



BUREAU OF SCHOOL IMPROVEMENT

2006 – 2007

SCHOOL IMPROVEMENT PLAN

School Name: NATHAN B. YOUNG ELEMENTARY SCHOOL
District Name: Dade
Principal: Barbara M. George
SAC Chair: Alina Torres
Superintendent: Rudolph F. Crew, Ed.D.
Date of School Board Approval: Pending School Board Approval

John L. Winn,
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VISION/MISSION/BELIEF STATEMENTS

Vision statement:

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

Mission statement:

We will strive to achieve the best quality education that our school has to offer. We value honesty, integrity, respect, fairness, kindness, citizenship, cooperation, and responsibility. Knowledge is power. Therefore, our goal is to reach for the highest academic standard possible.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community Nathan B. Young Elementary School is situated on seven acres in the City of Opa-Locka, which is located in Northwest Miami Dade County. This 42 year-old school has increased in capacity through major renovation projects which included an additional wing (completed in 1999) and has been retro-wired to provide internet access to 100 percent of the classrooms. There is a high percentage of families who are economically disadvantaged and do not have internet access. As of 2005, two portable classrooms have been added on the premises to house Head Start.

Student Demographics

The school serves 500 students, pre-kindergarten through fifth grade, including a Voluntary Pre-Kindergarten program (VPK). The population is approximately 96 percent African American, and 4 percent Hispanic students. Nathan B. Young receives Title I funding. The average class size ranges from 20-27 students with a mobility rate of 35 percent. Currently, Students With Disabilities (SWD) subgroup includes 32 students. There is an inclusion model that serves third, fourth and fifth grade students.

Unique Aspects:

Advantages Nathan B. Young is a multi-generational neighborhood school with families who have resided in the same location for many years. The school has moderate to low teacher mobility. The school is able to provide Head Start and VPK programs. It has a relatively new physical plant with a media center, science lab, music suite, art suite and a covered Physical Education (PE) area. The school provides for special needs students through an inclusion model and resource program.

Unique Aspects: Disadvantages

There are some areas of concern; grandparents and siblings are primary care givers, parental involvement is very low, perhaps due to the economically disadvantaged neighborhood. The school's location is in a flood zone area. Additionally, the area is affected by high crime, which affects student attendance, as majority of the students walk to school.

Teacher Demographics

The school leadership team consists of the principal, assistant principal, 2 reading coaches, a mathematics coach, a science facilitator and a media specialist. The principal encourages teachers to be proactive by increasing their leadership skills through experience and professional development activities. The school employs a total of 42 full time staff members and 24 part time staff members. Of this multi-ethnic group, 2 are administrators, 1 guidance counselor, 1 media specialist, 34 full time teachers. The level of education of the full-time teaching staff is as follows: 11 teachers hold master's degrees (34 percent); 3 teachers hold specialists' degrees (nine percent); 1 teacher holds a doctorate degree (3 percent). The teaching population includes 7 white (18 percent), non-Hispanic teachers, 23 black (61 percent), non-Hispanic teachers, and 8 Hispanic teachers (21 percent).

Class Size / Teacher-to Student Ratios

The average class size is 14:1 which includes classroom and special area teachers. Currently, the student to teacher ratios are as follows: Kindergarten: 21:1 First grade: 19:1 Second grade: 17:1 Third grade: 24:1 Fourth grade: 17:1 Fifth grade: 22:1

Attendance Rate

The average attendance rate for the 2005-2006 school year was 93.89 percent as compared to the District's overall attendance rate of 94.07 percent. This average attendance rate includes grades kindergarten through fifth grade.

Promotion/Graduation/Retention Rates

Nathan B. Young Elementary School retention rates are: Twenty-four percent of third grade students were retained, due to having scored Level 1 on the 2006 FCAT Reading. One percent of fourth grade students were retained, and there were no retentions in fifth grade.

