

A word cloud graphic featuring various educational and strategic terms. The words are arranged in a circular pattern, with 'students' and 'school' being the largest. Other prominent words include 'teaching', 'improvement', 'strategic', 'collaborative', 'family', 'environment', 'instruction', 'needs', 'goals', 'mission', 'vision', 'public', 'and', 'community', 'involvement', 'planning', 'building', 'relationships', 'achievement', 'supportive', 'problem solving', '8-Step', 'zero', 'ambitious', 'effective', 'leadership', 'strategies', 'resources', 'assessment', 'career', 'college', and 'and'. The colors used are primarily blue, orange, and yellow.

Nathan B. Young Elementary School

14120 NW 24TH AVE, Opa Locka, FL 33054

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

98%

Alternative/ESE Center

No

Charter School

No

Minority

99%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

D

C

D

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	38

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

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

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

Early Warning Systems

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

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

Administration, school counselor and social worker monitors the students that are tardy and absent. After 3 unexcused absences the social worker contacts the parent. The district attendance policy is followed. After four days of absence a doctor's note is required within a 90 day period. After 15 absences a letter is sent home and a meeting is scheduled. A complaint of truancy by the Department of Justice through a Social Service Agency may result. A Truancy Child Study Team will convene if needed.

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

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

Indicator	Grade Level				Total
	K	3	4	5	
Attendance below 90 percent	2	1	0	0	3
One or more suspensions	0	0	0	1	1
Course failure in ELA or Math	5	0	0	0	5
Level 1 on statewide assessment	0	25	21	16	62

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

Indicator	Grade Level		Total
	3	5	
Students exhibiting two or more indicators	1	1	2

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

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

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

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

Effective Leadership

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

School Leadership Team

Membership

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

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

Duties

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

Tier 1

- Principal: Tonya Dillard will schedule and facilitate regular RTI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

- Assistant Principal: Elizabeth Casey will assist with scheduling and facilitating RTI meetings, ensuring attendance of team members, ensuring follow up of action steps, allocating resources.
- Instructional Math Coach: Annlyn Allen will model, co-teach, provide professional development and

plan with teachers.

- Instructional Reading Coach: Harvey Stribling will model, co-teach provide professional development and plan with teachers.
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically bi-weekly to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

The principal, assistant principal, reading coaches, math coach, and school counselor of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 3 SST

The principal, assistant principal, reading coaches, math coach, and school counselor of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are

translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. A great effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
 - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title VI, Part B – N/A

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the

policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
 - Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
 - All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.
- Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Head Start

The Head Start program is a part of Nathan B. Young Elementary School. Nathan B. Young Elementary currently has three Head Start units within the school. There is one three year old program and two four year old programs.

Adult Education N/A

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

Job Training N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.

HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

- AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
- HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

- HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
 - HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.
- Miami Lighthouse / Heiken Children's Vision Program
- Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

School Advisory Council (SAC)

Membership

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

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

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

The SAC is the sole body responsible for final decision making at the school relating to implementation of the provision of the state system of improvement and accountability. The SAC's additional responsibilities include the following:

1. To assist in the preparation, implementation, and evaluation of the School Improvement Plan (SIP);
2. To assist in the preparation and evaluation of the school's annual budget; and
3. To recommend waivers or changes to Florida Statue, Florida Board of Education Rules, School Board Bylaws & Policies, and labor contract provisions.

Preparation of the school's annual budget and plan

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

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

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Dillard, Tonya	Principal
Casey, Elizabeth	Assistant Principal
Stribling, Harvey	Instructional Coach
Allen, Annlyn	Instructional Coach
James, Dionne	Teacher, K-12
Godoy, Maria	Teacher, K-12
John Lewis, Dalila	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team's major initiatives include developing a literacy program for the entire school, with teams of teachers engage in building competent readers and writers. The Literacy Leadership Team will help students to see themselves as successful readers by setting goals to increase literacy achievement through the implementation of book talks, author's chair and a Literacy

Fair Day. The number of students making learning gains in the lowest 25% will increase by developing a variety of methods to help students become proficient readers by modeling and demonstrating strategies to improve their reading achievement level. The Literacy Leadership Team will also collaborate and work diligently with parents and other stakeholders to promote awareness and share best practices.

