

School Name and Number : 5971 - Nathan B. Young Elementary School

School Performance Excellence Plan

Principal: Fannie W. Rogers

Telephone #: (305) 685-7204

High School Feeder Pattern: 7131 - Hialeah-Miami Lakes Senior

Region: Region I

Board District #: 1 - Dr. Robert B. Ingram

Title I Budget and Waivers

X

This school is receiving Title I funding and its Title I Budget is appended to this document.

This school is currently operating under a waiver of state, school board, and/or labor contract mandate(s). The pertinent waiver(s) is/are appended to this document.



2002 - 2003 SCHOOL PERFORMANCE EXCELLENCE PLAN (SCHOOL IMPROVEMENT PLAN)

School Name: 5971 - Nathan B. Young Elementary School

2002 School Performance Grade: D

Vision/Mission/Belief Statement(s):

VISION: Nathan B. Young Elementary School aspires to enrich the Opa-Locka community by providing the best possible educational experiences to our students and the surrounding community. The school teaches awareness and respect for a multi-cultural world. It also strives to promote a safe learning environment and to inspire a lifelong love for learning for students. A school, parent, and community partnership is fostered by providing the school as a center for community activities.

MISSION: Nathan B. Young Elementary School believes through an environment which promotes respect, dignity, pride and positive self-esteem, all students can and will achieve academically and socially in the culturally diverse world in which we live. Nathan B. Young Elementary School's goal is to strive to increase knowledge and instill respect, dignity, and pride in the school community. We believe our success and achievements come through an environment which exudes positive self-esteem.

Title I Schoolwide Program: Yes

Comprehensive School Reform Program: No

SACS Accreditation Process: No

School District Goals:

Goal I: School to Career

Focus: Students will be prepared for graduation, employment, postsecondary education, and to become responsible citizens and lifelong learners.

Objectives:

- Ia. Improve student achievement emphasizing reading, writing skills, mathematics, and science.
- Ib. Monitor and assess the implementation of standards for students in the areas of academic, career, and personal/social development.
- Ic. Expand opportunities for students to participate in cultural and physical fitness experiences.
- Id. Decrease the number of schools receiving "D" and "F" grades and increase the number of schools receiving "A" and "B" grades on the State's School Accountability Report.
- Ie. Integrate technology and its proficient use for all students and faculty into the instructional program to facilitate learning, with the intent of producing technologically skilled graduates.
- If. Enhance vocational/technical programs and adult education programs to meet the demands of business and industry.
- Ig. Broaden the scope of civic, law, and character education programs offered in the district to provide all students with necessary skills.
- Ih. Narrow the achievement gap between minority and non-minority students.
- Ii. Increase the number of students and adults who are bilingual and biliterate.
- Ij. Increase public educational choice options.

Goal II: Effective Learning Environment

Focus: Enhance the safety of students and staff, and increase the quality of the learning environment

Objectives:

- IIa. Reduce the percentage of incidents related to violence, weapons, drugs, vandalism, and truancy.
- IIb. Strengthen counseling and academic programs for all at-risk students with particular emphasis placed on at-risk students located at alternative schools and juvenile justice centers.
- IIc. Reduce school overcrowding.
- IId. Increase skills, knowledge, and professionalism of school staff.
- IIe. Increase the number of educationally productive partnerships with the community.
- IIf. Increase opportunities for parents and guardians to become active partners in achieving educational success for all students.
- IIg. Promote the community focus of schools as neighborhood learning and cultural centers for both students and other members of the community

Goal III: Efficient Management Practices

Focus: Ensure that school system operations conform to the highest business and professional standards of effectiveness, ethics, and efficiency

Objectives:

- IIIa. Improve the financial planning and management process to ensure that resources are allocated and expended according to district needs and priorities.
- IIIb. Decrease the average duration of new construction, additions, and renovations and ensure that Capital Outlay programs/projects are completed within budget.
- IIIc. Improve the delivery of services such as maintenance, classroom materials, and transportation.
- IIId. Ensure that personnel maintain professional standards and effectively fulfill their assigned responsibilities.
- IIIe. Improve the perception of the Miami-Dade School District for various stakeholders.

School Profile/ Needs Assessment:

EXECUTIVE SUMMARY

Nathan B. Young Elementary School

Nathan B. Young Elementary School services students in an urban low/social-economic neighborhood located in the city of Opa-Locka. Eighty percent (80%) of the student population reside in Section 8 apartment complexes. In this multi-ethnic school one-hundred percent (100%) of the population receive free breakfast and lunch. Built in 1960, this school has undergone construction for the addition of a media center, art suite, science lab, computer lab, two primary classrooms, and a physical education shelter. The school, in conjunction with the Education Excellence School Advisory Council, has identified the following school improvement objectives for the 2002-2003 school year:

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 54 percent of students reaching the state required mastery level, 63 percent making annual learning gains, and 60 percent scoring in the lowest 25 percent making annual learning gains as documented by scores of the 2003 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 63 percent of students reaching the state required master level as documented by scores of the 2003 FCAT Writes Test.

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 54 percent of students reaching the state required mastery level and 70 percent making annual learning gains as documented by scores of the 2003 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by 54 percent of the students scoring at or above the district median as documented by scores of the fifth grade 2003 FCAT Science Test.

Given increased contact through the efforts of the teachers, parents, and the Community Involvement Specialist, student attendance will improve as evidenced by a five percent (5%) increase over the 2002-2003 school year.

The students at Nathan B. Young Elementary School will improve in the areas of reading, writing, and mathematics utilizing the Sunshine State Standards.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

1. ENVIRONMENT

1.1 Pedagogy

This item explores the teaching process at the school, including programs, services, and delivery systems.

