2013-2014 SCHOOL IMPROVEMENT PLAN

Nathan B. Young Elementary School

14120 NW 24TH AVE

Opa Locka, FL 33054

305-685-7204

http://nbyoung.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	98%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	D	C	D

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Nathan B. Young Elem. School

Principal
Raymond J. Sands

School Advisory Council chair
Alina Torres

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Raymond J. Sands	Prinicpal
Betsy Knight	Primary Reading Coach
Annlyn Allen	Math Coach
Glenda Moton	Science Coach
Elizabeth Casey	Assistant Principal
Kimberly Robinson	Intermediate Reading Coach

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal -1
UTD Steward -1
Teachers-5
Parents-6
Educational Support-1
Student-1
BCR-2

Involvement of the SAC in the development of the SIP

The EESAC 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 EESAC'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.

Activities of the SAC for the upcoming school year

The EESAC will:
• Schedule and conduct meetings on a regular basis;
• Review all applicable student performance data;
• Determine the students' needs and prioritize them;
• Recommend strategies to improve areas of need;
• Decide how to measure results;
• Assist in the preparation and evaluation of the School Improvement Plan;
• Meet all District and State timelines; and
• Document data analysis and SIP reviews in the EESAC minutes.

Projected use of school improvement funds, including the amount allocated to each project

EESAC funds will be allocated to individuals that submit written requests for student incentives, fieldtrips, educational materials, and extracurricular organization uniforms.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

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

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Raymond J. Sands		
Principal	Years as Administrator: 13	Years at Current School: 5

Credentials	Bachelor of Science- Political Science, Florida A & M University; Master of Science- Emotional Handicap, Nova Southeastern University Certification-Educational Leadership, State of Florida, Nova Southeastern
Performance Record	'13 '12 '11 '10 '09 School Grade D C D D F Rdg. Prof. 28% 55% 46% 9% Math Prof. 37% 44% 54% 32% Rdg. Lrg. Gains 65% 67% 54% 45% Math Lrg. Gains 83% 33% 60% 64% Rdg. Lowest 25% 85% 57% 53% 70% Math Lowest 25% 66% 42% 60% 77% Rdg. AMO Math AMO

Elizabeth Casey		
Asst Principal	Years as Administrator: 18	Years at Current School: 18

Credentials	Bachelor of Science- Early Childhood Education, University of Southern Illinois Master of Science-Early Childhood Education, Nova Southeastern University Certification- Educational Leadership, State of Florida, Nova Southeastern University
Performance Record	'13 '12 '11 '10 '09 School Grade D C D D F Rdg. Prof. 28% 55% 46% 40% Math Prof. 37% 44% 54% 54% Rdg. Lrg. Gains 65% 67% 54% 50% Math Lrg. Gains 83% 33% 60% 59% Rdg. Lowest 25% 85% 57% 53% 70% Math Lowest 25% 66% 25% 77% 77% Rdg. AMO Math AMO

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Annlyn Allen

Full-time / School-based	Years as Coach: 6	Years at Current School: 28

Areas	Mathematics
Credentials	Bachelor of Arts, Clark Atlanta University Master of Science-Education, Florida International University Elementary Education grades 1-6 Reading Endorsement Mathematics grades 5-9 Business Education
Performance Record	'13 '12 '11 '10 '09 School Grade D C D D F Rdg. Prof. 28% 55% 46% 40% Math Prof. 37% 44% 54% 54% Rdg. Lrg. Gains 65% 67% 54% 50% Math Lrg. Gains 83% 33% 60% 59% Rdg. Lowest 25% 85% 57% 53% 70% Math Lowest 25% 66% 25% 77% 77% Rdg. AMO Math AMO

Glenda Moton		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Science
Credentials	Bachelor of Science Elementary Education, Tennessee State University, Nashville Master of Science Administration and Supervision, Nova University Master of Science Reading, Curriculum and Instruction, Grand Canyon University Elementary K-6
Performance Record	'13 '12 '11 '10 '09 School Grade Rdg. Prof. Math Prof. Rdg. Lrg. Gains Math Lrg. Gains Rdg. Lowest 25% Math Lowest 25% Rdg. AMO Math AMO

Betsy Knight		
Full-time / District-based	Years as Coach: 0	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Bachelor of Science Child Development, Florida State University Master of Science Educational Leadership, Florida International University Elementary Education K-6 Reading Endorsement ESOL Endorsement
Performance Record	'13 '12 '11 '10 '09 School Grade F F F F D Rdg. Prof. Math Prof. Rdg. Lrg. Gains Math Lrg. Gains Rdg. Lowest 25% Math Lowest 25% Rdg. AMO Math AMO