Feeder Pattern

Students from Nathan B. Young are in the Hialeah-Miami Lakes Feeder Pattern. The students transition to North Dade Middle School for secondary education. North Dade Middle School has achieved a letter grade of 'B' for the 2005-2006 school year. Hialeah-Miami Lakes is one of the superintendent's Schools in the Zone (SIZ). Hialeah-Miami Lakes has achieved a letter grade of 'C' for the 2005-2006 school year. Students from HML continue to improve academically.

Special Programs

The Comprehensive Research-Based Reading Plan (CRRP) is implemented throughout the school. In conjunction with CRRP, there is a Title I program and a special education program that meets the diverse socio-economic and academic needs of the students. Nathan B. Young students participate in the Academic Excellence Program (AEP). In this program, students in grades second through third participate in the chess component of the program. This component promotes logical thinking, reinforces the skills of pattern recognition and teaches the values of hard work, objectivity and commitment. The fourth and fifth grade students participate in the Journalism component of this program. They learn to research, develop, write and publish a newspaper and a literary document. Students also participate in the Safety Patrol Club which helps to maintain a safe environment for students that walk to and from school. The Spanish Club provides cultural and bilingual enrichment for students who participate. The Art Club provides an opportunity for students to demonstrate creativity through drawing, painting and clay modeling. Cheerleading provides an opportunity for girls to participate in an athletic activity in a social and motivating manner. Media production provides the students an opportunity to be on the closed circuit television which promotes good verbal and speech communication skills. An after-school tutorial program supported by a community volunteer group, 'Portrait of Empowerment', which focuses on student achievement.

School Community Relations / Partners The Curriculum Assessment Team will be comprised of a

representative from the District/Regional office, business representative, two teachers, and local governmental representative (City of Opa-Locka, Florida). This team will be responsible for the following:

Convene monthly meetings to report to the community on the status of assessments and evidence of changes that are occurring in the Nathan B. Young “family”; Participate with school staff in the monitoring process of the Corrective Action Plan; and Provide support in ensuring that community involvement and other pertinent activities involving the school are implemented.

The Dade Partners are: Phillip’s Fine Dining is an African-American owned catering company. Phillip’s will assist with parental involvement activities as well as participating in Career Day. Nick’s Photo Studio is a photography company that serves many of the schools in Miami-Dade County, and will serve as a partner assisting with school activities and Career Day.

Grants

Through the Office of Intergovernmental Affairs, Nathan B. Young participates in the Title I Grant Program. This grant provides supplemental funding to ensure that all children in most needy schools are afforded a fair, equal, and significant opportunity to obtain a high-quality education; achieve academic success; and work towards narrowing the achievement gap while affording parents substantial and meaningful opportunities to participate in the education of their children. The school also participates in the state funded Reading First Grant. It facilitates the implementation of the five components identified by the National Reading Panel as critical effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. This competitive sub-grant ensures that Florida school districts meet the eligibility criteria prescribed by the Reading First federal legislation. Health Connect In Our Schools (HCIOS), a prevention and intervention model which will facilitate the provision of mental and medical health services to all M-DCPS students. HCIOS is a joint venture between M-DCPS, the Miami-Dade County Health Department and Children’s Trust.

SCHOOL MATCH

Nathan B. Young will work in collaboration with Rainbow Park Elementary School in Miami, Florida. Rainbow Park uses rigorous assessments to drive instruction and incorporate high expectation for its students. The student population at Rainbow Park is comprised of subgroups similar to those at Nathan B. Young. The administrative team at Rainbow Park has developed a history of consistent leadership. The school earned a grade of “B” based on the 2006 school performance accountability results. It is anticipated that Nathan B. Young Elementary School will benefit from the collaborative relationship with Rainbow Park Elementary School.

The leadership team of Nathan B. Young Elementary School will visit the team of Rainbow Park Elementary School and participate in the following:

Observe inclusion teachers implementing high level instruction aligned to standards assessed on the FCAT; take part in collegial conversations with the leadership (curriculum) team of Rainbow Park Elementary School; and observe teachers working together (grade level meetings) to integrate their curriculum with the identified special area teachers.