Nathan B. Young Elementary School provides a basic comprehensive educational school-wide Title 1 Program based on the Sunshine State Standards to students in grades pre-k through five. The school has a federally funded Head Start program to service students at three and four years of age. The school has a varying exceptionalities program. This Exceptional Student Education (ESE) Program provides education to those students that have been identified as having a specific learning disability, an emotional and/or educable mental handicap. A speech pathologist is also on the campus to work with children with speech and/or language impairments. A school counselor provides individual and small group counseling. A Child Study Team (CST) is in place to assess the needs of our students and to develop strategies to assist the identified students. Instruction is provided in traditional classroom settings, utilizing the Miami-Dade County Comprehensive Reading Plan (CRP), the Sunshine State Standards, and the Competency Based Curriculum (CBC). The curriculum is enhanced through small group tutoring in reading, writing, math, science, and technology. USI Math and Science support is provided through a grant, as well as an Academic Excellence Program (AEP). Media services provide the Accelerated Reader (AR) program and curriculum support. AmeriCorps Dade Reads! will provide five (5) tutors, four days a week. Free breakfast and lunch is provided to all students through the Provision 2 Federal Grant. School to home connections are fostered through a Community Involvement Specialist (CIS) to keep parents abreast of developments and activities at the school.

1.2 Culture

This item explores the culture of the school, included are the vision, mission, and core values of the school.

Vision Statement:

Nathan B. Young Elementary School aspires to enrich the Opa-Locka community by providing the best possible educational experiences to our students and the surrounding community. The school teaches awareness and respect for a multi-cultural world. It also strives to promote a safe learning environment and to inspire a lifelong love for learning for students. A school, parent and community partnership is fostered by providing the school as a center for community activities.

Mission Statement:

Nathan B. Young Elementary School believes through an environment which promotes respect, dignity, pride and positive self-esteem, all students can and will achieve academically and socially in the culturally diverse world in which we live. Nathan B. Young Elementary School's goal is to strive to increase knowledge and instill respect, dignity, and pride in the school community. We believe our success and achievements come through an environment, which exudes positive self-esteem.

Core Values:

Nathan B. Young Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: we are dedicated to excellence of academic achievement, social development, and promoting respect, dignity, pride, and positive self-esteem. We believe that we should be an institution of realized potential, and are dedicated to our students, staff, and community.

1.3 Human Resources

This item describes the people who carry out the work of the school.

The Union and the School Board negotiate the benefits package enjoyed by employees of Nathan B. Young Elementary. This package includes a comprehensive health component as well as standard insurances and other selected benefits.

The faculty and staff at Nathan B. Young are provided with their choice of professional development programs that are provided by the District. The option exists to petition the Educational Excellence School Advisory Council (EESAC) for funds to attend fee-paid trainings, conferences, and workshops that are in alignment

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

with the goals of the school.

Nathan B. Young has 33 teachers. Teachers will be offered workshops in reading, writing, mathematics, science and technology.

Outstanding contributions to the progress of the school are acknowledged via closed circuit television system and public address system as the occasions arise. The monthly newsletter highlights notable activities of faculty, parents, students and the community.

1.4 Building Resources

This item explores budgetary commitments for facilities, technologies, and equipment.

Nathan B. Young Elementary School is located on 7 acres in Northwest Miami Dade County at 14120 NW 24 Avenue. This 39 year-old school has been retro-wired to provide Internet to 100% of the classrooms. The recently constructed media center houses a state of the art closed circuit television system and Internet access on 12 computer stations. Recent construction also includes a Technology Lab, Music Lab, Art Room, Science Lab, and a new Physical Education facility. There are two state of the art kindergarten rooms and three teacher planning rooms. The campus has been landscaped and new student drop-off areas have been added to improve traffic flow.

1.5 Constraints

This item explores standards, laws, and rules that strongly influence the school to take action.

Nathan B. Young Elementary School adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all. Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and section 295.07 (Florida Statutes), which stipulates categorical preferences for employment. Additionally, the school is in compliance with all OSHA and Environmental requirements.

The school adheres to the policies and procedures that assure equal access in employment, educational programs, and activities as stated in the School Board rules.

Hostile treatment or violence against a student, teacher, or other employee because of his/her gender, race, color, religion, ethnic, or national origin, political beliefs, material status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

The school is subject to the requirements of the Florida Department of Education and Florida's High-Quality Education System, including the implementation of programs addressing the requirements of the Sunshine State Standards. In addition, the school implements the District's Competency-Based Curriculum.

2. RELATIONSHIPS

2.1 Student

This item explores the unique requirements, expectations, and needs of the key student groups.

Nathan B. Young Elementary School, a Title I school, serves 449 students from the surrounding neighborhood. The ethnic/racial make-up of the student population is 99 % Black Non-Hispanic and 1% Hispanic. The average class size is 27.4; the mobility index is 39; Forty (40) students are enrolled in Exceptional Student Education; Seven (7) students participate in the ESOL program; there are five (5) Spanish S students, and three-hundred eighty-two (382) Spanish SL students. Promotion rate is 100. Ten (10) of the students have twenty or more absences.

The students receive Title I services, and are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. The Parent Teacher Student Association (PTSA) is an effective group. The group is instrumental in identifying the neediest families and attempts to provide them with assistance or refer them to appropriate school personnel. There is a Community Involvement Specialist (CIS) is on staff.

The EESAC is comprised of a diverse group that represents students, staff and parents and addresses student achievement, academic programs and the

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

School Performance Excellence Plan as outlined by Florida State Sunshine Law. Nathan B. Young follows all district policies, school board rules and enforces the Code of Student Conduct. The Florida Comprehensive Assessment Test is used as an instrument to assess students' achievement.

Extracurricular activities are provided to our students to enhance their participation. The extracurricular activities are: Future Educators of America (FEA), Safety Patrols, Cheerleading, Chess Club, Science Club, Art Club, Chorus, and Band.

2.2 Stakeholder

This item explores the unique requirements, expectations, and needs of the key stakeholder groups, including parents/caregivers and the surrounding community/businesses.

Nathan B. Young Elementary School endeavors to link with the community in several ways. The Parent Teacher Student Association (PTSA) sponsors two food drives during the Holiday Season. An annual toy drive is sponsored for the neediest families. The organization also provides a uniform exchange and voucher program. PTSA and EESAC assist in fulfilling the students' needs.

