

Miami-Dade County Public Schools

Nathan B. Young Elementary School



2022-23 Schoolwide Improvement Plan

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Nathan B. Young Elementary School

14120 NW 24TH AVE, Opa Locka, FL 33054

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

Demographics

Principal: Niurka Davis

Start Date for this Principal: 11/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (53%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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14120 NW 24TH AVE, Opa Locka, FL 33054

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	100%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

We prepare our students to live in a global society with a focus on literacy, physical and mental well-being, and experiential learning.

Provide the school's vision statement.

Nathan B. Young Elementary School is committed to providing students with innovative educational experiences in and out of the classroom. We will lead students on paths of educational discovery that prepare them to become quality, responsible citizens, who live purpose filled lives.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Davis, Niurka	Principal	
Hicks, Kamie	Assistant Principal	
Orozco, Sara	Teacher, ESE	
Henderson, Cynteria	Instructional Coach	
Brown, Quinnesha	School Counselor	
Idun-Ogde, Tami	Instructional Coach	

Demographic Information

Principal start date

Sunday 11/15/2020, Niurka Davis

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

15

Total number of students enrolled at the school

347

Identify the number of instructional staff who left the school during the 2021-22 school year.

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	43	58	55	51	48	37	0	0	0	0	0	0	0	292
Attendance below 90 percent	1	20	11	7	15	12	0	0	0	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	15	7	4	1	0	0	0	0	0	0	0	30
Course failure in Math	2	4	9	7	1	12	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA ELA assessment	2	11	20	9	26	21	0	0	0	0	0	0	0	89
Level 1 on 2022 statewide FSA Math assessment	4	34	21	8	24	18	0	0	0	0	0	0	0	109
Number of students with a substantial reading deficiency	3	14	24	27	10	10	0	0	0	0	0	0	0	88

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	11	19	10	20	16	0	0	0	0	0	0	0	79

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	6	10	4	1	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	5	2	0	0	0	0	0	0	0	0	7

Date this data was collected or last updated

Friday 7/15/2022

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	
Number of students enrolled	29	51	39	52	32	44	0	0	0	0	0	0	0	247
Attendance below 90 percent	17	28	28	26	16	21	0	0	0	0	0	0	0	136
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	10	7	7	11	20	0	0	0	0	0	0	0	55
Course failure in Math	0	7	3	1	5	17	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	3	24	26	40	17	29	0	0	0	0	0	0	0	139

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	12	6	14	11	21	0	0	0	0	0	0	0	67

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	13	0	15	4	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	7	2	5	0	0	0	0	0	0	0	14

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	
Number of students enrolled	29	51	39	52	32	44	0	0	0	0	0	0	0	247
Attendance below 90 percent	17	28	28	26	16	21	0	0	0	0	0	0	0	136
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	10	7	7	11	20	0	0	0	0	0	0	0	55
Course failure in Math	0	7	3	1	5	17	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Number of students with a substantial reading deficiency	3	24	26	40	17	29	0	0	0	0	0	0	0	139

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	12	6	14	11	21	0	0	0	0	0	0	0	67

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	13	0	15	4	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	7	2	5	0	0	0	0	0	0	0	14

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	62%	56%				33%	62%	57%
ELA Learning Gains	76%						52%	62%	58%
ELA Lowest 25th Percentile	80%						56%	58%	53%
Math Achievement	37%	58%	50%				63%	69%	63%
Math Learning Gains	73%						70%	66%	62%
Math Lowest 25th Percentile	74%						61%	55%	51%
Science Achievement	11%	64%	59%				38%	55%	53%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	18%	60%	-42%	58%	-40%
Cohort Comparison		0%				
04	2022					
	2019	32%	64%	-32%	58%	-26%
Cohort Comparison		-18%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	45%	60%	-15%	56%	-11%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	67%	-5%	62%	0%
Cohort Comparison		0%				
04	2022					
	2019	52%	69%	-17%	64%	-12%
Cohort Comparison		-62%				
05	2022					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	39%	53%	-14%	53%	-14%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	38	73		29	64		9				
BLK	39	76	76	40	71	75	10				
HSP	31			8							
FRL	38	76	80	37	73	74	11				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15			23							

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
BLK	19	32		18	8		18				
HSP	20			20							
FRL	20	41		19	10		21				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17			38	30						
ELL											
BLK	34	55	67	64	67	54	40				
HSP	20			53							
FRL	33	52	56	62	69	61	38				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	7
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	20
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Using the 2021-2022 i-Ready progress monitoring data, the trends across specific grade levels varied, meeting our learning gains goals. The trend across grade levels for ELA reflect an increase in percent proficient between Fall and Winter Assessments in grades K-5. The i-Ready trends in Mathematics reflect that there was an increase in percent proficient between Fall and Winter Assessments in K-5.

