed about the school's purpose through our website, newsletters, annual reports and parent/student handbooks. Also, the events that are organized to ensure student's success are as follows: Meet the Teacher, Open House, Florida Standards and Stanford Achievement Night Also, morning announcements are utilized to remind the students and staff of the school's purpose.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Dillard, Tonya	Principal
Casey, Elizabeth	Assistant Principal
Stribling, Harvey	Instructional Coach
Allen, Annlyn	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Tier 1
• Principal: Tonya Dillard will schedule and facilitate regular RTI 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
• Assistant Principal: Elizabeth Casey will assist with scheduling and facilitating RTI meetings, ensuring attendance of team members, ensuring follow up of action steps, allocating resources.
• Instructional Math Coach: Annlyn Allen will model, co-teach, provide professional development and plan with teachers.
• Instructional Reading Coach: Harvey Stribling will model, co-teach provide professional development and plan with teachers.
• In addition to Tier 1 problem solving, the Leadership Team members will meet periodically bi-weekly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
The principal, assistant principal, reading coaches, math coach, and school counselor of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 3 SST
The principal, assistant principal, reading coaches, math coach, and school counselor of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.
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Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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 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.to 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.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. 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/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment 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 intervening services for children to be 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. A great 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 (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); 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

The school 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

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

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 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B – N/A

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 Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• The Homeless Education 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 Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

• Project Upstart and The Homeless Trust, a community organization, 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 selected homeless shelters in the community.

• The District Homeless 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 School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school 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, middle, and senior high 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.
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
1) The school 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.
Housing Programs - N/A
Head Start
The Head Start program is a part of Nathan B. Young Elementary School. Nathan B. Young Elementary currently has three Head Start units within the school. There is one three year old program and two four year old programs.
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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Alina Torres	Teacher
	Student
Elizabeth Casey	Principal
Esther Butler-Wilson	Teacher
Johnathan Sturrup	Teacher
Tynika McBride-Taylor	Teacher
Yeasha Dunn	Teacher
Janeen Scavella	Teacher
Harvey Stribling	Teacher
Regina Ward	Parent
Latishia Alexander	Parent
Priscilla Alexander	Parent
Allese Johnson	Parent
Rose Henderson	Parent
Shannelle Brantley	Parent
Portia Prince	Parent
Leon Grant	Parent
Tonya Dillard	Principal
Manuel Ferrer	Business/Community
Alejandro Garcia	Student
Tanaria Terry	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC will meet monthly and review the School Improvement Plan. The SAC will express their concerns and make recommendations to revise the School Improvement Plan if needed.

Development of this school improvement plan

The SAC is the sole body responsible for final decision making at the school relating to implementation of the provision of the state system of improvement and accountability. The SAC's additional responsibilities include the following:
1. To assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP);
2. To assist in the preparation and evaluation of the school's annual budget; and
3. To recommend waivers or changes to Florida Statue, Florida Board of Education Rules, School Board Bylaws & Policies, and labor contract provisions.

Preparation of the school's annual budget and plan

The SAC will make recommendations to the principal on the allocation of distributing funds. The SAC funds will be distributed starting in the month of November. All funds will be dispersed with approved proposals.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC funds will be allocated to individuals that submit written requests for student incentives, field trips, and educational materials that align to the School Improvement Plan.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Dillard, Tonya	Principal
Casey, Elizabeth	Assistant Principal
Stribling, Harvey	Instructional Coach
Allen, Annlyn	Instructional Coach
Godoy, Maria	