As a result of the collaboration with Rainbow Park Elementary School, Nathan B. Young Elementary expects to build leadership capacity that will offer the following experiences for its faculty and students:

Career experiences (e.g., school visits, mentoring, model teaching);

Professional development programs (both schools); and

Implementation of new and enhancement of current academic programs.

Rainbow Park is implementing a theme-based interdisciplinary writing program.

Nathan B. Young fourth grade staff will receive professional development training in narrative and expository writing.

Nathan B. Young fifth grade staff will receive professional development training in writing across the science curriculum from the Rainbow Park staff.

Nathan B. Young will collaborate with Rainbow Park staff in developing strategies used in the Rainbow Park arts and drama program to build fluency and literacy skills.

By the end of the school year 75 percent of the Nathan B. Young staff will participate in a successful collaboration with the Rainbow Park staff.

By the end of the school year students will demonstrate improvement on the narrative and expository components of the writing post test.

QUALITY STAFF

Highly Qualified Administrators

Mrs. Barbara M. George, Principal 096626

Mrs. George has 32 years as an educator, nine of which are in the area of administration. As a teacher, she participated in several projects in reading, mathematics and science to improve student achievement. Additionally, for several years she was the grade level chair and chairperson of several school committees. She was selected among many “seasoned” teachers as “Teacher of the Year”. As an Educational Specialist in School Operations, Mrs. George was responsible for assisting the Deputy and Assistant Superintendent with responses from the Superintendent’s office; meeting with concerned parents/citizens; writing correspondences and attending meetings or conferences on behalf of the Deputy or Assistant Superintendent. As a Director in School Operations, Mrs. George was responsible for assisting the Deputy and Assistant Superintendent in providing oversight of six (6) Regions and all personnel within those Regions. She provided direction for their activities with the schools and community; assisted with the oversight of Region and school-level planning to implement the District Strategic Plan; provided direct assistance to the Region and school in referrals from the School Board Members/Superintendent; and served as the liaison between community and school. As a principal in a K-3 school, she implemented the Comprehensive Reading Program in conjunction with the Houghton-Mifflin Reading Series, the Sunshine State Standards, Process of Writing and Reading Across the Curriculum, “Read At Home” Book Program. The former Superintendent’s “Just Read” initiatives were made uniform to raise student performance in reading comprehension on the Stanford Achievement Test. She implemented the Silver Burdett Ginn Math series, the Sunshine State Standards, and test-taking strategies to increase student performance in mathematics application on the Stanford Achievement Test. She conducted individual meetings and staff to assist them in developing their Professional Development Plan; she worked assiduously to ensure that the students and staff were “technology” rich and closely monitored the final phase of

construction project#A-0653, which placed it ahead of its' completion date. In keeping with the goals of community and parent participation, Mrs. George ensured a successful "Career Day", Kindergarten and Third Grade "Parent Night", Pre-Kindergarten "Open House", First Place for the United Way Student Campaign (Region IV), 207 percent Employee United Way Campaign and the "Mardi Gras" Program, which involved students, parents and staff celebrating physical education grade level objectives, culminating with an awards ceremony. Mrs. George has a Bachelor of Science degree in Elementary Education and a Master of Science degree in Administration and Supervision.

Elizabeth A. Brett, Assistant Principal 174894

Ms. Elizabeth A. Brett started her teaching career in 1989 as a teacher at Brentwood Elementary School. During her career as a classroom teacher, she was a grade level chairperson, department chairperson, peer teacher, and Title I facilitator. Additionally, she facilitated in the implementation of numerous parent workshops and provided extensive faculty training for best teaching practices. While there, her role also included test coordinator and administrator.

Ms. Brett began her administrative career at Nathan B. Young Elementary School in March, 1996 as the assistant principal. There she implemented common grade level planning, served as curriculum advisor and assisted in creating a leadership team. This team targeted low performing students and provided strategies to classroom teachers.

Ms. Brett continues to work collaboratively with students, parents, staff and the administration team at Nathan B. Young Elementary School. This has been exemplified by the school grade moving to a "C" to and "A" and meeting Adequate Yearly Progress for two years. Ms. Brett has a Bachelor of Science degree in Primary Education, a Master of Science degree in Primary Education and state certification in Educational Leadership.

