

Miami-Dade County Public Schools

# Nathan B. Young Elementary School



2017-18 Schoolwide Improvement Plan

## Nathan B. Young Elementary School

14120 NW 24TH AVE, Opa Locka, FL 33054

<http://nbyoung.dadeschools.net/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	D*	D

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Nathan B. Young Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

We strive to achieve the best quality education that our school has to offer. We value honesty, integrity, respect, fairness, kindness, citizenship, cooperation, and responsibility.

##### b. Provide the school's vision statement.

Nathan B. Young Elementary School is committed to providing a world class education for all.

#### 2. School Environment

##### a. 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.

##### b. 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. Values Matter is implemented daily through morning announcements. These strategies will ensure that students feel safe and respected at all times.

##### c. 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.

##### d. 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, the Fatherhood Task Force and the onsite Health Connect Clinic. The Health Connect Nurse provides health education to the total school population.

The Social Worker and Community Involvement Specialist assists parents in finding outside resources and services.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

#### a. 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), Attendance Interventionist and Social Worker monitor the students that are tardy and absent. The CIS and Attendance Interventionist contact parents the same day the absence occurs. Upon 3 cumulative absences the Community Involvement Specialist conducts a home visit. The Attendance Interventionist calls parents and meets with parents at the school site. 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 school 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 is convened to develop an attendance agreement with the school, parent and student.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	11	6	20	4	1	0	0	0	0	0	0	0	47
Level 1 on statewide assessment	3	11	15	22	4	13	0	0	0	0	0	0	0	68

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	12	11	12	7	11	0	0	0	0	0	0	0	59

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

The intervention strategies employed by the school to improve the academic performance of students identified by the early warning system include teachers using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrated content and skills with other disciplines, and use technology as instructional resources and learning tools. Teachers use data to differentiate instruction and to provide ongoing progress monitoring to meet the individual needs of students. The school also establishes i-Ready usage and performance goals for each student and uses the i-Ready growth monitoring tool to track progress and determine effectiveness of instructional strategies.



## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

Nathan B. Young Elementary School engages family and parents by offering a variety of Parent Workshops, conduct Parent/Teacher Data Chats quarterly and having parents serve as volunteers. To build positive relationships with families, all teachers and staff are expected to commit to the school's vision and mission and embrace the school's core values. The school's EESAC and Leadership Team review the results of parent surveys and solicits ongoing feedback regarding parent satisfaction. The Community Involvement Specialist then provides and/or facilitates workshops and resources based on the results of parent surveys and feedback. Instructional Coaches, District Staff and Community Partners provide customized training according to their areas of expertise. The CIS also recruits and trains parent volunteers to encourage parents to have an active role in the school. Parents are informed of activities and school events through Connect-Ed messages, monthly calendars, the school's website and social media.

**2. 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 School values partnerships with the local community and our school is an integral part of the community. We invite local municipalities to attend our Back to School Meet and Greet that occurs annually at the start of each school year. At this time, parents engage in an exchange with local partners to learn about the resources available to support students, parents and school improvement. Community partners are also appointed to serve on the Educational Excellence School Advisory Council (EESAC) and provide input and resources. Local partners are invited throughout the school year to attend school functions so that our partners witness first-hand the value of their support. Our partners are also featured on our website, newsletters and social media as a method to build and sustain our partnership.

## C. Effective Leadership

**1. School Leadership Team**

**a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:



Name	Title
Dillard, Tonya	Principal
Casey, Elizabeth	Assistant Principal
Stribling, Harvey	Instructional Coach
Allen, Annlyn	Instructional Coach
Torres, Alina	Teacher, K-12

#### **b. Duties**

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

- Principal: Tonya Dillard has ultimate responsibility for shaping a vision of academic success for Nathan B. Young Elementary School by improving instruction, cultivating leadership in others, and managing all resources including people, data, processes and assets in an effective and ethical manner that creates a climate that fosters continuous improvement and excellence. As Instructional Leader, Dr. Dillard's roles and responsibilities include:

- Facilitate weekly meeting with Leadership Team to identify, assess and plan for instructional priorities and to review status of action plan cycle(s) and coaching cycle(s);
- Conduct monthly data chats with Leadership Team to collaboratively identify areas of strength, best practices and opportunities for improvement;
- Conduct daily classroom walkthroughs to monitor effectiveness of coaching support and to determine instructional priorities;
- Facilitate quarterly Internal Instructional Reviews to determine level of alignment with school's strategic plan and to determine instructional priorities;
- Provide constructive feedback to instructional coaches and teachers regarding instructional practices and student performance

- Assistant Principal: Elizabeth Casey assists the principal with improving instruction by providing supportive leadership as follows:

- Meet weekly with Leadership Team to provide input to identify, assess and plan for instructional priorities and to review status of action plan cycle(s) and coaching cycle(s);
- Participate in monthly data chats with Leadership Team to collaboratively identify areas of strength, best practices and opportunities for improvement;
- Conduct daily classroom walkthroughs to monitor effectiveness of coaching support and to determine instructional priorities;
- Facilitate quarterly Internal Instructional reviews to determine level of alignment with school's strategic plan and to determine instructional priorities;
- Provide constructive feedback to instructional coaches and teachers regarding instructional practices and student performance

- Instructional Math Coach: Annlyn Allen models, co-teaches, provides professional development and plans with teachers.
- Instructional Reading Coach: Harvey Stribling models, co-teaches, provides professional development and plans with teachers.
- Guidance Counselor: Quinnesha Brown assists with Early Warning Systems by providing academic, social and counseling support for students indicated through the EWS reports.

**2. 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 uses 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. In addition to Tier 1 problem solving, the Leadership Team members meet bi-weekly to review consensus, infrastructure, and implementation of building level MTSS as follows:

1. Hold regular team meetings where problem solving is the sole focus.
2. Use 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. Determine 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. Respond 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 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 to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers. Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities before and after school. The district coordinates with Title II and Title III in ensuring staff development needs and support services are provided for our schools' students and families. Our school-based, Title I funded Community Involvement Specialists (CIS), serves as the bridge between the home and school, through home visits, telephone calls, school site and

community parenting activities. The school's CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision-making processes at Nathan B. Young Elementary. Instructional 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 also identify systematic patterns of student needs 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 our school's PFEP, the school improvement process and the annual Title I Annual Parent Meeting held at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is used at the end of the school year to assess the parent program 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 the school's 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 the school to complete. Other components that are integrated into the school-wide program include support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

### Title III

Title III funds are used to supplement and enhance the programs for English Language Learners (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and provide after school tutorial programs for ELL students in Grade 3-5 in Reading and Math. Title III funds provide for the purchase of curriculum materials for the extended learning opportunities provided after school.

### 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, our school, and the community.
- The Homeless Education Program assists our school with the identification, enrollment, attendance, and transportation of homeless students. Nathan B. Young Elementary is 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 Registrar on the procedures for enrolling homeless students, 2) School Counselor 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) the School Homeless Liaison to provide further details on the rights and services of students identified as homeless. Our School Counselor is the identified school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

### 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 receive training on an annual basis. Our School Counselor implements the Bullying and Violence Prevention curriculum as well as the Values Matters Curriculum to all students and classes.

#### Nutrition Programs

- 1) Nathan B. Young Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) The school participates in the MDCPS Fresh Fruit and Vegetable Program and has an Edible Garden funded through several grants including Whole Foods and Citi Bank

#### 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.

#### 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.
  - Nathan B. Young Elementary is staffed by a School Social Worker (shared between schools) and a full-time Licensed Practical Nurse .
  - 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 our school 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 grade 5.
- 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 Nathan B.