Public and Collaborative Teaching

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

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

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

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

The school site principal is responsible for hiring effective teachers at the worksite. Nathan B. Young's strategies to recruit highly qualified, certified-in-field, and effective teachers to the school are as follows:

- Allowing college students from various universities to intern with a supervising teacher at Nathan B. Young.

- Advertising available positions through the School Board website.
- Announcing available positions through the school's website.
- Recruiting from local colleges.

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

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

Assessments, including FAIR (grades 3-5) are used in reading and math. Data from assessments are used to drive instruction and create differentiated instruction groups. Instructional coaches, teachers and administration continually pull data after each assessment to analyze and dissect data. Instructional coaches and teachers create a Focus Calendar for intervention groups. Teachers meet on a weekly basis for common planning, instructional coaches collaborate with teachers to analyze individual class data, graph reports and create a plan of action and set goals for upcoming assessments. Students are continuously monitored for growth between assessments and on-going-progress monitoring across all grade levels. Various communication methods are used to notify parents of students' performance which include: Parent/teacher conferences, parent portal, teacher/student data chats, Progress Monitoring Plans and Individualized Educational Plans for specific students.

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

Strategy: After School Program

Minutes added to school year: 4,320

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

Strategy Rationale

The strategy rationale is to increase student achievement academically.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Casey, Elizabeth, ecasey@dadeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Consistently provide effective differentiated instruction focused on student data, with attention to SPED Strategies.
- G2.** Provide rigorous instruction using the high yield strategies (collaborative conversations, close reading, analytic writing, text evidence, gradual release of responsibility model) to increase student proficiency across the content areas.
- G3.** Provide explicit writing instruction effectively demonstrating the entire writing process aligned to content area expectations.
- G4.** Increase student cognitive skills through scientific investigations and inquiry-based instruction.

Strategic Goals Detail

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

G1. Consistently provide effective differentiated instruction focused on student data, with attention to SPED Strategies. 1a

G044325

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Math - All Students	52.0

Resources Available to Support the Goal 2

- Interventionist
- Differentiated Tier 2 intervention materials provided by McGraw-Hill Wonders Reading series
- WonderWorks Intervention materials
- STAR/Accelerated Reader Program
- iReady
- Opportunities for Professional Development provided through the Education Transformation Office (ETO) and the CORE Initiatives (Creating Opportunities to Reward Educators)
- Instructional Coaches
- Common Planning
- Think Central computer-based program
- Additional time in Math instructional block

Targeted Barriers to Achieving the Goal 3

- Limited use of data in the planning for differentiated instruction.

Plan to Monitor Progress Toward G1. 8

Collect ongoing Progress Monitoring data 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 Responsible

Tonya Dillard

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

As evidenced by OPM reports, FAIR data, STAR data, Interim assessments, GoMath Chapter Assessments

G2. Provide rigorous instruction using the high yield strategies (collaborative conversations, close reading, analytic writing, text evidence, gradual release of responsibility model) to increase student proficiency across the content areas. 1a

 G044326

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Math - All Students	52.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- McGraw-Hill Wonders Reading series
- Accelerated Reader
- Reading Plus computer-based program
- Instructional Coaches
- Common Planning
- Targeted Professional Development
- Professional Learning Communities
- iready
- Think Central
- Gizmos

Targeted Barriers to Achieving the Goal 3

- Limited implementation of effective instruction aligned with the standards utilizing the gradual release model of responsibility.

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Tonya Dillard

Schedule

Monthly, from 9/2/2014 to 6/4/2015

Evidence of Completion

As evidenced by common planning logs; data chats; administration of interim assessments throughout the year.