According to the 2022 SIP Dashboard, ELA FSA data indicates that 38% of students are proficient as compared to 21% on the 2021 ELA FSA, which is an increase of 17 percentage points. The 2022 Math FSA data indicates that 38% of students are proficient as compared to the 2021 Math FSA data which indicates that 20% of students were proficient, reflecting an increase of 18 percentage points. Science FSA 2022 indicates that only 11% of students were proficient, compared to 21% on the 2021 Science FSA, which is a decrease of 10 percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the 2022 FSA Science data, science demonstrates the greatest need for improvement. There is a three-year downward trend from 2019 at 41%, 2021 at 21%, and 2022 at 11%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Reading deficiencies is one contributing factor to lower proficiency levels in science. To support reading, we have designated a teacher leader to serve as the Intervention Liaison, assisting teachers with the implementation of Reading Horizons and overseeing the fidelity of Tier 2 and Tier 3 interventions. Also, our media specialist has implemented the Accelerated Reading program and content specific word of the week to promote a culture of literacy outside the classroom in our extended learning program (TALENTS). Additionally, science remediation is also available through TALENTS to include hands-on learning, evidence-based claims/labs, and real world connections.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The area that showed the most improvement in 2022 was Mathematics proficiency. According to the SIP Academic Programs tab on Power BI, in Grade 3, the 2021 Mathematics proficiency was 13%. The 2022 Mathematics proficiency was 40%. This is a 27-percentage point increase over a two-year period.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Factors contributing to this improvement include goal-oriented learning, differentiated instruction being implemented with fidelity, and a new Mathematics Interventionist as a new addition in personnel. We incorporated bi-weekly collaborative planning for mathematics and allotted time in our master schedule for differentiated instruction. Teachers participated in scheduled data chats with administration, on-demand webinars, and in-house PDs provided by the Transformation Coach and the CSS. We utilized district data tools to progress monitor student performance, analyze small groups and interventions, identify subgroups needing support, and to adjust instructional strategies to meet our academic needs.

An emphasis was placed on the practice of prerequisite skills. To continue to support the success, we have utilized the ESSER II Reading Tutoring Grant for K-3 students for the 2022-2023 school year. The two K-3 tutors will provide additional reading support for students who are deficient in foundational skills.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning, we will offer extended learning opportunities to mitigate learning loss and regression in the areas of Reading, Mathematics, and Science. Also, monitor the progress of student performance by analyzing and reviewing quantitative data on formative assessments (i-Ready Diagnostics, Mid-year Assessments, bi-weekly McGraw-Hill assessments, and topic assessments). Additionally, extended learning opportunities through the District TALENTS initiative Monday through Friday; bi-weekly collaborative data chats to analyze student performance on topic tests; instructional support and coaching to set measurable goals to improve instructional outcomes.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will include district organized PD including, but not limited to, B.E.S.T standards, newly adopted mathematics textbooks, a data analysis in-House PD. Extended learning opportunities will be made available during the winter and spring breaks as well as after school tutoring. Additionally, targeted professional development courses will be offered focusing on the new McGraw-Hill and Reading Horizons Intervention series. The Transformation Reading Coach will coordinate and deploy digital resources and aligned professional development on the effective use of those resources, specifically with the transition to B.E.S.T.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will ensure sustainability include supplemental learning opportunities such as Saturday tutoring, winter, and spring break tutoring, as well as after school tutoring provided by teachers. Participation in the District TALENTS initiative targeting students in the L25 & L35 subgroups. Additionally, we will provide timely and relevant professional development for teachers on evidenced-based practices and high-yield, high-impact strategies.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021 FSA proficiency data, 13% of the 3rd grade students were proficient in Mathematics, 19% of the 4th grade students were proficient in Mathematics, 29% of the 5th grade students were proficient in Mathematics and 21% of the 5th graders were proficient in science. The 2022 FSA proficiency data, 40% of the 3rd grade students are proficient in Mathematics, 52% of the 4th grade students are proficient in Mathematics, 24% of the 5th grade students are proficient in Mathematics and 11% of the 5th graders are proficient in science. In 5th grade, this demonstrates a 5% percentage point decrease in Mathematics and a 10% percentage point decrease in science proficiency. Historical data also shows that there is an ongoing decline in both the areas of mathematics and science. In addition, the 2022 FSA ELA data for 3rd grade reported that on 29% of students demonstrated proficiency; 4th grade data reported that only 45% of students were proficient; and 5th grade data reported that only 38% of students were proficient. Hispanic subgroup data was reported at 9% below the school average on the FSA assessment. Based on the data, differentiation has been proven to be effective to bridge the educational gap among all subgroups.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of differentiated instruction, 50% of the grades 3-5 students' overall math proficiency will increase by 13 percentage points by May 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