Young Elementary via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Parent
Harvey Stribling	Teacher
Tonya Dillard	Principal
Kimberly Layton	Teacher
Brittany Dunn	Teacher
Pamela White	Education Support Employee
Jailah Sarrette	Student
Dorisann Ward	Student
Darien Forbes	Teacher
Collette Swaby	Parent
Chantelle Thomas	Parent
Kaylana Lindor	Parent
Ada Bartlier	Parent
Toddia Fairell	Parent
Vernon Lemon	Business/Community
Joseph Kelly	Business/Community

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

#### a. Evaluation of last year's school improvement plan

The SAC met monthly to provide input and to review the activities outlined in the School Improvement Plan. During the final SAC meeting of the school year, the SAC reviewed the goals, strategies and summary school data to evaluate the effectiveness of last year's school improvement plan and to recommend goals, strategies, professional development and activities for the next school year.

#### b. Development of this school improvement plan

The SAC provided input and recommendations to assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP). The SAC reviewed trend data, benchmark performance and considered input from all stakeholder groups and then provided recommendations to develop and implement this SIP.

#### c. Preparation of the school's annual budget and plan

The school's annual budget and plan was prepared by the principal with input from the SAC. The SAC made recommendations to the principal on the allocation of funds based on the needs of the

school. The annual budget and plan was shared with the SAC and is reviewed at each SAC meeting for monitoring and to determine if adjustments are needed.

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

Last year, school improvement funds were allocated and utilized as approved by the SAC to fund the following projects:

October 25, 2016, \$200.00 allocated for School Awards and Incentives

December 16, 2016, \$2,999.00 allocated for school's checking account to provide materials and supplies for students.

January 20, 2017, \$300.00 allocated for Attendance Incentives

May 11, 2017, \$250 allocated for Academic Incentives

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dillard, Tonya	Principal
Casey, Elizabeth	Assistant Principal
Stribling, Harvey	Instructional Coach
Allen, Annlyn	Instructional Coach
McBride, Tynika	Teacher, K-12
Torres, Alina	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The Literacy Leadership Team's major initiatives include developing a literacy program for the entire school, whereby teams of teachers engage in building competent readers and writers. The Literacy Leadership Team helps students to see themselves as successful readers by setting goals to increase literacy achievement through the implementation of book clubs and literacy and book fairs. The Literacy Leadership Team also collaborates and works diligently with parents and other stakeholders to promote awareness and share best practices.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

**1. 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 on 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 occurs weekly. Vertical planning occurs quarterly 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 lessons and the implementation of strategies to impact student achievement.

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

The school 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.

## **3. 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 with the continuous improvement of their practice of teaching. 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, time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices.

# **E. Ambitious Instruction and Learning**

## **1. Instructional Programs and Strategies**

### **a. Instructional Programs**

#### ***1. 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. During the planning process, teachers utilize planning tools provided by the district and state to ensure alignment with the Florida Standards. School administrators monitor instruction alignment through ongoing classroom walkthroughs and review of student and teacher artifacts.

### **b. Instructional Strategies**



**1. 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.**

Topic Assessments, Weekly Assessments, Ongoing Progress Monitoring and I-Ready Diagnostic Tests, are used in reading, math and science. 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, create a plan of action and set goals for upcoming assessments. Students are continuously monitored for growth between assessments and ongoing-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.

**2. 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:** 1,860

The after school programs that is provided for the students includes After School Tutoring, a Book Club, and the 5000 Role Models program. These programs serve to increase the quality of learning to move students toward performing at or above grade level, and to provide students with enrichment and extended learning activities. The After School Tutoring Program is available for students in third through fifth grade two days per week in the areas of Reading, Math and Science.

**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](mailto: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 occurs weekly by the teachers and the Reading and Math Coaches. The Literacy Leadership Team utilizes the data to ensure that students are making adequate progress. If there is little to no progress, the Reading Coach and Math Coaches make adjustments to the student's tutorial placement.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. 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 provides young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. During the last month of school, Pre-Kindergarten students are invited to Kindergarten classes to actively participate in articulation activities including whole/small group instruction, centers and all other curriculum objectives. Data is 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 occurs daily. Screening tools are 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.

Activities are also planned for 5th grade students transitioning to middle school. Our school counselor invites neighboring schools to share information about their programs and the expectations of middle school. The students also participate in a field trip to the feeder pattern middle school to experience the day in the life of being in middle school.