G3. Provide explicit writing instruction effectively demonstrating the entire writing process aligned to content area expectations. 1a

G044328

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0
FCAT 2.0 Science Proficiency	40.0
AMO Math - All Students	52.0

Resources Available to Support the Goal 2

- Instructional Coaches
- Expert Models for Writing
- ETO District Supplemental Guide
- Rubrics
- State Item Specifications
- ETO Curriculum Support
- Wonders McGraw-Hill - Writers workshop
- Professional Development
- Instructional Framework

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of new writing standards and making the reading and writing connection.

Plan to Monitor Progress Toward G3. 8

Student work samples, lessons plans indicating the writing process, classroom walk-through summaries

Person Responsible

Tonya Dillard

Schedule

Monthly, from 10/17/2014 to 6/4/2015

Evidence of Completion

Data collected from the Pre and Post writing assessment, Monthly writing assessments, Data chat protocol forms (Students and Teacher)

G4. Increase student cognitive skills through scientific investigations and inquiry-based instruction.

1a

Targets Supported

1b

G044329

Indicator	Annual Target
FAA Science Proficiency	40.0

Resources Available to Support the Goal

2

- Science Textbook
- Essential Labs
- ETO Curriculum Support Specialist
- GIZMOS

Targeted Barriers to Achieving the Goal

3

- Inadequate evidence of students understanding the science process skills to formulate their own scientific investigation.

Plan to Monitor Progress Toward G4.

8

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

Person Responsible

Annlyn Allen

Schedule

Biweekly, from 10/14/2014 to 6/4/2015

Evidence of Completion

Interim assessments, student work folders, and project work

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Consistently provide effective differentiated instruction focused on student data, with attention to SPED Strategies. **1**

 G044325

G1.B2 Limited use of data in the planning for differentiated instruction. **2**

 B108930

G1.B2.S1 Provide professional development on analyzing multiple data sources used to drive instruction. **4**

 S128316

Strategy Rationale

Teachers will utilize data to select resources and create flexible students groups.

Action Step 1 **5**

Through common planning, teachers will receive professional development on analyzing multiple data sources used to drive instruction.

Person Responsible

Harvey Stribling

Schedule

Biweekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Agendas, Sign-in Sheet, Data, Student data folders, Students D.I. folders, Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administrators and coaches will attend common planning to ensure the use of data will be included when planning for differentiated instruction.

Person Responsible

Elizabeth Casey

Schedule

Biweekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Coaching logs, weekly lesson plans, and common planning agendas, Differentiated instruction student groups, student work samples,

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

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

Person Responsible

Tonya Dillard

Schedule

Biweekly, from 9/2/2014 to 6/4/2015


Evidence of Completion

Data Chat Rosters, Data Walkthrough documentation,


G2. Provide rigorous instruction using the high yield strategies (collaborative conversations, close reading, analytic writing, text evidence, gradual release of responsibility model) to increase student proficiency across the content areas. **1**

 G044326

G2.B1 Limited implementation of effective instruction aligned with the standards utilizing the gradual release model of responsibility. **2**

 B108932

G2.B1.S1 Utilizing the Florida Standards, the Florida Standards item specifications, and the Webb's Depth Of Knowledge, in order to create rigorous lessons. **4**

 S120416

Strategy Rationale

Teachers will aligned their instruction by using the Florida Standards, the item specifications, and the Webb's Depth of Knowledge to create rigorous lessons.

Action Step 1 **5**

Require student accountable talk to justify correct answers and explain incorrect answers. Use questioning techniques such as probing, wait-time, and re-directing ensuring that a random selection of students are called upon.

Person Responsible

Elizabeth Casey

Schedule

Daily, from 9/2/2014 to 6/4/2015

Evidence of Completion

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

Action Step 2 **5**

Develop and include Essential and Higher Order Thinking Questions in lesson plans referenced throughout instructional delivery.

Person Responsible

Harvey Stribling

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

It is recommended to include Essential and H.O.T.S. questions in their lesson plans. Students responding to Essential Questions in the student interactive journals (Student authentic work).