From August 2022-May 2023, during weekly collaborative planning sessions, there will be a review of DI folders and end products, DI progress monitoring/trackers, and fluid DI group charts.

Weekly administrative walk throughs for DI are conducted to monitor the outcomes of the weekly collaborating planning sessions. At the end of each quarter, the administrative team will will conduct data chats to evaluate the effectiveness of DI, small group organization and instruction, student engagement, DI end products, and data tracking charts.

Person responsible for monitoring outcome:

Cyntheria Henderson (233530@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy

Within the Targeted Element of Differentiated Instruction, we will focus on the evidence-based strategy of: Checks for understanding, Differentiation, and OPM's. Teachers will use various strategies like exit slips, summarizing, instructional technology (i.e., Kahoot), padlet, open-ended questioning techniques, and journaling with constructive feedback to increase the student's current level of knowledge and understanding during instruction. Differentiation will assist in accelerating the content to meet the students' needs. This will be implemented by small group instruction, flexible grouping, and focusing on the newly

being

implemented for this Area of Focus. adopted B.E.S.T benchmarks. The OPM's will be used to monitor DI to drive instructional planning and the effectiveness of our evidence-based strategy.

Rationale for

Evidence-

based

Strategy:

Explain the

rationale for

selecting

this specific

strategy.

Describe the

resources/

criteria used

for selecting

this

strategy.

Checking for understanding provides students with instant corrective feedback. Differentiation is effective for meeting individual student needs. This provides an opportunity for all students to learn effectively regardless of their various learning abilities.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

From August 22, 2022-October 14, 2022, teachers will identify DI folders for student work and end products. Folders will contain data trackers for baseline assessments and formative assessments to be used during student, parent, and teacher data chats. As a result, DI Folders will reflect appropriate feedback to support discussions toward progress, reflect student/teacher data connection, and track ongoing progress monitoring.

Person

Responsible Kamie Hicks (mshicks@dadeschools.net)

From August 22, 2022-October 14, 2022, OPM trackers to monitor student progress. The Assistant Principal will attend common planning meetings to discuss the use of formative data to drive instruction in DI groups. Planning will account for 2 teacher led centers and an additional group for enrichment. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

Person

Responsible Kamie Hicks (mshicks@dadeschools.net)

August 22, 2022-October 14, 2022-Teachers will be provided with professional learning opportunities led by coaches during common planning. During common planning teacher and coach will establish look-fors. The look-fors will include seeing the progression from the beginning to the end of the week, active learning strategies, and on-grade level resources. The outcome will include flexible DI groupings, appropriate on level resources and alignment to grade level benchmarks. This will assist administrators with administrative walk throughs and providing specific feedback.

Person

Responsible Cyntheria Henderson (233530@dadeschools.net)

August 22, 2022- October 14, 2022 - Data chats will be held with students and parents to explain and discuss progress being made based on baseline assessments. Student data trackers will be utilized to reflect progress based on individual goals. As a result, we will monitor the progress of student performance by analyzing and reviewing quantitative data on formative assessments to provide targeted extended learning opportunities.