**b. College and Career Readiness**

**1. 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

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

N/A

**3. 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

**4. 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.**

NA

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

### **b. 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:

*No files were uploaded*

### **2. 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.

### **B. 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.

### **C. Strategic Goals**

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If core instruction, interventions and enrichment are improved, then student proficiency will increase on the Florida Standards Assessment.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If core instruction, interventions and enrichment are improved, then student proficiency will increase on the Florida Standards Assessment. 1a

G096698

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	40.0

**Targeted Barriers to Achieving the Goal** 3

- Limited evidence of differentiated lessons, reading interventions, and enrichment opportunities aligned to the foundational reading skills and Language Arts Florida Standards with fidelity.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- i-Ready Data
- i-Ready Teacher Toolbox
- McGraw-Hill Tier 2 Resources
- Differentiated Instructional Grouping Template and Rotation Chart
- Literacy Coach
- Curriculum Support Specialist
- Differentiated Instruction Year-At-A-Glance
- English Language Arts Instructional Framework
- ELA Department Chairperson
- 

**Plan to Monitor Progress Toward G1.** 8

i-Ready diagnostic and i-Ready growth monitoring reports

**Person Responsible**

Tonya Dillard

**Schedule**

Every 3 Weeks, from 10/3/2017 to 6/6/2018

**Evidence of Completion**

i-Ready diagnostic, Usage and growth monitoring reports

## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** If core instruction, interventions and enrichment are improved, then student proficiency will increase on the Florida Standards Assessment. 1

G096698

**G1.B1** Limited evidence of differentiated lessons, reading interventions, and enrichment opportunities aligned to the foundational reading skills and Language Arts Florida Standards with fidelity. 2

B260089

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

S275538

### Strategy Rationale

Differentiated Instruction will support student achievement in developing critical thinking, comprehension skills 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 9/18/2017 to 6/7/2018

#### Evidence of Completion

PD Survey Results/Data

### Action Step 2 5

Provide assistance to select teachers on the identified topics: Systems & Routines, Analyzing Data, Aligning Instructional Resources, McGraw-Hill Wonders Interventions

#### Person Responsible

Harvey Stribling

#### Schedule

Quarterly, from 9/18/2017 to 6/7/2018

#### Evidence of Completion

Sign-in Sheets, Agenda, handouts



### Action Step 3 5

Facilitate Common Planning with a focus on the alignment of instructional resources for Differentiated Instruction and whole group instruction utilizing the ELA Instructional Framework.

**Person Responsible**

Harvey Stribling

**Schedule**

Weekly, from 9/18/2017 to 6/7/2018

***Evidence of Completion***

Common Planning Agendas

### Action Step 4 5

Monitor/Follow Up on the effective implementation of reading intervention, DI routines/ Instructional framework and the alignment of instructional resources to data in order to meet students' needs.

**Person Responsible**

Tonya Dillard

**Schedule**

Biweekly, from 9/18/2017 to 6/7/2018

***Evidence of Completion***

Walkthrough documentation, Administrative Feedback

### Action Step 5 5

Conduct coaching cycles and model the implementation of whole group instruction, DI routines and data informed instruction aligned to the Language Arts Florida Standards following the instructional framework.

**Person Responsible**

Harvey Stribling

**Schedule**

Weekly, from 9/18/2017 to 6/7/2018

***Evidence of Completion***

Coaching calendar, Coaching Cycles, Action Plan Cycles, Evidence of student work based on data-driven instruction.

### Action Step 6 5

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

**Person Responsible**

Tonya Dillard

**Schedule**

Triannually, from 9/18/2017 to 6/7/2018

**Evidence of Completion**

Growth Target Template, iReady Reports/Data

### Action Step 7 5

Provide a professional development on the effective use of the English Language Arts Instructional Framework

**Person Responsible**

Harvey Stribling

**Schedule**

On 10/2/2017

**Evidence of Completion**

Sign-in Sheet, Agenda, Lesson Plans, Handouts, Instructional Resources

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

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

**Person Responsible**

Elizabeth Casey

**Schedule**

Quarterly, from 9/18/2017 to 6/7/2018

**Evidence of Completion**

Data Chat Schedules, i-Ready Reports, i-Ready Instructional Grouping, Administration Walk through/Observation Reports