Kimberly Robinson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelors of Science, Special Education, Florida International University Masters of Science, Reading Education, Saint Thomas University Certification Mentaly Handicapped K-12 Varying Exceptionalities K-12 ESOL Endorsement Physical Education K-12 Reading K-12 Elementary Education K-12
Performance Record	'13 '12 '11 '10 '09 School Grade F F F F D Rdg. Prof. 30 31 51 45 51 Math Prof. 47 29 53 45 52 Rdg. Lrg. Gains 52 51 51 48 64 Math Lrg. Gains 72 46 46 52 42 Rdg. Lowest 25% 54 27 27 34 71 Math Lowest 25% 58 42 42 49 55 Rdg. AMO 48 43 37 31 Math AMO 47 41 35 29

Classroom Teachers

# of classroom teachers
19

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
47%

 # certified in-field
25, 132%

 # ESOL endorsed
8, 42%

 # reading endorsed
4, 21%

 # with advanced degrees
10, 53%

 # National Board Certified

0, 0%

 # first-year teachers

4, 21%

 # with 1-5 years of experience

4, 21%

 # with 6-14 years of experience

9, 47%

 # with 15 or more years of experience

8, 42%

Education Paraprofessionals

# of paraprofessionals

4

 # Highly Qualified

2, 50%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

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

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

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

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

• Principal: Raymond Sands 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.
• School Math Coach: Annlyn Allen
• School Primary Reading Coach: Betsy Knight
• School Intermediate Reading Coach: Kimberly Robinson
• School Guidance Counselor: Esther Wilson
• Speech and Language Pathologist: Yanique Lee
Social Worker: Karlene Coleman
• School Psychologist: Charletta Carter-McWoodson
• 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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Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

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

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• STAR reading assessment
• Oral Reading Fluency Measures
• Saxon Reading Intervention
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments

• FCAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions
• Suspensions
• Referrals by student behavior, staff behavior, and administrative context
• Office referrals per day per month
• Attendance
• Functional Assessment
• Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RTI online training at providing a network of ongoing support for RTI.
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation using (suggested tools can be found at http://www.floridarti.usf.edu/resources/ program_evaluation/ta_manual_revised2012/index.html to reach a rating of at least 80% MTSS implementation in the school.
The school will utilize back to school night to present MTSS to parents and hand out parent MTSS brochures (available at http://rti.dadeschools).
A description of MTSS and MTSS parent resources will be available on the school's web site.

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

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

Strategy: Extended Day for All Students
Minutes added to school year: 10,680

The Saxon Reading Intervention program will be implemented to supplement and support the school's current reading program. Kindergarten through fifth grade students will have increased reading time of sixty minutes daily. This increased learning time will provide additional learning opportunities as a means to move students toward performing at or above grade level.
Students will be assessed and grouped according to their reading ability. A reading interventionist will be assigned to each group. They will be instructing the students using the Saxon curriculum. The Reading Coaches will provide support to the teachers and interventionists, while also monitoring the progress of each student.

Strategy Purpose(s)

- Instruction in core academic subjects

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

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

Who is responsible for monitoring implementation of this strategy?

The principal, assistant principal, primary reading coach, and intermediate reading coach will be responsible for monitoring the data of the Saxon Reading Program.

Literacy Leadership Team (LLT)

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

Name	Title
Raymond J. Sands	Principal
Elizabeth B. Casey	Assistant Principal
Betsy Knight	Primary Reading Coach
Kimberly Robinson	Intermediate Reading Coach
Annlyn Allen	Math Coach/Fifth Grade Level Chairperson
Glenda Moton	Science Coach/Fourth Grade Level Chairperson
Dara Malamud	Kindergarten Grade Level Chairperson
Dionne James	Second Grade Level Chairperson
Severina Jones	Third Grade Level Chairperson
Tynkia McBride	First Grade Level Chairperson

How the school-based LLT functions

To sustain a high culture of learning, the Literacy Leadership Team (LLT) will meet monthly to analyze data tends and identify strengths and weaknesses taken from assessments throughout the school year. The LLT will discuss opportunities for improvements and in reading across the curriculum in grades K-5.

The Media Center will be utilized to expand knowledge of Informational/Research, and research-based strategies to close the reading achievement gaps. Also, based on assessment results, the LLT will assist with the alignment and modification of the monthly instructional focus calendar.
Principal and Assistant Principal will cultivate the vision for increased school-wide literacy

Major initiatives of the LLT

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.