Recruitment/Retention of Highly Qualified Teachers

Miami-Dade County Public School is committed to ensuring highly qualified teachers. Presently, recruitment efforts include ongoing outreach to local and out-of-state colleges and universities. Alternative methods have proven to be successful in recruiting non-education majors. The District has been successful in partnering with Teach for America to fill teaching vacancies with highly intelligent and energetic professionals. Through the use of technology, the application procedures have proved to be a more efficient method of processing applicants and assisting communication with prospective candidates. The District's Teacher Recruitment and Retention Collaboration Committee, comprised of M-DCPS staff, community leaders, and representatives from local colleges and universities are working to recruit and retain highly qualified educators for students. To ensure the retention of these teachers, support is provided through professional development that will strengthen the knowledge base across subject areas, provide access to mentor teachers and provide close collaboration among colleagues. The District sponsored Teacher Fair was held to recruit new teachers to M-DCPS. Teaching opportunities were advertised on the M-DCPS website.

CRP #7. Leadership/Mentoring

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Nathan B. Young Elementary School is implementing the research-based Eight-Step Continuous Improvement Model (CIM). The CIM is a data-driven, results-oriented improvement model that was successfully implemented fully by the Brazosport Independent School District in Texas. It has been integrated with the philosophies of both Total Quality Management (TQM) and Effective Schools Research. The Eight-Step Instructional Process begins with the disaggregation of test scores whereby administration and the leadership team of teachers to disaggregate school-based assessments and FCAT results by individual student groups, identifying learning objectives that need improvement, along with objectives successfully mastered. Step Two is the development of an instructional calendar that is used for teaching and assessing each benchmark and skill. Step Three uses the instructional calendar to focus on a targeted benchmark. Step Four is the assessment of the targeted benchmark. Students must demonstrate mastery of an objective before the teacher moves on. Step Five and Six address tutorials and enrichments in order to meet individual student needs. Step Seven is providing ongoing maintenance and re-teaching of objectives. Finally, Step Eight is the monitoring process through informal classroom visitations, ongoing team meetings and administrative evaluations. The Implementation of the CIM will enable the schools' leadership team and curriculum team to effectively disaggregate data from the District's interim assessments, school-wide bi-weekly assessments and various in-school assessments. Analysis of the data will enable the schools' leaders to make informed decisions regarding teaching, learning, professional development, and progress monitoring.

Communication with Parents

Nathan B. Young Elementary School has complied with the No Child Left Behind (NCLB) parental choice options. Since the school has made Adequate Yearly Progress (AYP) for two consecutive years, no requirements were made to disseminate information to parents for the 2006-2007 school year. Nathan B. Young's Parent Resource Center, serves as a means for school information, minutes, and data in reference to the EESAC and PTSA. Information is available explaining how parents can become involved and be volunteers. A needs assessment is conducted in September to determine the needs of parents. All services provided are based on the results of the needs assessment and best practices research. Staff from the Office of Parental Involvement, the Office of Community Services,

and the Parent Academy work closely with the school to provide classes and support.

Nathan B. Young staff communicates with parents in many ways. One of the major events is the Annual Open House which is highly attended. Another form of communication is the monthly newsletters that inform parents of school activities and upcoming events. The Community Involvement Specialist (CIS), teachers and administrators call parents to provide information regarding student academic, behavioral, social progress and to set up parent-teacher conferences. The school website and the school marquee board are other tools used to keep parents abreast of important school information.

Pre-School Transition

Nathan B. Young Elementary School offers a Voluntary Pre-Kindergarten (VPK) program. The Phonological and Early Literacy Inventory (PELI) is administered to all Pre-K students as a pre and post test. The low performing students are targeted for further assessment. Once identified, teachers work with those students. The staff provides parents with packets of suggested activities, registration materials, and offers workshops to train parents to effectively assist in their child's development at home. The early identification, teacher intervention and parent assistance enables the majority of low performing students to make a smooth transition to kindergarten.