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team's major initiatives include developing a literacy program for the entire school, with teams of teachers engage in building competent readers and writers. The Literacy Leadership Team will help students to see themselves as successful readers by setting goals to increase literacy achievement through the implementation of book talks, author's chair and a Literacy Fair Day. The number of students making learning gains in the lowest 25% will increase by developing a variety of methods to help students become proficient readers by modeling and demonstrating strategies to improve their reading achievement level. The Literacy Leadership Team

will also collaborate and work diligently with parents and other stakeholders to promote awareness and share best practices.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Nathan B. Young Elementary places a high priority encouraging a positive work relationship between all teachers. Teachers are provided with professional development from our instructional coaches. Common planning for each grade and subject area takes place each week. Vertical planning will take place each quarter to share best practices, review student performance data and to provide instructional support. Administration and instructional coaches support the faculty with the instructional delivery of their lessons and the implementation of strategies to impact student achievement.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The school site principal is responsible for hiring effective teachers at the worksite. Nathan B. Young's strategies to recruit highly qualified, certified-in-field, and effective teachers to the school are as follows:
• Allowing college students from various universities to intern with a supervising teacher at Nathan B. Young.
• Advertising available positions through the School Board website.
• Announcing available positions through the school's website.
• Recruiting from local colleges.
Nathan B. Young has activities that consist of structured guidance and regular ongoing support for teachers, especially beginning teachers. This program is designed to help to continue to improve their practice of teaching and develop their instructional skills. These activities are a part of the ongoing induction process that involves the assistance of exemplary teachers and other individuals from the district. Administration provides resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Nathan B. Young has activities that consist of structured guidance and regular ongoing support for teachers, especially beginning teachers. This program is designed to help to continue to improve their practice of teaching and develop their instructional skills. These activities are a part of the ongoing induction process that involves the assistance of exemplary teachers and other individuals from the district. Administration provides resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Nathan B. Young uses the district's instructional materials and follows the district pacing guide which is aligned to the Florida Standards. Lesson Plans are developed based upon the Florida Standards. Teachers utilize a variety of teaching strategies to accommodate students' individual learning styles. Through ongoing progress monitoring, we provided differentiated instruction and small group interventions to meet the student's individual and collective needs. Students are provided with opportunities to achieve their highest potential through active engagement in the learning process. High yield strategies are incorporated in the delivery of the curriculum. Students also use technology programs such as Accelerated Reader, Starfall, Think Central, Reading Plus , iReady and GIZMOS.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Assessments, such as iReady are used in reading and math. Data from assessments are used to drive instruction and create differentiated instruction groups. Instructional coaches, teachers and administration continually pull data after each assessment to analyze and dissect data. Instructional coaches and teachers create a Focus Calendar for intervention groups. Teachers meet on a weekly basis for common planning, instructional coaches collaborate with teachers to analyze individual class data, graph reports and create a plan of action and set goals for upcoming assessments. Students are continuously monitored for growth between assessments and on-going-progress monitoring across all grade levels. Various communication methods are used to notify parents of students' performance which include: Parent/teacher conferences, parent portal, teacher/student data chats, Progress Monitoring Plans and Individualized Educational Plans for specific students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,320

The after school programs that will be provided for the students will include After School Tutoring Program, a Science Exploration Club, a Book Club, and the 5000 Role Models program. These programs will increase the quality of learning to move students toward performing at or above grade level, and provide students with enrichment activities that entail global exposure.
The After School Tutoring Program will be available for second through fifth grade students three days a week, and the Florida Center for Reading Research activities, Go Math intervention activities and iReady will be utilized during the tutorial sessions.

Strategy Rationale

The strategy rationale is to increase student achievement academically.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Casey, Elizabeth, ecasey@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The ongoing progress monitoring of the data will be done weekly by the teachers and the Reading Coach and Math Coach. The Literacy Leadership Team will utilize the data to ensure that students are making progress within the reading and math program. If there is little to no progress being made the Reading Coach and Math Coach will make the proper adjustments to the student's tutorial placement.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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 meaningfully learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three-and four-year old children. At Nathan B. Young Elementary School Pre-kindergarten and Head Start students are invited to spend a half day with a kindergarten class. The kindergarten teacher invites them to actively participate in all the activities that take place in the morning. Including whole/small group instruction, centers and all other curriculum objectives. Utilize the services of the Community Involvement Specialist to develop a school based Ready Children, Ready School Partnership. The partnership will identify school specific strategies (developed by PK/Elementary and community