Preschool Transition

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

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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, 2013. 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.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	26%	No	52%
American Indian				
Asian				
Black/African American	47%	26%	No	52%
Hispanic				
White				
English language learners				
Students with disabilities	23%	5%	No	31%
Economically disadvantaged	45%	26%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	16%	21%
Students scoring at or above Achievement Level 4	12	11%	13%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)		61%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		18%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	13	41%	47%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	41%	Yes	46%
American Indian				
Asian				
Black/African American	39%	41%	Yes	45%
Hispanic				
White				
English language learners				
Students with disabilities	29%	0%	No	36%
Economically disadvantaged	40%	41%	Yes	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	29%	33%
Students scoring at or above Achievement Level 4	10	9%	11%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		55%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		52%	57%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		*[data excluded for privacy reasons]*	21%
Students scoring at or above Achievement Level 4		*[data excluded for privacy reasons]*	18%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	0%
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	17		20
Participation in STEM-related experiences provided for students	12	26%	30%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	69	18%	17%
Students retained, pursuant to s. 1008.25, F.S.	40	13%	12%
Students who are not proficient in reading by third grade	38	72%	65%
Students who receive two or more behavior referrals	67	21%	20%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	33	9%	8%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Nathan B. Young Elementary completed the Title 1 School Parent Involvement Plan (PIP) online.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement at school functions	42	20%	30%

Goals Summary

G1. All teachers will implement effective differentiated instruction focused on student data, with attention to SPED strategies.

G2. All teachers will provide rigorous instruction using complex questioning strategies, explicit scaffolding, and accountable student talk to increase student proficiency across the content areas.

G3. All teachers will provide explicit writing instruction aligned to grade level and content area expectations.

G4. All teachers' will follow protocols outlined in the school-wide discipline plan.

G5. Increase the number of students by 5% who participate in the problem solving process and participate in Project Based Learning in STEM.

Goals Detail

G1. All teachers will implement effective differentiated instruction focused on student data, with attention to SPED strategies.

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- SAXON Intervention materials
- Differentiated Tier 2 intervention materials provided by McGraw-Hill Wonders Reading series
- WonderWorks Intervention materials
- STAR/Accelerated Reader Program
- Successmaker computer-based program
- Opportunities for Professional Development provided through the Education Transformation Office (ETO)
- Instructional Coaches
- Common Planning
- Think Central computer-based program
- Teacher Led Packets created by Education Transformation Office (ETO)
- Extended Day
- Additional time in Math instructional block

Targeted Barriers to Achieving the Goal
- Limited understanding of how data drives implementation of the instructional framework with respect to differentiated instruction

Plan to Monitor Progress Toward the Goal

collect ongoing Progress Monitoring data and SAXON assessments; view student work samples (journals, assessments); review FAIR data; compile Accelerated Reader data; conduct data chats; monitor data used to guide differentiated instruction and adjust interventions as needed

Person or Persons Responsible
Administrators Coaches ETO Curriculum Support

Target Dates or Schedule:
On-going

Evidence of Completion:
as evidenced by OPM reports, FAIR data, STAR data, Interim/Monthly assessment data, mini benchmark assessments

G2. All teachers will provide rigorous instruction using complex questioning strategies, explicit scaffolding, and accountable student talk to increase student proficiency across the content areas.

Targets Supported
- Reading (AMO's, FCAT2.0)
- Science - Elementary School

Resources Available to Support the Goal
- McGraw-Hill Wonders Reading series
- Accelerated Reader
- Reading Plus computer-based program
- Instructional Coaches
- Common Planning
- Targeted Professional Development
- Professional Learning Communities

Targeted Barriers to Achieving the Goal
- Instructional delivery not aligned with the instructional framework
- Limited knowledge of explicit instruction

Plan to Monitor Progress Toward the Goal

Reviewing student work samples (journals, assessments); reviewing Baseline and Foresight data; conducting data chats; monitoring data and adjusting instructional focus as needed.

Person or Persons Responsible
Administrators and Coaches

Target Dates or Schedule:
On-going

Evidence of Completion:
As evidenced by common planning logs; data chats; administration of District assessments and Foresight assessments throughout the year.

G3. All teachers will provide explicit writing instruction aligned to grade level and content area expectations.

Targets Supported
- Writing

Resources Available to Support the Goal
- ETO Curriculum Support

- Instructional Framework

- Instructional Coaches

- Professional Development

- Anchor papers and Calibration guides

- Wonders McGraw-Hill

Targeted Barriers to Achieving the Goal
- Limited Writing Professional Development opportunities affect teachers' ability to effectively and explicitly teach writing across grade levels and content areas.

- Students: require scaffolded support through writing process; are utilizing writing journals effectively; lack print-rich environment (meaningful anchor charts);

Plan to Monitor Progress Toward the Goal

Conduct instructional observations/classroom walkthroughs focused on evidence of explicit writing instruction and differentiation; provide explicit feedback/student data chats; reviews of monthly writing assessments; and analysis of activities found in student writing journals; use coaching cycle to evaluate and adjust instruction

Person or Persons Responsible
Administrators, Reading Coaches Teachers, ETO Curriculum Support

Target Dates or Schedule:
08/19/13-06/05/14

Evidence of Completion:
Students work samples; instructional observations; classroom walkthroughs; formative and summative assessments

G4. All teachers' will follow protocols outlined in the school-wide discipline plan.