Many parents/guardians of these students have limited income, which can only provide for the basic needs of shelter and food. Their lives and those of their children need to be enhanced through government assistance. In order to assist parents, our school offers services such as: parenting skill education, computer literacy, and an after school care program.

Nathan B. Young Elementary School encourages communication between home and school. Collaborative planning for student programs is on going. This is evident through grade-level planning and home learning activities. The school welcomes opportunities to acquire volunteers.

2.3 Human Resources

This item explores the unique requirements, expectations, and needs of the faculty and staff.

Nathan B. Young Elementary School employs a total of 32 full-time teachers with diverse experiences and unique requirements. There are 7 full-time and 1 part-time paraprofessionals who provide academic assistance in the classroom for students. There are two administrators and one guidance counselor.

Seventeen teachers have advanced degrees. Teachers have been provided with staff development workshops in the areas of reading, writing, math, science and technology.

2.4 Supplier and Partner

This item explores the unique requirements, expectations, and needs of the key supplier groups, including providers of goods and services such as social services, food, transportation, and key partners such as other schools, workforce connections, and community connections.

Nathan B. Young teachers occasionally serve as supervisors for interns from community colleges and universities. Some students receive counseling through Children Psychiatric Center (CPC). The Opa-Locka Police Department teaches the Drug Awareness Resistance Education (D.A.R.E.) program. "Do the Right Thing", sponsored by the City of Miami Police Department rewards positive behavior by supplying t-shirts and certificates. Families And Schools Together (FAST) provides articulation between families, the community, and the school community working together.

The majority of students leaving fifth grade attend North Dade Middle School. The Nathan B. Young staff works closely with the North Dade staff on articulation issues to ensure that entering sixth graders are prepared with the background needed to be successful in middle school. The Family Christian Association of America (FCCA) offers low cost quality childcare in the after-care program. Ingraham Park and Bunche Park offer our students after-school activities including Opa-Locka Optimist football and cheerleading. The City of Opa-Locka provides numerous incentives for academic achievement to students at Nathan B. Young. Miami-Dade Community College Partners provided book bags and school supplies to our first graders.

3. COMPETITION

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

3.1 Position:

This item explores the competitive position and explores the factors which strongly influence students to enroll at this school instead of a competing school.

Nathan B. Young Elementary School strives to promote a positive and innovative educational program for all students that is competitive with surrounding schools. However, enrollment at Nathan B. Young Elementary School has decreased. The Florida Department of Education grades Nathan B. Young as a “D” school.

3.2 Competitors

This item explores the alternate schools available to students.

There are charter schools and private schools within the boundaries of Nathan B. Young Elementary School which has affected the decrease in enrollment. However, Nathan B. Young Elementary has a Miami Metro Dade Headstart Program on site for 3 and 4 years old children. Also, two pre-kindergarten classes are housed within the school. We are hopeful these early intervention programs will minimize competition.

3.3 Mode

This item explores the Critical Success Factors for the areas identified by the school as being essential to the achievement of the vision/mission of the school.

Nathan B. Young Elementary school implements a collaborative system of leadership that includes representatives from all stakeholder groups on its primary decision-making committee, the Educational Excellence School Advisory Council (EESAC). Leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions.

Nathan B. Young Elementary School uses a balanced curriculum approach to guarantee quality educational experiences for its students. The Sunshine State Standards (SSS) and the Competency-Based Curriculum (CBC) and Grade Level Expectations (GLE) serve as the basis for our instruction.

3.4 Dynamics

This item explores the changing threats and opportunities to which the school must respond.

Enrollment at Nathan B. Young Elementary has dropped over the past year. This is due in part to competition from the neighboring charter and private schools. The neighborhood demographics have changed. For example, many students lived in apartment buildings that have been condemned. The EESAC has determined that the increase in the number and types of competing schools in the neighborhood has had an affect on the student enrollment. Attendance, parental involvement, FCAT scores, lack of volunteers, and a decrease in funding has further impacted the dynamics of our schools success.

4. CHALLENGES

4.1 Learning

This item explores the challenges the school faces in providing educational activities that result in student learning.

Nathan B. Young Elementary School has identified several issues concerning challenges in learning. First, increasing test scores in reading, writing, and math. Second, Nathan B. Young Elementary students are highly mobile and frequently miss days of school. Next, Mobility Index is 39, indicating that our students either leave permanently or leave and return hindering their academic progress. Student attendance is a daily challenge. Finally, the majority of the student population is of low socio-economic status. Therefore, the low socio-economic background and limited resources make it difficult for parents to assist with their child's academic needs.

4.2 Faculty

This item explores the challenges the school faces in ensuring the quality of teachers, providing for the satisfaction of the faculty, and the challenges the school faces in the delivery of educational programs.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

An analysis of the PACES evaluations for the past two years indicates that teachers need to increase their fluency in providing students with skills to enable and foster higher order thinking skills. Staff development, collaborative planning and effective use of resources will enable teachers to work cohesively to accomplish the common goals of the school.

4.3 Operational and External Forces

This item explores the challenges the school faces in internal daily operations and in interactions with the surrounding community.

The school and the surrounding community are affected by these factors: poor attendance, the loss of students to the newly opened charter schools and private schools, being labeled a "D" school, the lack of community resources, and the challenges presented by the lack of parental involvement.

4.4 Process Improvement

This item explores the challenges the school faces in improving educational program design, student support services, operational and strategic planning processes, cycle time, data usage, and organizational learning.

Nathan B. Young Elementary School has a need to address our process for student improvement in reading and math. The accountability groups' test scores on the Florida Comprehensive Assessment Test indicate: more than 50% of our students scored at Level I in Reading, and more than 50% of our students scored at Level I in Math.

Scores indicate that there is a need to focus and align instruction to increase improvement in both academic areas.