partners) to meet the needs of the local community. Kindergarten preparation materials will be generated by instructional staff and administration throughout the year. Information will be available to parents in the form of newsletters, brochures, and announcements. Additionally, all information will be distributed to students at school, posted on bulletin boards, written in newsletters, and communicated to parents by the Community Involvement Specialist. Incoming kindergarten students will be screened prior to October 1, 2014. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students for individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes. Instruction will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student achievement by improving core instruction in Literacy.

G2.   Provide ongoing support and service in the area of increasing student attendance through the use of the Early Warning System.

G3.   To increase student achievement by improving core instruction in Mathematics.

G4.   To increase student achievement by improving core instruction in Science.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student achievement by improving core instruction in Literacy. 1a

G073931

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	40.0

Resources Available to Support the Goal 2

- iReady Data
- IReady Teacher Toolbox
- McGraw Hill Tier 2 Resources
- D.I. Grouping Template
- Literacy Coach
- Curriculum Support Specialist

Targeted Barriers to Achieving the Goal 3

- Limited evidence of effective, consistent and systematic use of data to provide instruction, interventions, and enrichment.

Plan to Monitor Progress Toward G1. 8

iReady diagnostic and iReady growth monitoring reports

Person Responsible

Schedule
Every 3 Weeks, from 10/12/2015 to 6/9/2016

Evidence of Completion
iReady diagnostic, usage and growth monitoring reports

G2. Provide ongoing support and service in the area of increasing student attendance through the use of the Early Warning System. `1a`

G073932

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	95.0

Resources Available to Support the Goal `2`

- School Counselor
- School Social Worker
- Community Involvement Specialist
- Keeping Our Promise (Partnership with Opa Locka Community Development Center)
- Truancy Court Pilot Program
- Title 1 Parent Involvement Budget
- Control D Reports

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of systems utilized to promote, monitor and sustain student attendance

Plan to Monitor Progress Toward G2. `8`

Student Services Committee Members will view the daily attendance bulletins.

Person Responsible
Esther Wilson

Schedule
Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion
Daily Attendance, Student Report Cards, Attendance bulletins.

G3. To increase student achievement by improving core instruction in Mathematics. `1a`

🔍 G073933

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics - Achievement	50.0

Resources Available to Support the Goal `2`

- Curriculum Support Specialist
- Common Planning/Data Chats
- Administrative Walkthroughs/Observations
- Manipulatives
- Go Math Textbook
- Ready Book Grades 3-5
- Differentiated Instruction Schedule/Resources

Targeted Barriers to Achieving the Goal `3`

- Limited use of effective, consisted and systematic use of data to provide instruction, intervention, and enrichment.

Plan to Monitor Progress Toward G3. `8`

i-Ready diagnostic and I-Ready growth monitoring, Go Math Chapter assessments and District Interims

Person Responsible

Tonya Dillard

Schedule

Monthly, from 9/2/2015 to 6/3/2016

Evidence of Completion

I-Ready diagnostic, usage and Growth monitoring reports; Go Math and District Interims

G4. To increase student achievement by improving core instruction in Science. 1a

G073934

Targets Supported 1b

Indicator	Annual Target
FAA Science Proficiency	40.0

Resources Available to Support the Goal 2

- Science Textbook
- Essential Labs
- Curriculum Support Specialist
- GIZMOS
- Common Planning
- J & J Bookcamp
- Title I Budget
- Administrative Walkthroughs/Observations

Targeted Barriers to Achieving the Goal 3

- Lack of evidence that teachers are using the NGSSS to plan for standard based instruction.

Plan to Monitor Progress Toward G4. 8

We will collect data from the baseline, fall, and winter assessments. We will also analyze data from teacher created assessments and projects.