Targets Supported
- EWS - Elementary School

Resources Available to Support the Goal
- School counselor

- School social worker

- MTSS/RTI Team

- District based programs (Do The Right Thing, Character Development, Safety Patrol, 5000 Role Models)

- School based incentives (Dressed for Success, Present and on Time, Citizenship Awards, Cheer leading, Step Team)

Targeted Barriers to Achieving the Goal
- Lack of teacher consistency in adhering to school-wide and classroom management plans.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. Increase the number of students by 5% who participate in the problem solving process and participate in Project Based Learning in STEM.

Targets Supported
- STEM - All Levels

Resources Available to Support the Goal
- A Robotics Club meets on a weekly basis. Students are able to participate in a multitude of field trips. An Eagle Book Club is established and students participate in Book Talk competitions with other local schools. Students participate in a school wide and district science fair competition.

Targeted Barriers to Achieving the Goal
- Students have a limited among of exposure to STEM activities.

Plan to Monitor Progress Toward the Goal

We will collect data from the baseline, fall, and winter assessments. We will also look at data from teacher made tests and projects

Person or Persons Responsible
Science Coach, Administration

Target Dates or Schedule:
Biweekly, Quarterly

Evidence of Completion:
Interim assessments, student work folders, and project work

Action Plan for Improvement

Problem Solving Key

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

G1. All teachers will implement effective differentiated instruction focused on student data, with attention to SPED strategies.

G1.B3 Limited understanding of how data drives implementation of the instructional framework with respect to differentiated instruction

G1.B3.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Implement and monitor instructional routines that include: setting the purpose of instruction, following the model of explicit instruction demonstrating gradual release, incorporating small group instruction, incorporating closure of the lesson and Bell to Bell Instruction.

Person or Persons Responsible

Math Coach, Math Teacher, ETO CSS, and Admonistration

Target Dates or Schedule

On-going

Evidence of Completion

Walkthroughs and lesson plans created during planning

Action Step 2

Include DI strategies in the "They Do" and the "You Do" portion of the math lesson for students who need additional support.

Person or Persons Responsible

Math Coach, Math Teacher, ETO CSS, and Administration

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans created during planning, student work, differentiated instruction plans, and on-going Progress Monitoring.

Action Step 3

Conduct coaching cycles and model the implementation of small group instruction aligned to data.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

On-going

Evidence of Completion

Coaching cycle documentation Student work samples Feedback and reflection on support documents

Action Step 4

7. Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person or Persons Responsible

Administration ETO Instructional Supervisor

Target Dates or Schedule

On-going

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 5

Provide professional development on analyzing multiple data sources used to drive instruction (i.e. FAIR, STAR, SuccessMaker, Edusoft/Interim Assessments, CELLA, Spelling Inventories).

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support

Target Dates or Schedule

On-going

Evidence of Completion

Professional development rosters Professional development deliverables (PD presentation, handouts, materials) Home learning Activity

Action Step 6

Provide professional development on the use of data to create flexible student groups and use of a grouping template.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support

Target Dates or Schedule

On-going

Evidence of Completion

Professional development rosters Professional development deliverables (PD presentation, handouts, materials) Home learning Activity

Action Step 7

Conduct data chats with all stakeholders (administration, coaches, teachers, and students).

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support

Target Dates or Schedule

On-going

Evidence of Completion

Data chat rosters Data Binders Walkthrough documentation

Action Step 8

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support

Target Dates or Schedule

On-going

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 9

Develop centers that are clearly defined and labeled with follow-up activities.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support

Target Dates or Schedule

On-going

Evidence of Completion

Walkthrough documentation Student work samples

Plan to Monitor Fidelity of Implementation of G1.B3.S1

daily walkthroughs during SAXON intervention blocks; walkthroughs focused on evidence of gradual release model and differentiated instruction; review of OPM data to ensure that progress is being made and to adjust interventions as needed; analysis of Interim/Monthly data

Person or Persons Responsible

Administrators Coaches ETO Curriculum Support

Target Dates or Schedule

On-going

Evidence of Completion

In Reading as evidenced by SAXON checkpoints; progress monitoring reports; FAIR data, STAR data In Math as evidenced by mini benchmark assessments

Plan to Monitor Effectiveness of G1.B3.S1

collect ongoing Progress Monitoring data and SAXON assessments; view student work sample (journals, assessments); review FAIR data; compile Accelerated Reader data; conduct data chats; monitor data used to guide instruction and adjust interventions as needed.