5. IMPROVEMENT

5.1 Education Design and Support Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.1 Learning.

Nathan B. Young Elementary School has identified several issues concerning improvement in education design and support process improvement. Among these are: First, test scores in math, reading, and writing need improvement. Every effort will be made to provide every child with the opportunity to achieve to his/her maximum potential. Previous test scores will be analyzed to coordinate and align the curriculum in grades K-5 to enhance, motivate, and increase student achievement. Pre/Post tests will be utilized to measure student progress. Targeted groups of students in 4th and 5th grade will be identified and pulled for additional instruction in reading and math. Math and reading/writing will be scheduled uninterrupted in the morning, in 4th and 5th grade classrooms. Second, students are highly mobile and frequently miss days of school. In order to address this need, Nathan B. Young will implement incentives during the morning announcements and attendance certificates at the end of each marking period. The Truancy Intervention Program (TIP) is being implemented. Next, many families require assistance to provide basic needs for their children. Therefore, information on how to obtain resources will be provided to them by the counselor. Finally, more tutorial programs are needed in order to resolve this problem, we will apply for grants and assistance from outside sources.

5.2 Education Delivery Process

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.2 Faculty.

Analysis of the PACES evaluation for the past two years indicates that teachers need to increase their fluency in providing students with skills to enable and foster higher order thinking skills. In order to address this need, Nathan B. Young Elementary will be conducting PACES workshops and other opportunities for school-site professional growth in reading, writing, math, science and technology.

5.3 Operational and External Forces Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.3 Operational and External Forces.

Nathan B. Young Elementary School has identified several issues concerning challenges in improving relationships with internal and external operations. Among these are to maintain a good relationship among staff members. In order to address this need, Nathan B. Young faculty will present the EESAC with a prioritized list of concerns to be addressed. Teachers will be encouraged to enroll in Teacher Education Center (TEC) classes.

School Profile/ Needs Assessment: (continued)

SCHOOL FOUNDATION

Another issue is the loss of students to newly opened charter schools. In order to address this, Nathan B. Young will increase efforts to disseminate positive news about the school.

5.4 Organizational Processes

This item explores the methods the school is using to address the Opportunities For Improvement that were identified in item 4. CHALLENGES, 4.4 Process Improvement.

Nathan B. Young Elementary School has identified challenges in process improvement. In order to address these challenges, Nathan B. Young's Curriculum team (consisting of administrators, a reading leader, a math facilitator, and a science/technology specialist), will continue to meet for the purpose of assessing curriculum needs. Our curriculum team and other resource teachers as well as grade level chairs will be utilized to organize, create, motivate and monitor the instruction that will be implemented in reading, writing, math, science and technology. Additionally, individual grade levels will plan collaboratively on a weekly basis to assess the needs and progress of students and plan for effective strategies to maximize instruction.

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

Reading

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Comprehensive Reading Plan	K-5	Sep. '99
Competency Based Curriculum (CBC)	K-5	Sep. '99
Sunshine State Standards (SSS)	K-5	Sep. '99
Accelerated Reader	K-5	Sep. '99
Academic Excellence Program (AEP)	2-5	Sep. '99
Bridges	K-5	Sep. '99

Writing

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	K-5	Sep. '99
Comprehensive Reading Plan	K-5	Sep. '99
Sunshine State Standards (SSS)	K-5	Sep. '99
Accelerated Reader	K-5	Sep. '99
Academic Excellence Program (AEP)	2-5	Sep. '99

Mathematics

PROGRAM	GRADE LEVEL(S)	DATE INITIATED
Competency Based Curriculum (CBC)	K-5	Sep. '99
Sunshine State Standards (SSS)	K-2	Sep. '99
Academic Excellence Program (AEP)	2-5	Sep. '99
Mathematics and Science Literacy Bridges to Careers	K-5	Sep. '99
Math in Context	5	Oct. '01

Science

School Profile/ Needs Assessment: (continued)

MAJOR PROGRAMS

PROGRAM	STUDENT LEVEL	DATE INITIATED
Competency Based Curriculum (CBC)	K-5	Sep. '99
Sunshine State Standards (SSS)	K-5	Sep. '99
Academic Excellence Program (AEP)	2-5	Sep. '99
Mathematics and Science Literacy Bridges to Careers	K-5	Sep. '99
Full Option Science Systems (FOSS)	K-5	Sep. '99
Peacefully Resolving our Unsettled Differences (PROUD)	K,2&4	Nov. '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Reading Instruction

TRAINING	NUMBER TRAINED	DATE
Comprehensive Reading Plan	31	Aug. 23, '01
Academic Excellence Program	3	Oct. 02, '01
CRISS Workshops	31	Oct. 04, '01
FCAT Reading Workshops	31	Oct. 04, '01
P.A.C.E.S.	31	Sep. 12, '01
Best Practices Workshops	31	Oct. 04, '01
Bridges	2	Oct. 04, '01
Failure Free Reading	12	Oct. 04, '01
African American Voices Curriculum Workshop	2	Dec. 06, '01
Newspaper Usage to Promote Reading Workshop	3	Apr. 20, '02
South FL Thinking Skills Conference	2	Mar. 22, '02

Provided or in Progress in the Area of Writing Instruction

TRAINING	NUMBER TRAINED	DATE
FCAT Writig Process	31	Oct. 02, '01
P.A.C.E.S.	31	Sep. 12, '01
Holistic Scoring	31	Oct. 02, '01

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
Division of Mathematics and Science Education Initiatives	31	Oct. 03, '01
FCAT Math Workshops	31	Aug. 23, '01
P.A.C.E.S.	31	Sep. 12, '01
Mathematics in Context (MIC)	2	Oct. 03, '01

School Profile/ Needs Assessment: (continued)

PROFESSIONAL DEVELOPMENT

Provided or in Progress in the Area of Mathematics Instruction

TRAINING	NUMBER TRAINED	DATE
South FL Thinking Skills Conference	2	Mar. 22, '02
Newspaper Usage to Promote Mathematics Workshop	3	Apr. 20, '02

Provided or in Progress in the Area of Science Instruction

TRAINING	NUMBER TRAINED	DATE
Division of Mathematics and Science Education Workshops	31	Oct. 03, '01
FCAT Science Workshops	31	Aug. 23, '01
P.A.C.E.S.	31	Sep. 12, '01
Peacefully Resolving our Unsettled Differences (PROUD)Workshop	3	Nov. 02, '01

School Profile/ Needs Assessment: (continued)

OVERALL ANALYSIS OF ASSISTANCE PROVIDED BY EESAC

The following information will explain how the EESAC has assisted in the preparation of the School PEP relative to the following issues:

Budget:

The Educational Excellence School Advisory Council is hiring a paraprofessional to assist with the implementation of the reading goal of the 2002/2003 School Improvement plan.