Person Responsible
Annlyn Allen

Schedule
Quarterly, from 9/3/2015 to 6/2/2016

Evidence of Completion
Interim assessments, student work folders, and authentic student projects

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student achievement by improving core instruction in Literacy. 1

🔑 G073931

G1.B1 Limited evidence of effective, consistent and systematic use of data to provide instruction, interventions, and enrichment. 2

🔑 B193094

G1.B1.S1 Use data to set goals, determine sound instructional practices based on research , and differentiate instruction to meet the various needs of students. 4

🔑 S204611

Strategy Rationale

Differentiated Instruction will support student achievement in developing critical thinking and complete increasingly complex, grade-level appropriate tasks.

Action Step 1 5

Teacher will identify their professional development needs for Differentiated Instruction.

Person Responsible

Harvey Stribling

Schedule

Quarterly, from 9/4/2015 to 6/2/2016

Evidence of Completion

PD Survey Results/Data

Action Step 2 5

Provide professional development to select teachers on the identified topics: Systems & Routines, Analyzing Data, Aligning Resources

Person Responsible

Harvey Stribling

Schedule

Quarterly, from 9/8/2015 to 6/2/2016

Evidence of Completion

Sign-in Sheets, PD Agenda, PD handouts

Action Step 3 5

Facilitate Common Planning with a focus on the alignment of instructional resources for Differentiated Instruction.

Person Responsible

Harvey Stribling

Schedule

On 1/22/2016

Evidence of Completion

Common Planning Agendas

Action Step 4 5

Monitor/Follow Up on the effective implementation of DI routines/framework and the alignment of instructional resources to data in order to meet student needs.

Person Responsible

Tonya Dillard

Schedule

Biweekly, from 10/5/2015 to 1/22/2016

Evidence of Completion

Walkthrough documentation, Administrative Feedback

Action Step 5 `5`

Conduct coaching cycles and model the implementation of DI routines and data guided instruction aligned to standards and student needs.

Person Responsible

Harvey Stribling

Schedule

Weekly, from 9/3/2015 to 6/3/2016

Evidence of Completion

Coaching log and calendar, Evidence of student work based on data driven instruction, debriefing documentation

Action Step 6 `5`

Develop a plan to set iReady goals for all students for each diagnostic window.

Person Responsible

Harvey Stribling

Schedule

On 6/2/2016

Evidence of Completion

Growth Target Template, iReady Reports/Data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Schedule data chats, review data, and modify groups accordingly.

Person Responsible

Schedule

Quarterly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Data Chat Schedules, iReady Reports, IReady Instructional Grouping, Administration Walkthrough/Observation Reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor student progress as evident towards achieving established goals. (iReady Growth Targets)

Person Responsible

Schedule

Every 3 Weeks, from 9/2/2015 to 6/3/2016

Evidence of Completion

IReady growth monitoring reports

G2. Provide ongoing support and service in the area of increasing student attendance through the use of the Early Warning System. 1

G073932

G2.B1 Limited evidence of systems utilized to promote, monitor and sustain student attendance 2

B193095

G2.B1.S1 Develop/Implement comprehensive school site attendance to promote, monitor and sustain acceptable student attendance rates 4

S204612

Strategy Rationale

Attendance impacts student achievement

Action Step 1 5

Publish Daily Attendance rates and acknowledge/reward classes attaining/sustaining rates at or above 98%

Person Responsible

Tonya Dillard

Schedule

Daily, from 9/2/2015 to 6/8/2016

Evidence of Completion

Attendance bulletins, 100% attendance reports

Action Step 2 `5`

Contact parents the same day student absence occurs

Person Responsible

Elizabeth Casey

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

CIS contact logs, attendance bulletin

Action Step 3 `5`

Home visit after 3rd absence within a marking period

Person Responsible

Elizabeth Casey

Schedule

On 6/8/2016

Evidence of Completion

CIS home visit log, attendance bulletin

Action Step 4 `5`

Create 100 Club for students with 100% attendance (per quarter); students will attend special activities such as field trips