Action Step 3 5

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

Person Responsible

Harvey Stribling

Schedule

Biweekly, from 9/2/2014 to 10/8/2014

Evidence of Completion

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

Action Step 4 5

Plan lesson infusing a variety of graphic organizers, manipulatives, and informational text that will incorporate Florida Standards across curriculum.

Person Responsible

Annlyn Allen

Schedule

Weekly, from 9/2/2014 to 6/4/2015

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 6

Instructional observations
Classroom walk-throughs

Person Responsible

Elizabeth Casey

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Student work samples, Student interactive journals, active student accountability talk

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

Walk throughs, observations, formal and informal assessments

Person Responsible

Elizabeth Casey

Schedule

Weekly, from 9/2/2014 to 6/4/2015


Evidence of Completion

Student work sample, Student interactive journals, Chapter Tests, Teacher Observations

G3. Provide explicit writing instruction effectively demonstrating the entire writing process aligned to content area expectations. 1

 G044328

G3.B2 Limited knowledge of new writing standards and making the reading and writing connection. 2

 B108937

G3.B2.S1 Provide professional development to effectively and explicitly teach writing across grade levels and content areas. 4

 S129302

Strategy Rationale

Teachers will impact the delivery of instruction by gaining knowledge of the new writing standards that will increase effective instructional practices during instructional delivery.

Action Step 1 5

Provide professional development on Genre Writing to teachers in grades 4 and 5.

Person Responsible

Harvey Stribling

Schedule

Quarterly, from 10/16/2014 to 4/17/2015

Evidence of Completion

Agendas, PowerPoints, Student Published work samples, Teacher Rosters

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Instructional Observations, Classroom Walkthroughs

Person Responsible

Elizabeth Casey

Schedule

Weekly, from 9/23/2014 to 6/4/2015

Evidence of Completion

Student Authentic work sample, Lesson plans, Student interactive journals, Student Interviews

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Instructional observations, classroom walk-through

Person Responsible

Tonya Dillard

Schedule

Weekly, from 10/17/2014 to 6/4/2015


Evidence of Completion

Teacher feedback in student journals, student work samples, student interviews


G4. Increase student cognitive skills through scientific investigations and inquiry-based instruction. 1

 G044329

G4.B1 Inadequate evidence of students understanding the science process skills to formulate their own scientific investigation. 2

 B108938

G4.B1.S1 Design inquiry-based instruction to expand students' knowledge and provide opportunity to synthesize, analyze, sort collected information, interpret data, infer, and draw their own conclusion by integrating claim, evidence and reasoning to discuss the scientific investigation. 4

 S120427

Strategy Rationale

To increase the students' scientific knowledge base.

Action Step 1 5

Incorporate Weekly Essential Lab Reports Science fair Project and Quarterly Projects

Person Responsible

Annlyn Allen

Schedule

Weekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Lesson plan Common Planning Agenda Students' Interactive Journal

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Classroom walkthroughs by ETO Curriculum Support and administration

Person Responsible

Annlyn Allen

Schedule

Weekly, from 10/7/2014 to 6/4/2015

Evidence of Completion

Common Planning Agenda Interactive Journal Students' Sample Projects Field Studies Specimens