Person Responsible Cyntheria Henderson (233530@dadeschools.net)

October 31, 2022- December 16, 2022 - Identify and map out instructional resources for DI.

Person Responsible Tami Idun-Ogde (tharrisidun-ogde@dadeschools.net)

October 31, 2022- December 16, 2022 - the quality of D.I. will be monitored by D.I. logs, folders, student work samples. assessment data, and classroom walkthroughs. The D.I. will be aligned to lesson plans to ensure that the outcomes are aligned. If students are not responding to remediation and reteaching, teachers will begin the Multi-Tiered System of Support (MTSS).
Support (MTSS)

Person Responsible Kamie Hicks (mshicks@dadeschools.net)

#2. Instructional Practice specifically relating to Science**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2021-2022 State Assessment data reported that only 11% of students were proficient in the area of science. The 2020-2021 data reported that only 21% of students demonstrated proficiency in the area of science. That is a 10% decrease in proficiency among grade 5 students. Therefore, science has been identified as an area of critical need.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of evidence based instructional strategies, students demonstrating proficiency on the 2022-2023 Science State Assessment will increase by 20 percentage points.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

August 2022-May2022, the leadership team will conduct weekly walk-throughs during science and conduct quarterly data chats to discuss topic assessment data. Science journals and end products will be reviewed during common planning. Curriculum support specialist for science will meet with the leadership team to discuss OPMs for science topic assessments. At the end of each quarter, science data chats will be conducted with administration and teachers to ensure the fidelity of end products.

Person responsible for monitoring outcome:

Kamie Hicks (mshicks@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Within the targeted element of science, our school will focus on the evidence-based strategy of: Hands on Learning and Collaborative Learning Structures. Hands on learning will allow students to explore, engage, and experiment through the science process. Students will reflect more on evidence (observed data), participate in a more exploratory approach to labs, and collaborate when learning abstract or complex science concepts. Through collaborative learning structures, students will work in groups of two or more to search for understanding, meanings, and application of science content. Additionally, OPMs will be utilized to provide data on proficiency for each science topic.

Rationale for Evidence-based Strategy:

If teachers are able to utilize labs with fidelity and provide students with more exploratory opportunities along with OPMs to evaluate effectiveness of instruction, then there should be an increase in overall proficiency by June 2023.

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

From August 22-October 14, 2022, all students will have a science journal in class. Teachers will provide organizational tabs for students to begin the science journal process of collecting data. As a result, students will formulate evidence-based claims to explain their understanding of science using data from the hands-on that's been collected and analyzed.

Person Responsible Kamie Hicks (mshicks@dadeschools.net)

August 22, 2022-October 14, 2022, Administration will attend common planning to discuss upcoming science labs and materials needed for instruction. As a result, teachers will plan for essential labs including first-hand experiences with these new resources, specifically our 5E Sensemaking Lessons.

Person Responsible Cyntheria Henderson (233530@dadeschools.net)

August 22, 2022-October 14, 2022 Administration and CSS will provide professional development opportunities on learning the science framework and implementation of explicit and engaging instruction.

Person Responsible Niurka Davis (pr5971@dadeschools.net)

On October 12, 2022, the teachers will engage in professional development by a GIZMOs representative for the implementation of science education and labs in the classroom. As a result, teachers will have a digital library of interactive mathematics, science and STEAM simulations. The simulations will help students develop a deep understanding of challenging concepts through inquiry and exploration.

Person Responsible Kamie Hicks (mshicks@dadeschools.net)

October 31, 2022- December 16, 2022- Plan for administrative walk-through to follow up, ensuring Explore occurs before Explain. Also ensuring the Graphic Organizers are utilized as a scaffold (Teacher-guided).

Person Responsible Kamie Hicks (mshicks@dadeschools.net)

October 31, 2022- December 16, 2022- K-3: Support the use of the Elevate book for Explicit Instruction. We will provide opportunities for Science teachers to join power hours to navigate through the print and digital features of the program, understand assessment options, and plan for science instruction.