Person Responsible

Tonya Dillard

Schedule

Quarterly, from 10/29/2015 to 6/8/2016

Evidence of Completion

Perfect attendance reports

Action Step 5 `5`

Implement Truancy Court Pilot Program with fidelity

Person Responsible

Elizabeth Casey

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Truancy letters, meeting agendas

Action Step 6 `5`

Implement Present and On Time and Dress for Success

Person Responsible

Schedule

Daily, from 9/7/2015 to 6/8/2016

Evidence of Completion

Present and On Time and Dress for Success log

Action Step 7 `5`

Assess school culture; implement activities to promotive positive school culture

Person Responsible

Tonya Dillard

Schedule

Monthly, from 8/20/2015 to 6/8/2016

Evidence of Completion

Agendas, Sign In Sheets, Anchor Charts, School Climate Survey

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Maintain attendance log, recognize student perfect attendance, review EWS reports

Person Responsible

Tonya Dillard

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Attendance log, CIS home visit reports, CIS parent contact log, Control D attendance reports, daily attendance bullentins

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Compare overall attendance rate each quarter to the same quarter of the previous school year

Person Responsible

Tonya Dillard

Schedule

On 6/8/2016

Evidence of Completion

Quarterly attendance rate comparison

G3. To increase student achievement by improving core instruction in Mathematics. `1`

`G073933`

G3.B1 Limited use of effective, consisted and systematic use of data to provide instruction, intervention, and enrichment. `2`

`B193096`

G3.B1.S1 Conduct data chats with teachers to disaggregate data and adjust instruction to meet the needs of various learners. `4`

`S204614`

Strategy Rationale

Teachers will be able to align resources to meet the needs of the students in differentiated instruction.

Action Step 1 `5`

Develop a plan for differentiated instruction during whole group that includes a data driven focus and aligns instruction resources to meet various students needs.

Person Responsible

Annlyn Allen

Schedule

Biweekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Common Planning Agenda, Lesson Plans, Coaching Cycle Documentation Form

Action Step 2 `5`

Model the effective use of unwrapping the standards to a meet all student learners.

Person Responsible

Annlyn Allen

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Common planning agenda, Lesson plans

Action Step 3 5

Develop a plan for differentiated instruction during small group that includes a focus and aligns instruction resources to meet various students needs and coaching cycle.

Person Responsible

Annlyn Allen

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Common planning agenda, Lesson plans, DI student work/folders, Coaching Cycle Documentation Form

Action Step 4 5

Establish iReady goals for each student for each diagnostic window

Person Responsible

Elizabeth Casey

Schedule

Quarterly, from 9/3/2015 to 6/2/2016

Evidence of Completion

iReady Reports, Goal Setting Reports

Action Step 5 5

Monitor i-Ready performance and usage

Person Responsible

Annlyn Allen

Schedule

Every 3 Weeks, from 9/3/2015 to 6/2/2016

Evidence of Completion

iReady Reports, Goal Setting Reports

Action Step 6 5

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs both in whole group and DI instruction.

Person Responsible

Tonya Dillard

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Common planning agenda, Lesson plans, Coaching Cycle Documentation Form

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Schedule data chats, review data, and modify group accordingly

Person Responsible

Annlyn Allen

Schedule

Quarterly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Data Chat Schedules, iReady Reports, Instructional Focus Calendars, Chapter Assessments, iReady Instructional Grouping, Administration Walkthrough/Observation Reports

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitor student progress as evident towards achieving established goals.(iReady Growth targets).