Person or Persons Responsible

Administrators Coaches ETO Curriculum Support

Target Dates or Schedule

On-going

Evidence of Completion

as evidenced by OPM reports; FAIR data; STAR data; Interim/Monthly assessments, mini benchmark assessments

G1.B3.S2 Provide opportunities for critical thinking strategies during instruction

Action Step 1

Provide professional development on collaborative strategies and student accountable talk.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

9/27/13 During Planning

Evidence of Completion

Walkthrough documentation Planning agenda/sign-in Feedback and reflections on support documents

Action Step 2

Plan for and provide opportunities for students to engage in student accountable talk to defend answers and cite evidence from text.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

9/27/13 On-going

Evidence of Completion

Walkthrough documentation Lesson plans Coaching Cycle documentation Student/group accountability documentation

Action Step 3

Include higher order questions (as well as the answers) of varying complexity in lesson plans and require students to respond to them during instruction.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

9/27/13 On-going

Evidence of Completion

Lesson plans Walkthrough documentation

Action Step 4

Use a variety of questioning techniques such as probing, wait-time and re-directing during whole group and small group instruction.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

9/27/13 On-going

Evidence of Completion

Walkthrough documentation Coaching cycle documentation

Action Step 5

Provide students with multiple opportunities to respond to literature in their interactive journals.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

9/27/13 On-going

Evidence of Completion

Student journals Walkthrough documentation Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. All teachers will provide rigorous instruction using complex questioning strategies, explicit scaffolding, and accountable student talk to increase student proficiency across the content areas.

G2.B1 Instructional delivery not aligned with the instructional framework

G2.B1.S1 Increase rigor in Science through the use of reading and writing strategies and provide through science journals and laboratory conclusions that include claims, evidence, and reasoning.

Action Step 1

Use questioning techniques such as probing, wait-time, and re-directing ensuring that a random selection of students are called upon.

Person or Persons Responsible

Science Coach and Science Teacher

Target Dates or Schedule

October 21, 2013

Evidence of Completion

Incorporate strategies during the science instructional block.

Action Step 2

Require student accountable talk to justify correct answers and explain incorrect answers.

Person or Persons Responsible

Science Coach and Science Teacher

Target Dates or Schedule

October 21, 2013

Evidence of Completion

During instruction students will justify their responses using content based accountable talk.

Action Step 3

Develop and include Essential and H.O.T.S. questions (as well as the answers) in lesson plans referenced throughout instruction.

Person or Persons Responsible

Science Coach, Science Teacher, Science CSS

Target Dates or Schedule

October 21, 2013

Evidence of Completion

It is recommended to include Essential and H.O.T.S. questions in the lesson plans. Students responding to Essential Questions in the student interactive journals.

Action Step 4

Plan rigorous lessons and activities with instructional coach using the interactive journals and identifying varied questioning strategies.

Person or Persons Responsible

Science Coach, Science Teacher, Science CSS

Target Dates or Schedule

October 21, 2013

Evidence of Completion

Planning agenda, Pre-planning sheet, front-loading discussions during common planning, planned activities reflected in student interactive journals.

Action Step 5

Utilize interactive journals to increase the level of enggement and authentic student work samples.

Person or Persons Responsible

Science Coach, Science teacher, and Science CSS

Target Dates or Schedule

October 21, 2013

Evidence of Completion

Display of student authentic work throughout the science classrooms.

Action Step 6

Plan lesson infusing a variety of graphic organizers and informational text that will incorporate Common Core State Standards throughout the science curriculum.

Person or Persons Responsible

Science Coach, Science teacher, and Science CSS

Target Dates or Schedule

October 21, 2013

Evidence of Completion

Display of student work throughout the science classrooms, planned activities will be reflected in the student interactive journals.

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

Instructional observations Classroom walk-throughs

Person or Persons Responsible

Science Coach, Science CSS, Administration

Target Dates or Schedule

On-going

Evidence of Completion

Student work, interactive journals

Plan to Monitor Effectiveness of G2.B1.S1

Walk throughs, observations, formal and informal assessments

Person or Persons Responsible

Administration and Science Coach

Target Dates or Schedule

On-going

Evidence of Completion

Student work and assessments

G2.B1.S1 Utilize the NGSSS/Common Core Standards when planning and delivering lessons utilizing the Gradual Release of Responsibility during the math instructional block.

Action Step 1

Plan lessons infusing mathematical practices of the Common Core State Standards to support mathematical fluency and problem solving proficiency.

Person or Persons Responsible

Math Coach, Math Teacher, ETO CSS

Target Dates or Schedule

On-going

Evidence of Completion

Student work, lesson plans, common planning agendas, and student journals

Action Step 2

Work collaboratively during planning to create lesson plans using backward planning promoting a Gradual Release of Responsibility to scaffold instruction during the math instructional block.

Person or Persons Responsible

Math Teachers, Math Coach, ETO CSS

Target Dates or Schedule

On-going

Evidence of Completion

Student journals, lesson plans created during planning, student work samples, and walk throughs.

Action Step 3

Develop, execute, and monitor the use of an instructional framework, focusing on appropriate pacing based on student needs.

Person or Persons Responsible

Math Coach, Math Teacher, and ETO CSS

Target Dates or Schedule

On-going

Evidence of Completion

Walkthroughs, lessons created during planning, coaching logs, and CSS support documentation.

Action Step 4

Follow the progression of the District Pacing Guide and provide students with rigorous practice.