Training:

The Educational Excellence Advisory Council feels that teachers and paraprofessionals should continue to participate in workshops to increase staff knowledge and techniques in reading, mathematics, technology, science and social studies.

Instructional Materials:

The Educational Excellence Advisory Council encourages Nathan B. young Elementary School to continue to implement the Miami-Dade County Comprehensive Reading Program and purchase additional support material to assist with its implementation.

Technology:

The Educational Excellence School Advisory Council supports the Compass Learning Computer Literacy program which continues to provide the students in grade one through five with hands-on experience in a reading/math computer lab setting.

Staffing:

The Educational Excellence School Advisory Council recommends that kindergarten students be provided with a readiness foundation for success in first grade utilizing ability grouping.

Student Support Services:

The Educational Excellence School Advisory Council supports continuing parental workshops to enhance an effective home and school relationship.

School Safety and Discipline:

Parents and students are required to read and agree to rules stated in the parent/student handbook and individual classroom discipline plans. Custodians, the zone mechanic and administrators survey the campus daily in order to assure its safety. DARE, Do the Right Thing, Crisis Incident Response Team and safety patrols are also in place.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council will assist in providing a paraprofessional to assist with increasing reading skills to improve fourth grade reading test scores. The Council will also provide support to and assistance to the AmeriCorps Dade Reads! program which will provide tutors to our neediest third, fourth, and fifth grade students.

Benchmarking:

The Educational Excellence School Advisory Council recommends that grade level performance be monitored through the use of checklists, grade level meetings, data collection, and district approved activities.

School Profile/ Needs Assessment: (continued)

TITLE I ASSESSMENT ISSUES

Parent Involvement

We anticipate an increase in parental involvement through utilizing parents as volunteers in schoolwide activities. We will be conducting parent workshops in reading, writing, math, technology, and science during the school day in order to promote a home-school connection. A monthly newsletter/calendar will be provided to inform parents of school events.

Family Literacy

Parents will be encouraged to participate in the reading component of the Miami-Dade Comprehensive Reading Plan. Parent workshops will be conducted in all grade levels.

School Climate

Parents, students and staff indicate that there is a need to maintain a clean, safe and orderly school environment.

Health Services

On-site health services will continue to be provided for all students. A school nurse will provide services to students at least once a week.

School Data Summary: (compare the last 4 years, if available)

ACCOUNTABILITY DATA

School Performance Grades

2001-2002	2000-2001	1999-2000	1998-1999
D	D	D	D

2001-2002 Results

	Reading	Math	Writing	Grade Points
% Meeting High Standards	34	26	54	114
% Making Learning Gains	58	64		122
Adequate Progress of Lowest 25% in the school?	58			58
Total School Grade Points	150	90	54	294

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 03

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	63	241	54	16	21	10	0	62	269	35	24	39	0	2
2000-2001	74	242						74	258					

School Data Summary: (compare the last 4 years, if available)

FCAT Sunshine State Standards (SSS) (all curriculum groups)

Grade Level: 04

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	67	271	51	7	19	21	1	67	237	61	30	7	1	0
2000-2001	77	260	60	17	13	8	3	80	230					
1999-2000	71	224	82	8	8	1	0							
1998-1999	56	232	77	13	9	2	0							

Grade Level: 05

Year	Reading							Mathematics						
	Number of students tested	Mean Score	1	2	3	4	5	Number of students tested	Mean Score	1	2	3	4	5
2001-2002	63	246	54	25	19	2	0	66	268	53	27	15	5	0
2000-2001	76	201						76	240	79	17	3	1	0
1999-2000								57	260	56	35	9	0	0
1998-1999								67	253	73	24	3	0	0

School Data Summary: (compare the last 4 years, if available)

FCAT Writing (all curriculum groups)

Grade Level: 04

Test Prompt: Combined

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	70	2.9	10	3	21	6	23	14	11	3	4	0	3
2000-2001	81	3.1	2	7	14	5	33	7	22	4	5	0	0
1999-2000	75	2.8	7	1	24	13	24	16	8	7	0	0	0
1998-1999	55	2.6	13	7	15	15	29	11	7	4	0	0	0

Test Prompt: Expository

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	37	2.7	11	5	32	5	14	11	14	3	3	0	3
2000-2001	42	3.2	0	5	19	10	26	5	26	2	7	0	0
1999-2000	35	2.8	9	3	29	9	14	20	9	9	0	0	0
1998-1999	26	2.3	19	0	19	23	35	0	4	0	0	0	0

Test Prompt: Narrative

Year	Number of students	Mean Score	Percent of Students in Each Score										
			1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0
2001-2002	33	3.1	9	0	9	6	33	18	9	3	6	0	3
2000-2001	39	3	5	10	8	0	41	10	18	5	3	0	0
1999-2000	40	2.8	5	0	20	18	33	13	8	5	0	0	0
1998-1999	29	2.8	7	14	10	7	24	21	10	7	0	0	0

School Name: Nathan B. Young Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: D