Person Responsible

Annlyn Allen

Schedule

Every 3 Weeks, from 9/2/2015 to 6/3/2016

Evidence of Completion

I-ready growth monitoring reports

G4. To increase student achievement by improving core instruction in Science. [1]

G073934

G4.B2 Lack of evidence that teachers are using the NGSSS to plan for standard based instruction. [2]

B193098

G4.B2.S1 Using common planning time to model and implement the effective use of the 5E Model. [4]

S204616

Strategy Rationale

Common Planning will support student achievement in developing critical/scientific thinking and complete increasing complex, grade level appropriate tasks.

Action Step 1 [5]

Facilitate common planning sessions

Person Responsible

Elizabeth Casey

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Agendas, Student Work Samples, Student Interactive Journals, Lesson Plans

Action Step 2 [5]

Model the effective use of unwrapping benchmarks to plan scaffold lessons that are correlated to the cognitive complexity of the daily learning objectives.

Person Responsible

Elizabeth Casey

Schedule

Monthly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Action Step 3 `5`

Provide professional development on scaffolding instruction that will allow students to produce authentic work various cognitive complexity levels.

Person Responsible

Elizabeth Casey

Schedule

Monthly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Attend Common Planning Sessions

Person Responsible

Elizabeth Casey

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Agenda, Sign-in Sheets, Walkthrough Observation Checklist.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Analyzing Student work products and data

Person Responsible

Elizabeth Casey

Schedule

Biweekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Student Work Products, Student Interactive Journals, Data Points

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Dade - 5971 - Nathan B. Young Elem. School - 2015-16 SIP