Person or Persons Responsible

Math Coach, Math Teacher

Target Dates or Schedule

On-going

Evidence of Completion

Walkthroughs, lessons created during planning, coaching logs, and CSS support documentation.

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

Walk throughs, observations,

Person or Persons Responsible

Math Coach, Math CSS, Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans, student work, and classroom environment

Plan to Monitor Effectiveness of G2.B1.S1

Baselines, mini-assessments, District interims,

Person or Persons Responsible

Administrators, Math Coach, teachers

Target Dates or Schedule

On-going

Evidence of Completion

planning agendas, data chats, data reports, coaches logs

G2.B1.S1 Provide opportunities for critical thinking strategies during instruction.

Action Step 1

Provide professional development on the Gradual Release Model.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Planning Agenda Feedback and reflections on support documents.

Action Step 2

Plan for and provide opportunities for students to engage in student accountable talk to defend answers and cite evidence from text.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Coaching cycle documentation Student/group accountability documentation

Action Step 3

Include higher order questions (as well as the answers) of varying complexity in lesson plans and require students to respond to them during instruction.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

On-going

Evidence of Completion

Lesson Plans

Action Step 4

Use a variety of questioning techniques such as probing, wait-time and re-directing during whole group and small group instruction.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support

Target Dates or Schedule

On-going

Evidence of Completion

Coaching cycle documentation

Action Step 5

Provided students with multiple opportunities to respond to literature in their interactive journals.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

On-going

Evidence of Completion

Student journals Lesson plans

Action Step 6

Plan for and provide students with opportunities to use collaborative strategies during the "They Do" portion of the lesson.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans Coaching cycle documentation

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

weekly common planning sessions; daily classroom walkthroughs focused on evidence of gradual release, higher order questioning techniques, use of interactive journals, student engagement/ collaboration; differentiation of instruction; review/analysis of data,

Person or Persons Responsible

Administrators Reading coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

student journals lesson plans student/group accountability documenation

G2.B2 Limited knowledge of explicit instruction

G2.B2.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Conduct classroom walkthroughs to monitor the implementation of the alignment of instructional resources and data to meet student needs.

Person or Persons Responsible

Administration ETO Instructional Supervisor

Target Dates or Schedule

On-going

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support documents

Action Step 2

Conduct classroom walkthroughs to monitor implementation of the alignment of instructional resources and data to meet student needs.

Person or Persons Responsible

Administration ETO Instructional Supervisor

Target Dates or Schedule

On-going

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 3

Conduct data chats with all stakeholders (administration, coaches, teachers, and students)

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Administration

Target Dates or Schedule

On-going

Evidence of Completion

Data chat rosters Data Binders Walkthrough documentation

Action Step 4

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 5

Develop centers that are clearly defined and labeled with follow-up activities.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support

Target Dates or Schedule

On-going

Evidence of Completion

Walkthrough documentation Student work samples

Action Step 6

Conduct coaching cycles and model the implementation of small group instruction aligned to data.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Suppport Specialist

Target Dates or Schedule

On-going

Evidence of Completion

Coaching cycle documentation Student work samples Feedback and reflection on support documents

Action Step 7

Conduct coaching cycles and model implementation of small group instruction aligned to data.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

On-going

Evidence of Completion

Coaching cycle documentation Student work samples Feedback and reflection on support documents

Plan to Monitor Fidelity of Implementation of G2.B2.S1

weekly common planning sessions; daily classroom walkthroughs focused on evidence of gradual release, higher order questioning techniques, use of interactive journals, student engagement/ collaboration; differentiation of instruction; review/analysis of data,

Person or Persons Responsible

Administrators and Reading coaches will monitor fidelity via

Target Dates or Schedule

On-going

Evidence of Completion

as evidenced by FAIR data, Interim/Monthly assessments, STAR data

Plan to Monitor Effectiveness of G2.B2.S1

collect ongoing Progress Monitoring data and SAXON assessments; view student work samples (journals, assessments); review FAIR data; compile Accelerated Reader data; conduct data chats; monitor data used to guide differentiated instruction and adjust interventions as needed

Person or Persons Responsible

Administrators and Reading Coaches will

Target Dates or Schedule

On-going

Evidence of Completion

as evidenced by SAXON checkpoints; progress monitoring reports; FAIR data; STAR data; Successmaker data reports; mini-benchmark assessments

G2.B2.S2 Provide opportunities for critical thinking strategies during instruction

Action Step 1

Use a variety of questioning techniques such as probing, wait-time, and re-directing during whole group and small group instruction.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documentation Coaching cycle documentaton

Action Step 2

Provide students with multiple opportunities to respond to literature in their interactive journals.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documentation Administratie feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 3

Plan for and provide students with opportunities to use collaborative strategies during the "They Do" portion of the lesson.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans Walkthrough documentation Coaching cycle documentation

Action Step 4

Provide professional development on collaborative strategies and student accountable talk.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documentation Planning agendas/sign-in Feedback and reflections on suppport documents

Action Step 5

Plan for and provided opportunities for students to engage in student accountable talk to defend answers and cite evidence from text.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Walkthrough documentation Lesson plans Coaching cycle documentation Student/group accountability documentation

Action Step 6

Include higher order questions (as well as the answers) of varying complexity in lesson plans and require students to respond to them during instruction.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Walkthrough documentation

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. All teachers will provide explicit writing instruction aligned to grade level and content area expectations.