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

Monitor student progress as evident towards achieving established goals. (i-Ready Growth Targets)

**Person Responsible**

Elizabeth Casey











**Schedule**

Every 3 Weeks, from 9/18/2017 to 6/6/2018

***Evidence of Completion***

i-Ready growth monitoring reports

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S1.A7  A370027	Provide a professional development on the effective use of the English Language Arts Instructional...	Stribling, Harvey	10/2/2017	Sign-in Sheet, Agenda, Lesson Plans, Handouts, Instructional Resources	10/2/2017 one-time
G1.MA1  M398446	i-Ready diagnostic and i-Ready growth monitoring reports	Dillard, Tonya	10/3/2017	i-Ready diagnostic, Usage and growth monitoring reports	6/6/2018 every-3-weeks
G1.B1.S1.MA1  M398444	Monitor student progress as evident towards achieving established goals. (i-Ready Growth Targets)	Casey, Elizabeth	9/18/2017	i-Ready growth monitoring reports	6/6/2018 every-3-weeks
G1.B1.S1.MA1  M398445	Schedule data chats, review data, and adjust groups accordingly.	Casey, Elizabeth	9/18/2017	Data Chat Schedules, i-Ready Reports, i-Ready Instructional Grouping, Administration Walk through/ Observation Reports	6/7/2018 quarterly
G1.B1.S1.A1  A370021	Teacher will identify their professional development needs for Differentiated Instruction.	Stribling, Harvey	9/18/2017	PD Survey Results/Data	6/7/2018 quarterly
G1.B1.S1.A2  A370022	Provide assistance to select teachers on the identified topics: Systems & Routines, Analyzing...	Stribling, Harvey	9/18/2017	Sign-in Sheets, Agenda, handouts	6/7/2018 quarterly
G1.B1.S1.A3  A370023	Facilitate Common Planning with a focus on the alignment of instructional resources for...	Stribling, Harvey	9/18/2017	Common Planning Agendas	6/7/2018 weekly
G1.B1.S1.A4  A370024	Monitor/Follow Up on the effective implementation of reading intervention, DI routines/...	Dillard, Tonya	9/18/2017	Walkthrough documentation, Administrative Feedback	6/7/2018 biweekly
G1.B1.S1.A5  A370025	Conduct coaching cycles and model the implementation of whole group instruction, DI routines and...	Stribling, Harvey	9/18/2017	Coaching calendar, Coaching Cycles, Action Plan Cycles, Evidence of student work based on data-driven instruction.	6/7/2018 weekly
G1.B1.S1.A6  A370026	Develop a plan to set iReady goals for all students for each diagnostic window.	Dillard, Tonya	9/18/2017	Growth Target Template, iReady Reports/Data	6/7/2018 triannually

## V. Professional Development Opportunities

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

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teacher will identify their professional development needs for Differentiated Instruction.	\$0.00
2	G1.B1.S1.A2	Provide assistance to select teachers on the identified topics: Systems & Routines, Analyzing Data, Aligning Instructional Resources, McGraw-Hill Wonders Interventions	\$0.00
3	G1.B1.S1.A3	Facilitate Common Planning with a focus on the alignment of instructional resources for Differentiated Instruction and whole group instruction utilizing the ELA Instructional Framework.	\$0.00
4	G1.B1.S1.A4	Monitor/Follow Up on the effective implementation of reading intervention, DI routines/ Instructional framework and the alignment of instructional resources to data in order to meet students' needs.	\$0.00
5	G1.B1.S1.A5	Conduct coaching cycles and model the implementation of whole group instruction, DI routines and data informed instruction aligned to the Language Arts Florida Standards following the instructional framework.	\$0.00
6	G1.B1.S1.A6	Develop a plan to set iReady goals for all students for each diagnostic window.	\$0.00
7	G1.B1.S1.A7	Provide a professional development on the effective use of the English Language Arts Instructional Framework	\$0.00
Total:			\$0.00