Nathan B. Young Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teacher will identify their professional development needs for Differentiated Instruction.	Stribling, Harvey	9/4/2015	PD Survey Results/Data	6/2/2016 quarterly
G2.B1.S1.A1	Publish Daily Attendance rates and acknowledge/reward classes attaining/sustaining rates at or above 98%	Dillard, Tonya	9/2/2015	Attendance bulletins, 100% attendance reports	6/8/2016 daily
G3.B1.S1.A1	Develop a plan for differentiated instruction during whole group that includes a data driven focus and aligns instruction resources to meet various students needs.	Allen, Annlyn	9/3/2015	Common Planning Agenda, Lesson Plans, Coaching Cycle Documentation Form	6/2/2016 biweekly
G4.B2.S1.A1	Facilitate common planning sessions	Casey, Elizabeth	9/3/2015	Agendas, Student Work Samples, Student Interactive Journals, Lesson Plans	6/2/2016 weekly
G1.B1.S1.A2	Provide professional development to select teachers on the identified topics: Systems & Routines, Analyzing Data, Aligning Resources	Stribling, Harvey	9/8/2015	Sign-in Sheets, PD Agenda, PD handouts	6/2/2016 quarterly
G2.B1.S1.A2	Contact parents the same day student absence occurs	Casey, Elizabeth	8/24/2015	CIS contact logs, attendance bulletin	6/8/2016 daily
G3.B1.S1.A2	Model the effective use of unwrapping the standards to a meet all student learners.	Allen, Annlyn	9/3/2015	Common planning agenda, Lesson plans	6/2/2016 weekly
G4.B2.S1.A2	Model the effective use of unwrapping benchmarks to plan scaffold lessons that are correlated to the cognitive complexity of the daily learning objectives.	Casey, Elizabeth	9/3/2015		6/2/2016 monthly
G1.B1.S1.A3	Facilitate Common Planning with a focus on the alignment of instructional resources for Differentiated Instruction.	Stribling, Harvey	9/28/2015	Common Planning Agendas	1/22/2016 one-time
G2.B1.S1.A3	Home visit after 3rd absence within a marking period	Casey, Elizabeth	8/26/2015	CIS home visit log, attendance bulletin	6/8/2016 one-time
G3.B1.S1.A3	Develop a plan for differentiated instruction during small group that includes a focus and aligns instruction resources to meet various students needs and coaching cycle.	Allen, Annlyn	9/3/2015	Common planning agenda, Lesson plans, DI student work/folders, Coaching Cycle Documentation Form	6/2/2016 weekly
G4.B2.S1.A3	Provide professional development on scaffolding instruction that will allow students to produce authentic work various cognitive complexity levels.	Casey, Elizabeth	9/3/2015		6/2/2016 monthly
G1.B1.S1.A4	Monitor/Follow Up on the effective implementation of DI routines/framework and the alignment of instructional resources to data in order to meet student needs.	Dillard, Tonya	10/5/2015	Walkthrough documentation, Administrative Feedback	1/22/2016 biweekly
G2.B1.S1.A4	Create 100 Club for students with 100% attendance (per quarter); students will attend special activities such as field trips	Dillard, Tonya	10/29/2015	Perfect attendance reports	6/8/2016 quarterly
G3.B1.S1.A4	Establish iReady goals for each student for each diagnostic window	Casey, Elizabeth	9/3/2015	iReady Reports, Goal Setting Reports	6/2/2016 quarterly
G1.B1.S1.A5	Conduct coaching cycles and model the implementation of DI routines and data guided instruction aligned to standards and student needs.	Stribling, Harvey	9/3/2015	Coaching log and calendar, Evidence of student work based on data driven instruction, debriefing documentation	6/3/2016 weekly
G2.B1.S1.A5	Implement Truancy Court Pilot Program with fidelity	Casey, Elizabeth	8/24/2015	Truancy letters, meeting agendas	6/8/2016 monthly
G3.B1.S1.A5	Monitor i-Ready performance and usage	Allen, Annlyn	9/3/2015	iReady Reports, Goal Setting Reports	6/2/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A6	Develop a plan to set iReady goals for all students for each diagnostic window.	Stribling, Harvey	9/3/2015	Growth Target Template, iReady Reports/Data	6/2/2016 one-time
G2.B1.S1.A6	Implement Present and On Time and Dress for Success		9/7/2015	Present and On Time and Dress for Success log	6/8/2016 daily
G3.B1.S1.A6	Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs both in whole group and DI instruction.	Dillard, Tonya	9/3/2015	Common planning agenda, Lesson plans, Coaching Cycle Documentation Form	6/2/2016 weekly
G2.B1.S1.A7	Assess school culture; implement activities to promotive positive school culture	Dillard, Tonya	8/20/2015	Agendas, Sign In Sheets, Anchor Charts, School Climate Survey	6/8/2016 monthly
G1.MA1	iReady diagnostic and iReady growth monitoring reports		10/12/2015	iReady diagnostic, usage and growth monitoring reports	6/9/2016 every-3-weeks
G1.B1.S1.MA1	Monitor student progress as evident towards achieving established goals. (iReady Growth Targets)		9/2/2015	IReady growth monitoring reports	6/3/2016 every-3-weeks