School Performance Excellence Goal: # 1 : Reading

Aligns with District Goal #: 2 3

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 FCAT Reading test indicate that 34 percent of students have met the state required mastery level, 58 percent have made annual learning gains and 8 percent more than the required 50 percent of students scoring in the lowest 25 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 54 percent of students reaching the state required mastery level, 63 percent making annual learning gains, and 60 percent scoring in the lowest 25 percent making annual learning gains as documented by scores of the 2003 FCAT Reading Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 54 percent of students reach the state required mastery level, if 63 percent make annual learning gains, and if 60 percent scoring in the lowest 25 percent make annual learning gains.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Reading Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Rogers, Fannie W	Miller, Debra				
Judd, Jane	Sills, Paulette				
Jackson, Vanessa	Fueyo, John				
Daly-Barnes, Tanya					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Implement the Comprehensive Reading Plan and the Competency-Based Curriculum to enhance reading acquisition	Media Specialist, Counselor, Classroom Teacher, Reading Leader	Reading Leader	Sep. '02	Jun. '03
2 . Develop a parent contract whereby parents, students and staff agree to share responsibility	*Administration, Reading Leader, Classroom Teacher, Community Involvement Specialist	Parent-Student Handbook	Sep. '02	Jun. '03
3 . Participate in multi-curricular activities utilizing critical thinking skills in reading, on a regular basis	Classroom Teacher, Reading Leader, Media Specialist, Special Area Teachers	Multi-cultural classroom library books	Sep. '02	Jun. '03
4 . Invite parents, community, and other guests to participate in the on-going multicultural Reading Program to impact students' reading acquisition	Media Specialist, Reading Leader, Community Involvement Specialist	Reading resources for a home and school connection	Sep. '02	Jun. '03
5 . Implement the Accelerated Reader program to increase students' reading comprehension skills	Computer Technology Specialist, Classroom Teacher, Media Specialist	Accelerated Reader, software and media center	Sep. '02	Jun. '03
6 . Conduct parent workshops in reading so that parents will be able to effectively assist their child at home	Classroom Teacher, Community Involvement Specialist, Reading Leader	Take-home reading packets	Sep. '02	Jun. '03
7 . Implement common grade level curriculum planning to enhance classroom instruction	Administration	Special Area Teachers	Sep. '02	Jun. '03
8 . Utilize District and Region staff to provide training for staff in developing strategies which improve student achievement	Administration, Reading Leader	Workshops, workshop materials, Educational Specialist	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Nathan B. Young Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: D

School Performance Excellence Goal: # 2 : Writing

Aligns with District Goal #: 2 3

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
()	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 FCAT Writing test indicate that 54 percent of students have met the state required mastery level.

Objective

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 63 percent of students reaching the state required master level as documented by scores of the 2003 FCAT Writes Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 63 percent of students reach the state required mastery level.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Writing Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:

Names:

Names:

Rogers, Fannie W	Daly-Barnes, Tanya	
Judd, Jane	Fueyo, John	
Miller, Debra		
Jackson, Vanessa		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Implement a writing program. This program will model narrative and expository writing	*Administration, Classroom Teachers, Reading Leader, Grade Level Chairpersons	*Reading Leader	Sep. '02	Jun. '03
2 . Develop a parent contract whereby parents, students and staff agree to share responsibility for student achievement in writing	Title I Educational Specialist, Administration, Classroom teacher, Community Involvement Specialist	Word Walls	Sep. '02	Jun. '03
3 . Implement daily schoolwide journal writing to increase students' writing achievement	Classroom Teacher, Media Specialist	Textbooks	Sep. '02	Jun. '03
4 . Implement writing assignments across the curriculum to impact classroom writing instruction	Classroom Teacher, Media Specialist	Internet resources	Sep. '02	Jun. '03
5 . Assign homework activities targeted to writing prompts to increase student achievement in writing	Classroom Teacher	Teacher created resource packets	Sep. '02	Jun. '03
6 . Participate in various writing competitions to enhance students' composition skills	Counselor, Classroom Teacher, Media Specialist, Administration, Reading Leader	Poetry competitions	Sep. '02	Jun. '03
7 . Utilize District and Region staff to provide training in developing strategies to improve the performance of student writing achievement	Adminstration, Reading Leader	Best Practice Writing Workshops	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Nathan B. Young Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: D

School Performance Excellence Goal: # 3 : Mathematics

Aligns with District Goal #: 2 3

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 FCAT Mathematics test indicate that 26 percent of students have met the state required mastery level and that 64 percent have made annual learning gains.

Objective

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 54 percent of students reaching the state required mastery level and 70 percent making annual learning gains as documented by scores of the 2003 FCAT Mathematics Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 54 percent of students reach the state required mastery level and if 70 percent make annual learning gains.

Evaluation:

This objective will be evaluated by scores of the 2003 FCAT Mathematics Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:

Names:

Names:

Rogers, Fannie W	Jackson, Vanessa	
Judd, Jane	Kiene, Jeffrey	
Daly-Barnes, Tanya	Fueyo, John	
Sills, Paulette		

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Establish a mathematics center in each classroom to provide small groups with hands-on instruction to impact individual student mathematical achievement	Classroom Teacher	Manipulatives, Paraprofessionals	Sep. '02	Jun. '03
2 . Conduct parental workshops in mathematics to enhance their abilities to assist students with homework and mathematical activities	*Administration, Community Involvement Specialist, Classroom Teacher	Community Involvement Specialist	Sep. '02	Jun. '03
3 . Implement a 'Magnifi-cent Math Activity' and a daily 'Give Me Five' Program which will impact student's ability to solve mathematical problems	Math Leader, Classroom Teacher	Math Leader	Sep. '02	Jun. '03
4 . Increase student skills in mathematics application and computation by sending mathematics packets home on extended holidays in order to continue to increase the students academic achievement when they are not in school	Administration, Classroom Teacher Math Leader	Holiday Packets	Sep. '02	Jun. '03
5 . Implement a weekly Home Learning Sheet to increase student mathematical achievement	Math Leader, Classroom Teacher	Math Leader	Sep. '02	Jun. '03
6 . Utilize District and Region staff to provide training for staff in developing strategies to improve the performance of students	Administration, Math Leader	Math Leader	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE).
All staff members will participate in the implementation of this plan.

School Name: Nathan B. Young Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: D

School Performance Excellence Goal: # 4 : Science

Aligns with District Goal #: 2 3

State Goal #: 3

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Scores of the 2001-2002 SAT Science Test indicate that the median score for students is the 15 percentile.