Person Responsible Kamie Hicks (mshicks@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Attendance**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2021-2022 Power BI attendance data, the number of students with 15 or more days absent was reported at 47%. This is a 15-percentage point decrease when compared to the 2020-2021 data. According to the 2021-2022 Power BI attendance data, the number of students reporting 0-5 absences was reported at 26%. This is a 14-percentage point increase when compared to the 2020-2021 data. The data indicates that although progress is being made, student attendance remains a critical focus area.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the attendance action plan, which includes rewards and recognition based systems, the number of students reporting 15 or more absences will decrease by 50% by June 2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

An attendance review committee will be formed to develop an attendance action plan. Daily attendance bulletins will be emailed to teachers for review and corrections. The teachers, school counselor and HERO interventionist will monitor students with 3 or more absences and ensure wrap around services are offered.

Person

responsible for monitoring outcome:

Quinnesha Brown (qgrant@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The attendance review committee will focus attendance initiatives that include daily calls to parents, home visits, counseling and referrals to outside agencies. Additionally, students will have their success celebrated through the use of rewards and special recognition.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The attendance review committee will include input from a variety of stakeholders. When parents are provided referrals to outside agencies, the school will be able to meet needs and reduce student absences. Also, when students receive public recognition for their effort, they are more likely to repeat the behavior of coming to school daily.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

From August 22-October 14,2022, the leadership team will develop an attendance review committee. The meeting with stakeholders will develop a calendar that includes attendance recognition and rewards for Quarter 1. As a result, students will have an incentive to attend school daily, minimizing absences.

Person Responsible Niurka Davis (pr5971@dadeschools.net)

From August 22-October 14,2022, the attendance review committee will have a bi-quarterly meeting to discuss the attendance data as reported by Power BI. As a result, the committee will confirm that students with 3 or more absences have been referred to student services, parent meetings have been held and wrap around services have been provided.

Person Responsible Niurka Davis (pr5971@dadeschools.net)

From August 22-October 14,2022, the attendance review committee will implement the PBIS reward system, and at least 4 rewards based initiatives. Parents will be recognized at the quarterly honor roll assembly. As a result, student attendance will increase to a daily average of 95% and above.

Person Responsible Quinnesha Brown (qgrant@dadeschools.net)

From August 22-October 14,2022, the HERO attendance liaison will make contact with all parents of students reporting 5 or more absences in the quarter. Wrap around services will be offered to parents and documented in DSIS as well as the monthly Truant Student Status Form if applicable. As a result, parents of truant students will be supported, resulting in a decrease in student absences.

Person Responsible Niurka Davis (niurkadavis@dadeschools.net)

October 31, 2022- December 16, 2022- Teachers and staff will monitor students' attendance daily and will report student absences via the Student Case Management System. Parents will be contacted regarding absences and late arrivals on a daily basis. We will monitor monthly the attendance of students with 5 or more absences, or late arrivals, and provide tiered attendance interventions, as needed. late arrivals, and provide tiered attendance interventions, as needed. This will be an ongoing process

Person Responsible Quinnesha Brown (qgrant@dadeschools.net)

October 31, 2022- December 16, 2022- We will submit the monthly Targeted Student Status Form (TSSF) before the last Friday of every month to refer truant students and document ARC meetings throughout the month.

Person Responsible Quinnesha Brown (qgrant@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The 2021-2022 School Climate Survey from Instructional Staff revealed that 62% of staff felt that annual teacher evaluations were fair and reasonable. Therefore, specific teacher feedback after walkthroughs will create an open line of communication between leadership and administration.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement specific teacher feedback after classroom walkthroughs, there will be a 20% increase in the number of teachers who feel that annual evaluations are fair and reasonable during the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

With the implementation of providing specific teacher feedback during informal meetings, common planning, and feedback forms, the feedback process will be multi-dimensional and allow for two-way communication. The leadership team will institute an open door policy as a way to approach challenges.

Person responsible for monitoring outcome:

Kamie Hicks (mshicks@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

We will utilize Leadership Visibility and Accessibility as our evidenced based strategy to implement specific teacher feedback. We hope to increase the expectations of the leadership team so that teachers know and understand the framework for effective instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

If teachers have more accessibility to the leadership team, then there will be increased opportunities for communication and feedback. Additionally if teachers understand the the FEI's, the expectations for classroom walk-throughs will be clear.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

August 22, 2022-October 14, 2022, teachers will receive a copy of the Framework for Effective Instruction. The leadership team will discuss the FEI's and IPEGS during the faculty meeting. Subsequent faculty meetings will have IPEGS as part of the standing agenda. As a result, the implementation of the Framework for Effective Instruction and IPEGS will directly set the expectations of teachers and respond to students developmental needs.