G1.B1.S1.MA1	Schedule data chats, review data, and modify groups accordingly.		9/3/2015	Data Chat Schedules, iReady Reports, IReady Instructional Grouping, Administration Walkthrough/Observation Reports	6/2/2016 quarterly
G2.MA1	Student Services Committee Members will view the daily attendance bulletins.	Wilson, Esther	8/24/2015	Daily Attendance, Student Report Cards, Attendance bulletins.	6/9/2016 biweekly
G2.B1.S1.MA1	Compare overall attendance rate each quarter to the same quarter of the previous school year	Dillard, Tonya	8/24/2015	Quarterly attendance rate comparison	6/8/2016 one-time
G2.B1.S1.MA1	Maintain attendance log, recognize student perfect attendance, review EWS reports	Dillard, Tonya	8/24/2015	Attendance log, CIS home visit reports, CIS parent contact log, Control D attendance reports, daily attendance bullentins	6/8/2016 monthly
G3.MA1	i-Ready diagnostic and I-Ready growth monitoring, Go Math Chapter assessments and District Interims	Dillard, Tonya	9/2/2015	I-Ready diagnostic, usage and Growth monitoring reports; Go Math and District Interims	6/3/2016 monthly
G3.B1.S1.MA1	Monitor student progress as evident towards achieving established goals.(iReady Growth targets).	Allen, Annlyn	9/2/2015	I-ready growth monitoring reports	6/3/2016 every-3-weeks
G3.B1.S1.MA1	Schedule data chats, review data, and modify group accordingly	Allen, Annlyn	9/3/2015	Data Chat Schedules, iReady Reports, Instructional Focus Calendars, Chapter Assessments, iReady Instructional Grouping, Administration Walkthrough/Observation Reports	6/2/2016 quarterly
G4.MA1	We will collect data from the baseline, fall, and winter assessments. We will also analyze data from teacher created assessments and projects.	Allen, Annlyn	9/3/2015	Interim assessments, student work folders, and authentic student projects	6/2/2016 quarterly
G4.B2.S1.MA1	Analyzing Student work products and data	Casey, Elizabeth	9/3/2015	Student Work Products, Student Interactive Journals, Data Points	6/2/2016 biweekly
G4.B2.S1.MA1	Attend Common Planning Sessions	Casey, Elizabeth	9/3/2015	Agenda, Sign-in Sheets, Walkthrough Observation Checklist.	6/2/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teacher will identify their professional development needs for Differentiated Instruction.	$0.00
2	G1.B1.S1.A2	Provide professional development to select teachers on the identified topics: Systems & Routines, Analyzing Data, Aligning Resources	$0.00
3	G1.B1.S1.A3	Facilitate Common Planning with a focus on the alignment of instructional resources for Differentiated Instruction.	$0.00
4	G1.B1.S1.A4	Monitor/Follow Up on the effective implementation of DI routines/framework and the alignment of instructional resources to data in order to meet student needs.	$0.00
5	G1.B1.S1.A5	Conduct coaching cycles and model the implementation of DI routines and data guided instruction aligned to standards and student needs.	$0.00
6	G1.B1.S1.A6	Develop a plan to set iReady goals for all students for each diagnostic window.	$0.00
7	G2.B1.S1.A1	Publish Daily Attendance rates and acknowledge/reward classes attaining/sustaining rates at or above 98%	$0.00
8	G2.B1.S1.A2	Contact parents the same day student absence occurs	$0.00
9	G2.B1.S1.A3	Home visit after 3rd absence within a marking period	$0.00
10	G2.B1.S1.A4	Create 100 Club for students with 100% attendance (per quarter); students will attend special activities such as field trips	$0.00
11	G2.B1.S1.A5	Implement Truancy Court Pilot Program with fidelity	$0.00
12	G2.B1.S1.A6	Implement Present and On Time and Dress for Success	$0.00
13	G2.B1.S1.A7	Assess school culture; implement activities to promotive positive school culture	$0.00
14	G3.B1.S1.A1	Develop a plan for differentiated instruction during whole group that includes a data driven focus and aligns instruction resources to meet various students needs.	$0.00
15	G3.B1.S1.A2	Model the effective use of unwrapping the standards to a meet all student learners.	$0.00
16	G3.B1.S1.A3	Develop a plan for differentiated instruction during small group that includes a focus and aligns instruction resources to meet various students needs and coaching cycle.	$0.00
17	G3.B1.S1.A4	Establish iReady goals for each student for each diagnostic window	$0.00
18	G3.B1.S1.A5	Monitor i-Ready performance and usage	$0.00
19	G3.B1.S1.A6	Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs both in whole group and DI instruction.	$0.00
20	G4.B2.S1.A1	Facilitate common planning sessions	$0.00

Budget Data

21	G4.B2.S1.A2	Model the effective use of unwrapping benchmarks to plan scaffold lessons that are correlated to the cognitive complexity of the daily learning objectives.	$0.00
22	G4.B2.S1.A3	Provide professional development on scaffolding instruction that will allow students to produce authentic work various cognitive complexity levels.	$0.00
		Total:	$0.00