Objective

Given instruction using the Sunshine State Standards, students will increase their science skills as evidenced by 54 percent of the students scoring at or above the district median as documented by scores of the fifth grade 2003 FCAT Science Test.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if 54 percent of students score at or above the District median.

Evaluation:

This objective will be evaluated by scores of the fifth grade 2003 FCAT Science Test. Quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Rogers, Fannie W		Daly-Barnes, Tanya			
Sills, Paulette		Kiene, Jeffrey			
Judd, Jane		Fueyo, John			
Jackson, Vanessa		Miller, Debra			

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Establish a Science Lab which provides students with hands on instruction to impact individual student science achievement	*Administration, Science Lab teacher	Science kits, Science Lab teacher	Sep. '02	Jun. '03
2 . Implement a Science Fair which will impact students' ability to use the scientific method	Science Chairperson, Science Lab teacher	Science kits	Sep. '02	Jun. '03
3 . Develop a plan to monitor progress to ensure the improvement in Science achievement	Administration, Science Lab teacher	Science Lab teacher	Sep. '02	Jun. '03
4 . Utilize District and Region staff to provide training for staff in developing strategies to improve the performance of fifth grade students on the FCAT Science Test	Administration, Science Lab teacher	Science Lab teacher	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

School Name: Nathan B. Young Elementary School

District Name: Miami-Dade County Public Schools

Performance Grade: D

School Performance Excellence Goal: # 5 : Parental Involvement

Aligns with District Goal #: 2

State Goal #: 3 4 5 8

National Goal #: N/A

Other : See below

Principles of School Performance Excellence

1	2	3	4	5	6	7
School Leadership	Strategic Planning for School Improvement	Student and Stakeholder Relationships	Data-Driven Decision-Making	Human Resource Focus	Educational Design, Services, and Support	Performance Results
(x)	(x)	(x)	(x)	(x)	(x)	(x)

Needs Assessment

Results of the 2002 Miami-Dade County Schools Percentage of Attendance Report (Quarterly), indicate that 10 percent of students have missed twenty or more days of our school year.

Objective

Given increased contact through the efforts of the teachers, parents, and the Community Involvement Specialist, student attendance will improve as evidenced by a five percent (5%)increase over the 2002-2003 school year.

Definition of Adequate Progress:

Adequate progress will be deemed to have been achieved if a gain of five percent (5%) of student attendance is attained.

Evaluation:

This objective will be evaluated by the 2003 Miami-Dade County Public Schools Percentage of Attendance Report (quarterly). These quarterly reports will provide formative assessment which will be used to monitor progress toward the objective.

SAC members involved in the development of this objective:

Names:		Names:		Names:	
Rogers, Fannie W		Jackson, Vanessa			
Judd, Jane		Daly-Barnes, Tanya			
Kiene, Jeffrey					
Fueyo, John					

Action Plan

STRATEGIES	Persons Responsible (by position) for this Strategy. Asterisk denotes contact person.	School Level Resources Allocated	Timeline	
			Start Date	End Date
1 . Implement a "Present and On-Time" individual student award on a daily basis, to increase motivation to be punctual and present at school	*Administration	Educational prizes and rewards	Sep. '02	Jun. '03
2 . Utilize the Parental Attendance Support System (P.A.S.S.) automated phone system to inform parents of student absence	Administration	Parental Attendance Support System (P.A.S.S.) automated phone system	Sep. '02	Jun. '03
3 . Utilize the Community Involvement Specialist to contact parents regarding attendance	Community Involvement Specialist	Community Involvement Specialist	Sep. '02	Jun. '03
4 . Implement a school wide incentive program to reward students for perfect attendance	Classroom teacher, Administration, Community Involvement Specialist	Educational rewards, PTSA	Sep. '02	Jun. '03
5 . Implement a plan to visit the homes of those students who are absent	Administration, Community Involvement Specialists, Counselor	Community Involvement Specialist	Sep. '02	Jun. '03
6 . Utilize the Truancy Intervention Program (TIP) to assist tracking student attendance	Administration, State Attorney Office, Classroom Teacher	Miami Dade County Public School District Attendance Office, Miami-Dade County Public School Police, Counselor, Clerical	Sep. '02	Jun. '03

Strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Education students (ESE). All staff members will participate in the implementation of this plan.

Adequate Progress Statement for the entire School Performance Excellence Plan:

A Progress Assessment meeting is scheduled for each school at the end of each school year. Present are to be the school principal, the Educational Excellence School Advisory Council (EESAC) chair, the United Teachers of Dade steward, an EESAC parent representative, the EESAC community/business representative, and the EESAC student representative, if there is one. The Progress Assessment meeting is held at the Region office or supervising District office. At this meeting, the EESAC makes a presentation of findings. Included in the presentation are data that identify the Strengths and Opportunities for Improvement (OFIs) of the school. These results provide guidance for the future direction of the school and are included, as appropriate, as objectives and strategies in the subsequent School Performance Excellence Plan. NOTE: This meeting is subject to Florida's Government-in-the-Sunshine Law.

In the event that a school does not make progress on an objective found in the School Board-approved School Performance Excellence Plan, the Region office or supervising District office will collaborate with the EESAC to determine whether, and in what format, that objective will be readdressed.

The school must also meet the Florida Definition of Adequate Progress. Florida's High-Quality Education System states that if a school fails to meet criteria set forth in Florida State Board of Education Rule 6A-1.09981 pertaining to School Performance Grades, the school cannot be said to have made adequate progress.

Mid-Year Review of School Performance Excellence Plan:

A mid-year review of the implementation of the current School Performance Excellence Plan will be conducted. This meeting, conducted by the Region Director or supervising District administrator, is subject to Florida's Government-in-the-Sunshine Law. This review will provide useful information for revising School Performance Excellence Plans for the following year and for assessing where resources need to be targeted for the remainder of the school year. A self-study of the progress made in implementing the current School Performance Excellence Plan at each school site will constitute a major portion of the mid-year review.