G3.B1 Limited Writing Professional Development opportunities affect teachers' ability to effectively and explicitly teach writing across grade levels and content areas.

G3.B1.S1 Increase rigor in Science through the use of reading and writing strategies and provide evidence through science journals and laboratory conclusions that include claims, evidence, and reasoning.

Action Step 1

Provide opportunities for students to write informative evidence-based responses that support and explain lab results and conclusions in their interactive journals.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

October 21, 2013

Evidence of Completion

Completed Essential labs Student responses to lab results and conclusions will be reflected in the interactive journals

Action Step 2

Provide students with multiple opportunities to respond to literature in their interactive journals.

Person or Persons Responsible

Instructional Coaches ETO Curriculum Support Specialist

Target Dates or Schedule

9/27/13 On-going

Evidence of Completion

Student journals Walk-through documentation Lesson plans

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

Instructional observations Classroom walk-throughs

Person or Persons Responsible

Science Coach Administration ETO CSS

Target Dates or Schedule

On-going

Evidence of Completion

Student journals Lab reports

Plan to Monitor Effectiveness of G3.B1.S1

Instructional observations Classroom walk-throughs

Person or Persons Responsible

Science Coach Administration ETO CSS

Target Dates or Schedule

On-going

Evidence of Completion

Student journals Lab reports

G3.B1.S2 Plan for and deliver writing lesson that follow an instructional routine.

Action Step 1

Conduct coaching cycles and model the implementation of the gradual release model within the writing instructional block

Person or Persons Responsible

Instructional Coach ETIO CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Calendar Coaching log Debriefing notes

Action Step 2

Utilize the writing rubric to score students papers and provide feedback to students.

Person or Persons Responsible

Instructional Coach ETO CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Feedback and comments on copies of the corrective feedback rubric attached to student monthly assessments.

Action Step 3

Utilize anchor and calibrations sets to model exemplar writing and the writing process.

Person or Persons Responsible

Instructional Coach ETO CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Student journals Lesson plans Anchor charts

Action Step 4

Conduct classroom walkthroughs to monitor the implementation of writing lessons and the instructional routine.

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

Ongoing

Evidence of Completion

Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 5

Work collaboratively during planning to develop lessons that follow the Writing at a Glance and the Instructional Framework.

Person or Persons Responsible

Instructional Coach ETO CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Planning Agendas Lesson plans created during planning

Action Step 6

Provide professional development on the writing instructional framework and routines.

Person or Persons Responsible

ETO CSS

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development rosters Professional Development deliverables (PD presentation, handouts, materials)

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S3 Monitor the implementation of the analytical writing in response to reading.

Action Step 1

Conduct classroom walkthroughs to observe implementation of analytical writing as planned during common planning.

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Products and Classroom Observations

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Conduct Classroom Walkthroughs

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Products

Plan to Monitor Effectiveness of G3.B1.S3

Provide follow up support to all teachers after professional development on analytical writing. Administration will conduct classroom walkthroughs to ensure analytical writing is being implemented.

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Monthly

Evidence of Completion

Student Work Samples and Lesson Plans

G3.B2 Students: require scaffolded support through writing process; are utilizing writing journals effectively; lack print-rich environment (meaningful anchor charts);

G3.B2.S1 Plan for and deliver writing lessons that follow an instructional routine

Action Step 1

Utilize the writing rubric to score student papers and provide feedback to students.

Person or Persons Responsible

Instructional Coach ETO CSS

Target Dates or Schedule

9/13/13 Ongoing

Evidence of Completion

Feedback and comments on copies of the corrective feedback rubric attached to student monthly assessments.

Action Step 2

Utilize anchor and calibration sets to model exemplar writing and the writing process.

Person or Persons Responsible

Instructional Coach ETO CSS

Target Dates or Schedule

9/23/13 Ongoing

Evidence of Completion

Student journals Lesson Plans Anchor Charts

Action Step 3

Conduct classroom walkthroughs to monitor implementation of writing lessons and the instructional routine.

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

10/25/13

Evidence of Completion

Walkthrought documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Action Step 4

Work collaboratively during planning to develop lessons that follow the Writing at a Glance and the Instructional Framework.

Person or Persons Responsible

Instructional Coach ETO CSS

Target Dates or Schedule

9/23/13 Ongoing

Evidence of Completion

Planning Agendas Planning Sign-in Sheets Lesson Plans created during planning

Action Step 5

Conduct coaching cycles and model the implementation of the gradual release model within the writing instructional block.