Person Responsible

Kamie Hicks (mshicks@dadeschools.net)

August 22, 2022-October 14, 2022, the administrative team will attend at least one common planning meeting to provide verbal feedback to teachers. The IPEGS observation standards and Framework for Effective Instruction will be used to identify any areas of concern. As a result, teachers will know the expectations of developing plans and presenting effective classroom instruction. Subsequently, promoting accountability for learning and high accelerated expectations for all students.

Person Responsible

Kamie Hicks (mshicks@dadeschools.net)

August 22, 2022-October 14, 2022, the administrative team will provide teachers with at least one walkthrough feedback given in writing with opportunity for discussion of any areas of concern. As a result, this will allow teachers to reflect and an opportunity to improve instruction.

Person Responsible Kamie Hicks (mshicks@dadeschools.net)

August 22, 2022-October 14, 2022, the administrative team will conduct an improvement survey to address any concerns regarding administrative feedback after a walkthrough has been conducted during Quarter 1. As a result, the administrative team will use the feedback to improve future constructive conversations.

Person Responsible Niurka Davis (niurkadavis@dadeschools.net)

October 31, 2022- December 16, 2022- After written feedback is provided, during our school faculty meetings, teacher leaders will share the best practices and how they are implementing those strategies in their classrooms to increase student proficiency and create engaging learning environments.

Person Responsible Niurka Davis (pr5971@dadeschools.net)

October 31, 2022- December 16, 2022- Connected to the cycle of continuous improvement is identifying a specific focus for each walk-through. The administrative team will conduct targeted walk-throughs with a purpose. The predetermined purpose, will allow more focused feedback that will assist teachers in improving instructional practices.

Person Responsible Niurka Davis (pr5971@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The instructional practice specifically relating to Reading/ELA is differentiated instruction. The 2021-2022 iReady AP3 reported that in Kindergarten 32% of students demonstrated proficiency; in 1st Grade 32% of students demonstrated proficiency; in 2nd Grade 34% of students demonstrated proficiency.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The instructional practice specifically relating to Reading/ELA is differentiated instruction. The 2021-2022 FSA Reading data reports that in 3rd grade 29% of students demonstrated proficiency; in 4th grade 45% of students demonstrated proficiency; in 5th grade 38% of students demonstrated proficiency.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The 2021-2022 iReady AP3 reported that in grades K-2; 34% of students were demonstrated proficiency. While the SAT10 median score in ELA was 33%. If we implement differentiated instruction strategies with fidelity, then 50% of students in grades K-2 will demonstrate proficiency in ELA/Reading on the K-2 STAR assessment.

Grades 3-5: Measureable Outcome(s)

The 2021-2022 FSA Reading data reports that in 3rd grade 29% of students demonstrated proficiency; in 4th grade 45% of students demonstrated proficiency; in 5th grade 38% of students demonstrated proficiency. If we implement intervention strategies with fidelity, then the number of students demonstrating proficiency in ELA/Reading will increase by 12% in June 2023.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The leadership team will conduct data chats to monitor student progress and DI groups. DI groups will be adjusted based on needs. Formative assessments will be analyzed after the testing window closes to pinpoint specific areas of concerns for instructional purposes.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Hicks, Kamie, mshicks@dadeschools.net