The School Advisory Council has reviewed and addressed ***all*** of the following required components of a School Performance Excellence Plan as pursuant to Section 230.23, Florida Statutes.

State Education Goals: *Appendix A p. i*

- Goal 1: Readiness to Start School
- Goal 2: Graduation Rate for Postsecondary Education and Employment
- Goal 3: Student Performance
- Goal 4: Learning Environment
- Goal 5: School Safety and Environment
- Goal 6: Teachers and Staff
- Goal 7: Adult Literacy
- Goal 8: Parental, Family and Community Involvement

Based on an analysis of student achievement and school performance data:

- FCAT Reading Sunshine State Standards
- FCAT Math Sunshine State Standards
- FCAT Writing Sunshine State Standards
- FCAT Science Sunshine State Standards

Issues relative to:

- budget
- training
- instructional materials
- technology
- staffing
- student support services
- specific school safety
- discipline strategies
- other matters of resource allocation

The following 10 essential components for Title I Schoolwide Program have been reviewed and addressed as required by Title I, Part A, Section 1114 of No Child Left Behind.
(if applicable)

- Comprehensive Needs Assessment of the Entire Plan
- Schoolwide Reform Strategies
- Instruction by Highly Qualified Teachers
- High-quality and Ongoing Professional Development
- Strategies to Attract High Quality Qualified Teachers to High-need Schools
- Strategies to Increase Parental Involvement
- Plans for Assisting Preschool Children
- Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- Activities to Ensure that Students Who Experience Difficulty Mastering the Proficient or Advanced Levels of Academic Achievement Standards Shall be Provided with Effective, Timely Additional Assistance
- Coordination and Integration of Federal, State and Local Services and Programs.

All of the following 11 essential components for the Comprehensive School Reform Program has been reviewed and addressed as required by Title I, Part F of No Child Left Behind.
(if applicable)

- Proven Scientifically-Based Strategies and Methods
- Comprehensive Design with Aligned Components
- Continuous Professional Development
- Measurable Goals and Benchmarks for Student Academic Achievement
- Support within School
- Support for School Personnel
- Meaningful Parental and Community Involvement
- High Quality External Technical Support and Assistance
- Annual Evaluation
- Coordination of General Resources
- Coordination of Scientifically-Based Resources

All of the following 7 components of an Effective School Improvement Framework have been reviewed and addressed as required by the Quality School Improvement Process by the SACS Commission on Elementary and Middle Schools.

(if applicable)

- A process for stakeholders' participation in school improvement planning
- The identification, development, and analysis of information that is summarized in a profile of the students, school, and community.
- A list of beliefs and a mission statement that represent community expectations and student needs, and provide direction and focus for the work of a school.
- A list of clearly defined goals and performance expectations for student learning, and comprehensive assessment of students' performance on each.
- A comprehensive analysis of the instructional and organizational effectiveness of a school.
- An action plan for school improvement that details strategies for addressing areas identified through the planning process as needing improvement.
- An implementation process that provides for continuous monitoring and annual assessments of the plan and supplies the data for making necessary revisions.

All of the following 7 elements for the school improvement process have been reviewed and addressed as required by the SACS Commission on Secondary and Middle Schools.

(if applicable)

- Identification of the students, school, and community the school serves.
- Development of the beliefs and mission of the school; basis for the school's existence.
- Completion of a comprehensive needs assessment that focuses on areas that relate to student performance.
- Identification of specific goals for student learning.
- Adoption of a process that must support and enable the school to conduct a self-evaluation of the effectiveness of the instructional and organizational practices within the school.
- Development and implementation of an action plan for improvement.
- Development of an action plan ensuring the capacity of the school to evaluate its progress and provide for accountability to its intended goals.

SCHOOL PERFORMANCE EXCELLENCE PLAN REVIEW AND ACCEPTANCE SIGNATURES

This School Performance Excellence Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page; including signatures of EESAC members is on file at the Region/District Supervisor's Office.

Additionally, the signature of the Region Superintendent/District Supervisor certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
TITLE I BUDGET SYSTEM
TENTATIVE BUDGET BY LOCATION FUNCTION PROGRAM OBJECT
LOCATION 5971 - 19 NATHAN YOUNG ELEMENTAR

FUNCTION PROGRAM OBJECT	POSITION	DIRECT AMOUNT	SALARY FRINGE AMOUNT	TOTAL AMOUNT
FUNCTION 5100 BASIC INSTRUCTION-CONTR P PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0				
OBJECT 5144 NO DESCRIPTION FOR LOCATI LINE 0004 LOC 5971 PROG 4179 FUNC 5100	2	93,572	24,244	117,816
OBJECT 5145 NO DESCRIPTION FOR LOCATI LINE 0007 LOC 5971 PROG 4179 FUNC 5100	3	55,914	21,882	77,796
OBJECT 5149 NO DESCRIPTION FOR LOCATI LINE 0012 LOC 5971 PROG 4179 FUNC 5100	40	3,000	360	3,360
SUB-TOTAL SALARIES	45	152,486	46,486	198,972
OBJECT 5510 NO DESCRIPTION FOR LOCATI LINE 0022 LOC 5971 PROG 4179 FUNC 5100		513		513
SUB-TOTAL NON-SALARIES		513		513
TOTAL FUNCTION - 5100	45	152,999	46,486	199,485
FUNCTION 6150 PARENTAL INVOLVEMENT PROGRAM 4179 TITLE I SCHOOLWIDE 9 06/0				
OBJECT 5150 NO DESCRIPTION FOR LOCATI LINE 0037 LOC 5971 PROG 4179 FUNC 6150	1,000	8,000	1,000	9,000
SUB-TOTAL SALARIES	1,000	8,000	1,000	9,000
TOTAL FUNCTION - 6150	1,000	8,000	1,000	9,000
19 NATHAN YOUNG ELEMENTAR	1,045	160,999	47,486	208,485
TOTAL AVAILABLE REVENUE		208,485	TOTAL BUDGET	208,485
			AMOUNT DIFFERENCE	