Person or Persons Responsible

Instructional Coach ETO CSS

Target Dates or Schedule

9/23/13 Ongoing

Evidence of Completion

Coaching calendar Coaching log Debriefing notes

Action Step 6

Provide professional development on the writing instructional framework and routines.

Person or Persons Responsible

ETO CSS

Target Dates or Schedule

9/24/13 Planning Session

Evidence of Completion

Professional Development Rosters Professional Development deliverables (PD presentations, handouts, materials)

Plan to Monitor Fidelity of Implementation of G3.B2.S1

instructional observations/classroom walkthroughs focused on evidence of explicit writing instruction and differentiation; explicit feedback/student data chats; reviews of monthly writing assessments; and analysis of activities found in student writing journals.

Person or Persons Responsible

Administrators, Reading Coaches Teachers, ETO Curriculum Support will monitor fidelity via

Target Dates or Schedule

08/19/13-06/05/14

Evidence of Completion

as evidenced by planning logs; review of student work samples; instructional observations; classroom walkthroughs; formative and summative assessments

Plan to Monitor Effectiveness of G3.B2.S1

conduct instructional observations/classroom walkthroughs focused on evidence of explicit writing instruction and differentiation; provide explicit feedback/student data chats; review monthly writing assessment results; and analyze activities found in student writing journals.

Person or Persons Responsible

Administrators, Reading Coaches Teachers, ETO Curriculum Support will

Target Dates or Schedule

08/19/13-06/05/14

Evidence of Completion

as evidenced by review of students work samples; instructional observations; classroom walkthroughs; formative and summative assessments

G3.B2.S2 Provide instruction on the various modes of writing throughout the entire writing process (i.e., pre-planning, drafting, conferencing, revising, and publishing)

Action Step 1

Plan for and implement an instructional framework that will allow students to develop prompts from planning to publishing.

Person or Persons Responsible

Instructional Coach ETO Css

Target Dates or Schedule

9/23/13 Ongoing

Evidence of Completion

Planning Agendas Planning sign-in sheets Lesson Plans created during planning

Action Step 2

Incorporate use of graphic organizers during the pre-planning phase of the writing process.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

9/23/13 Ongoing

Evidence of Completion

Student journals Lesson Plans Anchor Charts

Action Step 3

Utilize student journals to demonstrate evidence of the writing process from planning to publishing.

Person or Persons Responsible

Instructional Coach

Target Dates or Schedule

9/30/13 Ongoing

Evidence of Completion

Student journals

Action Step 4

Conduct coaching cycles to model all components of the writing process aligned and evident throughout entire lesson.

Person or Persons Responsible

Instructional Coach ETO CSS

Target Dates or Schedule

9/30/13 Ongoing

Evidence of Completion

Coaching calendar Coaching log Debriefing notes

Action Step 5

Utilize rubrics to provide descriptive feedback and corrective feedback during conferencing.

Person or Persons Responsible

Instructional Coach ETO CSS

Target Dates or Schedule

9/13/13 Ongoing

Evidence of Completion

Student journals Data chat forms Completed corrective feedback rubrics

Action Step 6

Conduct classroom walkthroughs to monitor the implementation of the writing process within student journals.

Person or Persons Responsible

Principal Assistant Principal Instructional Supervisor

Target Dates or Schedule

10/25/13

Evidence of Completion

Walkthrough documentation Administrative feedback and reflection on coaching logs ETO feedback and reflection on support document

Plan to Monitor Fidelity of Implementation of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. All teachers' will follow protocols outlined in the school-wide discipline plan.

G4.B1 Lack of teacher consistency in adhering to school-wide and classroom management plans.

G4.B1.S1 Counselor will conduct Professional Development outlining Code of Student Conduct Handbook; the school wide discipline plan; and completion of the student discipline referral form.

Action Step 1

Create and conduct professional development session to assist teachers with managing classroom behavior using the school wide discipline plan and student discipline referral form.

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Increase the number of students by 5% who participate in the problem solving process and participate in Project Based Learning in STEM.

G5.B1 Students have a limited among of exposure to STEM activities.

G5.B1.S1 Science coach will support teachers through common planning on using the STEM model. Also provide opportunities for students to participate in STEM projects

Action Step 1

Teachers will be given opportunities to learn STEM best practices.

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Weekly common planning

Evidence of Completion

Lesson plans, student work samples, meeting agendas

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Classroom walkthroughs by science coach and administration

Person or Persons Responsible

Administration, Science Coach

Target Dates or Schedule

Daily

Evidence of Completion

Weekly lesson plans, student work samples

Plan to Monitor Effectiveness of G5.B1.S1

Ensure that instruction using the STEM model is part of weekly science common planning.

Person or Persons Responsible

Science Coach, Administration.

Target Dates or Schedule

Weekly

Evidence of Completion

Meeting agenda, professional development handouts, lesson plans

Coordination and Integration

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

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.