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The practices being implemented to increase student proficiency in Reading/ELA include differentiated instruction, intervention, and extended learning opportunities. Differentiated groups will be updated based on current data from formative assessments. Intervention will be implemented with fidelity through the use of additional support personnel who support the classroom teacher and maintain work folders and data trackers. Extended learning opportunities will provide remediation based on the pacing guide and instructional focus calendar.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Differentiated instruction helps to address individual student needs. The district adopted intervention program along with provided resources are proven strategies to address foundational skills and fluency. Extended learning opportunities will utilize district resources such as Myon reader and iReady Toolbox to reinforce skills that are deficient among the L25.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>By August 17, 2022, students who are two or more grade levels below in reading as evidenced by 2022 AP3 will receive Tier 2 and Tier 3 intervention in accordance with the MDCPS Decision Tree.</p>	
<p>Literacy Leadership - The Administration will identify a Literacy Leadership Team, Intervention Liaison, and K-3 Grant tutor Liaison to support primary and secondary literacy efforts. The Literacy Leadership Team's Intervention Liaison will provide support to peers and serve as a resource for model intervention lesson. The Assistant Principal and Intervention Liaison will provide Professional development on September 26, 2022, to support the use of data trackers during intervention. Administration will conduct walk throughs and attend common planning meetings to review end products and teacher feedback.</p>	<p>Hicks, Kamie, mshicks@dadeschools.net</p>
<p>August 22, 2022-October 14, 2022-The Literacy Coach will conduct weekly collaborative planning, with a focus on standards-based instruction, resulting in an explicit lesson plan that scaffolds instruction.</p>	
<p>Literacy Coaching -The Literacy Coach will work with administration to identify teachers for coaching cycles and modeling of explicit instruction. The Literacy Coach will provide professional learning opportunities for teachers during common planning. Teachers will be given an opportunity to lead a common planning session to demonstrate mastery of new standards.</p>	<p>Idun-Ogde, Tami, tharrisidun_ogde@dadeschools.net</p>
<p>Assessment- The Horizon's skills check and reading assessments will be utilized to determine progress of Tier 2 & Tier 3 intervention. Daily skills checks will be utilized to determine if students have mastered the skill being taught. Teacher data trackers for Progress Monitoring Assessments (Bi-weekly/topic) will determine if adjustments to instruction are needed.</p>	<p>Davis, Niurka, pr5971@dadeschools.net</p>
<p>By August 17, 2022, students in the lowest quartile will be identified to participate in extended learning opportunities (TALENTS). Classroom teachers will utilize an instructional focus calendar to determine skills to be remediated after school. Students should make connections between what is being taught during the day and the TALENTS program.</p>	
<p>Professional Learning - The media specialist will provide a literacy instructional focus calendar and appropriate resources for the extended learning opportunity. Instructional Coaches will model lessons for extended learning teachers to utilize additional technology programs. Daily skills checks will be utilized to determine if students have mastered the skill being taught. The media specialist and Instructional Coaches will provide ongoing PD for the use of MyOn and Accelerated Reader during TALENTS.</p>	<p>Remelus, Daphney, dremelus@dadeschools.net</p>
<p>Create a writing 'look for' for each unit. Plan for opportunities to complete specific pages in the RWC for writing.</p>	<p>Idun-Ogde, Tami, tharrisidun-ogde@dadeschools.net</p>
<p>The Transformation Coach will plan for the use of Collaborative strategies, during whole group instruction.</p>	<p>Idun-Ogde, Tami, tharrisidun-ogde@dadeschools.net</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Nathan B. Young Elementary supports a positive school culture and environment by promoting core values, rewarding positive behavior and utilizing feedback for improvement. Miami Dade County Schools' initiative, Values Matter Miami, serves as a foundation for building and maintaining positive relationships. Students are recognized monthly for exhibiting the traits of individual values. Positive behavior is also rewarding through the use of a PBIS system, where students earn and later cash in points for prizes. Additionally, incentives such as ceremonies and Eagle Day are held quarterly for students demonstrating academic improvement and good attendance. The School Climate Survey feedback is collected and analyzed to determine key areas for improvement. Feedback from parents, students and teachers are considered. Stakeholders are solicited for input and given opportunities to voice ideas and opinions.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The Stakeholders involved in promoting a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Grade Level Chairpersons, and Counselor. The Principal's role is to monitor and address concerns immediately and to roll out team building initiatives in an effective manner. The Assistant Principal will monitor initiatives, bring forth ideas and share information with all stakeholders in a timely manner. The Grade Level Chairpersons and Coaches will bring any concerns to the Principal and build relationships in a positive manner. The Counselor will carry out morale building initiatives on an ongoing basis and take ideas and feedback from stakeholders into consideration.