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

District Interim data

Person Responsible

Annlyn Allen

Schedule

Quarterly, from 10/7/2014 to 6/4/2015

Evidence of Completion

Collected data from the Interim Assessments

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Require student accountable talk to justify correct answers and explain incorrect answers. Use questioning techniques such as probing, wait-time, and re-directing ensuring that a random selection of students are called upon.	Casey, Elizabeth	9/2/2014	During instruction students will justify their responses using content based accountable talk.	6/4/2015 daily
G4.B1.S1.A1	Incorporate Weekly Essential Lab Reports Science fair Project and Quarterly Projects	Allen, Annlyn	10/6/2014	Lesson plan Common Planning Agenda Students' Interactive Journal	6/4/2015 weekly
G1.B2.S1.A1	Through common planning, teachers will receive professional development on analyzing multiple data sources used to drive instruction.	Stribling, Harvey	9/2/2014	Agendas, Sign-in Sheet, Data, Student data folders, Students D.I. folders, Lesson plans	6/4/2015 biweekly
G3.B2.S1.A1	Provide professional development on Genre Writing to teachers in grades 4 and 5.	Stribling, Harvey	10/16/2014	Agendas, PowerPoints, Student Published work samples, Teacher Rosters	4/17/2015 quarterly
G2.B1.S1.A2	Develop and include Essential and Higher Order Thinking Questions in lesson plans referenced throughout instructional delivery.	Stribling, Harvey	9/2/2014	It is recommended to include Essential and H.O.T.S. questions in their lesson plans. Students responding to Essential Questions in the student interactive journals (Student authentic work).	6/4/2015 weekly
G2.B1.S1.A3	Plan rigorous lessons and activities with instructional coach using the interactive journals and identifying varied questioning strategies.	Stribling, Harvey	9/2/2014	Planning agenda, Pre-planning sheet, front-loading discussions during common planning, planned activities reflected in student interactive journals.	10/8/2014 biweekly
G2.B1.S1.A4	Plan lesson infusing a variety of graphic organizers, manipulatives, and informational text that will incorporate Florida Standards across curriculum.	Allen, Annlyn	9/2/2014	Display of student work throughout the science classrooms, planned activities will be reflected in the student interactive journals.	6/4/2015 weekly
G1.MA1	Collect ongoing Progress Monitoring data 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	Dillard, Tonya	9/2/2014	As evidenced by OPM reports, FAIR data, STAR data, Interim assessments, GoMath Chapter Assessments	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Conduct data chats with all stakeholders (administrators, coaches, teachers, students).	Dillard, Tonya	9/2/2014	Data Chat Rosters, Data Walkthrough documentation,	6/4/2015 biweekly
G1.B2.S1.MA1	Administrators and coaches will attend common planning to ensure the use of data will be included when planning for differentiated instruction.	Casey, Elizabeth	9/2/2014	Coaching logs, weekly lesson plans, and common planning agendas, Differentiated instruction student groups, student work samples,	6/4/2015 biweekly
G2.MA1	Reviewing student work samples (journals, assessments); conducting data chats; monitoring data and adjusting instructional focus as needed.	Dillard, Tonya	9/2/2014	As evidenced by common planning logs; data chats; administration of interim assessments throughout the year.	6/4/2015 monthly
G2.B1.S1.MA1	Walk throughs, observations, formal and informal assessments	Casey, Elizabeth	9/2/2014	Student work sample, Student interactive journals, Chapter Tests, Teacher Observations	6/4/2015 weekly
G2.B1.S1.MA1	Instructional observations Classroom walk-throughs	Casey, Elizabeth	9/2/2014	Student work samples, Student interactive journals, active student accountability talk	6/4/2015 weekly
G3.MA1	Student work samples, lessons plans indicating the writing process, classroom walk-through summaries	Dillard, Tonya	10/17/2014	Data collected from the Pre and Post writing assessment, Monthly writing assessments, Data chat protocol forms (Students and Teacher)	6/4/2015 monthly
G3.B2.S1.MA1	Instructional observations, classroom walk-through	Dillard, Tonya	10/17/2014	Teacher feedback in student journals, student work samples, student interviews	6/4/2015 weekly
G3.B2.S1.MA1	Instructional Observations, Classroom Walkthroughs	Casey, Elizabeth	9/23/2014	Student Authentic work sample, Lesson plans, Student interactive journals, Student Interviews	6/4/2015 weekly
G4.MA1	We will collect data from the baseline, fall, and winter assessments. We will also look at data from teacher made tests and projects	Allen, Annlyn	10/14/2014	Interim assessments, student work folders, and project work	6/4/2015 biweekly
G4.B1.S1.MA1	District Interim data	Allen, Annlyn	10/7/2014	Collected data from the Interim Assessments	6/4/2015 quarterly
G4.B1.S1.MA1	Classroom walkthroughs by ETO Curriculum Support and administration	Allen, Annlyn	10/7/2014	Common Planning Agenda Interactive Journal Students' Sample Projects Field Studies Specimens	6/4/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Provide rigorous instruction using the high yield strategies (collaborative conversations, close reading, analytic writing, text evidence, gradual release of responsibility model) to increase student proficiency across the content areas.

G2.B1 Limited implementation of effective instruction aligned with the standards utilizing the gradual release model of responsibility.

G2.B1.S1 Utilizing the Florida Standards, the Florida Standards item specifications, and the Webb's Depth Of Knowledge, in order to create rigorous lessons.

PD Opportunity 1

Require student accountable talk to justify correct answers and explain incorrect answers. Use questioning techniques such as probing, wait-time, and re-directing ensuring that a random selection of students are called upon.

Facilitator

Harvey Stribling, Annlyn Allen Instructional Coaches

Participants

ELA and Math Teachers

Schedule

Daily, from 9/2/2014 to 6/4/2015

PD Opportunity 2

Develop and include Essential and Higher Order Thinking Questions in lesson plans referenced throughout instructional delivery.

Facilitator

Harvey Stribling, Instructional Coach

Participants

ELA Teachers

Schedule

Weekly, from 9/2/2014 to 6/4/2015

G3. Provide explicit writing instruction effectively demonstrating the entire writing process aligned to content area expectations.

G3.B2 Limited knowledge of new writing standards and making the reading and writing connection.

G3.B2.S1 Provide professional development to effectively and explicitly teach writing across grade levels and content areas.

PD Opportunity 1

Provide professional development on Genre Writing to teachers in grades 4 and 5.

Facilitator

Harvey Stribling, Instructional Coaches

Participants

ELA Teachers

Schedule

Quarterly, from 10/16/2014 to 4/17/2015

Technical Assistance Items

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

G1. Consistently provide effective differentiated instruction focused on student data, with attention to SPED Strategies.

G1.B2 Limited use of data in the planning for differentiated instruction.

G1.B2.S1 Provide professional development on analyzing multiple data sources used to drive instruction.

PD Opportunity 1

Through common planning, teachers will receive professional development on analyzing multiple data sources used to drive instruction.

Facilitator

Harvey Stribling, Instructional Coach Lisa Harrison, ETO Curriculum Support

Participants

ELA Teachers

Schedule

Biweekly, from 9/2/2014 to 6/4/2015

G4. Increase student cognitive skills through scientific investigations and inquiry-based instruction.

G4.B1 Inadequate evidence of students understanding the science process skills to formulate their own scientific investigation.

G4.B1.S1 Design inquiry-based instruction to expand students' knowledge and provide opportunity to synthesize, analyze, sort collected information, interpret data, infer, and draw their own conclusion by integrating claim, evidence and reasoning to discuss the scientific investigation.

PD Opportunity 1

Incorporate Weekly Essential Lab Reports Science fair Project and Quarterly Projects

Facilitator

Curriculum Support Personel

Participants

Science Teacher

Schedule

Weekly, from 10/6/2014 to 6/4/2015

Budget Rollup

Summary	
Description	Total
Goal 2: Provide rigorous instruction using the high yield strategies (collaborative conversations, close reading, analytic writing, text evidence, gradual release of responsibility model) to increase student proficiency across the content areas.	0
Goal 4: Increase student cognitive skills through scientific investigations and inquiry-based instruction.	0
Grand Total	0

Goal 2: Provide rigorous instruction using the high yield strategies (collaborative conversations, close reading, analytic writing, text evidence, gradual release of responsibility model) to increase student proficiency across the content areas.		
Description	Source	Total
B1.S1.A1 - Purchase iready workbooks Student Journals	General Fund	0
Total Goal 2		0

Goal 4: Increase student cognitive skills through scientific investigations and inquiry-based instruction.		
Description	Source	Total
B1.S1.A1	School Improvement Funds	0
Total Goal 4		0