Teacher Mentoring

A significant component of school-wide staff development is the high-quality professional development designed for beginning teachers, experienced teachers, student services, curriculum support staff and administrators. Nathan B. Young Elementary School curriculum support staff has developed the following school-wide staff development activities:

On-site New/Early (less than two years) Educator Support

Meetings will be held at the school twice a month to cover topics of concern to the new/early teacher. Every new teacher will be assigned an on-site mentor from the school who teaches the same grade. Additionally, the reading and mathematics coaches will model lessons on an as needed basis. Miami-Dade County Public Schools will provide mentors who will monitor the progress of the new teachers.

District/Regional Curriculum Support Staff will make weekly classroom visits to the new/early teachers' classrooms.

Nathan B. Young Elementary School provides mentoring programs for teachers. New teachers are assigned a Professional Growth Team (PGT) with one mentor and a colleague teacher. The assistant principal coordinates some of the PGT meetings. Additional assistance to new teachers is provided through model lessons and Just Read Florida's Coaching Model by regional and district curriculum support specialists. The two Reading Coaches, the Mathematics Coach, and the Science Facilitator assist all teachers with curriculum needs. They provide support through observations, sample lessons, coaching, modeling, grade level meetings, and staff development workshops on an as needed basis to all teachers at all grade levels.

The Professional Assessment and Comprehensive Evaluation System (PACES) Professional Growth

Team (PGT) is also used to provide support for the continuous professional growth of Annual Contract (AC) teachers. The PGT is required for AC teachers. The PGT is also mandated for other teachers identified by the principal through the required observation process as needing assistance in meeting evaluation standards. The Professional Growth Team is established cooperatively by the principal and the AC teacher and consists of: a colleague teacher selected by the AC teacher, a second colleague teacher selected by the principal, and an optional third colleague teacher selected by mutual agreement of the AC teacher and the principal.

Professional Growth Team members must schedule and participate in required meetings with the AC teacher. The teacher's participation in the PACES Professional Growth Meeting is included in the annual Professional Development Plan (PDP). The teacher's professional growth plan incorporates the observations and reflections of the PGT discussion.

CRP #3. Professional Development

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Extended Learning Opportunities

Nathan B. Young provides before and after school programs in reading, writing and mathematics. Pull-out and special tutorials programs in reading, writing and mathematics are offered during the

school day to provide specialized instruction to specific groups of students in preparations for the FCAT.

Pull-out tutorials by paraprofessionals are offered to tier 1 and tier 2 third grade students performing in the lowest 25 percentile.

High performance students will be provided with consolidation and enrichment activities.

Identified Level 1 and Level 2 students will be provided intervention strategies in reading during the day using Voyager Passport.

Identified strategic and intensive students in grades K-3 will be provided intervention strategies in reading during the day using Voyager Passport.

Identified Level 1 and Level 2 students in grades 3-5 will be provided instruction in reading at the after school tutoring program using the Houghton-Mifflin Soar to Success.

Identified strategic and intensive students in grades K-2 will be provided instruction in reading using Houghton-Mifflin Early Success.

Additionally, students in grades three through five participate in an after-school program provided by the Portrait of Empowerment organization. They provide the students with tutoring in reading and math, homework assignments, learning FCAT strategies and participate in fun learning activities. The program is dedicated to enabling students to become self-sufficient; with a holistic approach focusing on the healthy development of youth, family and community.

CRP #11. Elementary School

a. Tutoring programs

Tutorial services that address identified area(s) of need will be provided to students during the school day in the form of immediate intensive intervention (iii), as well as opportunities in before/after school programs. The assessment data or IEP will be utilized when selecting the appropriate intervention. Schools will utilize intervention materials that are FCRR reviewed (e.g., Breakthrough to Literacy, Destination Reading, Lightspan Early Reading, to meet the definition of scientifically research-based.

GOALS

Goal:	Reading
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Needs Assessment Data from the 2006 Florida Comprehensive Assessment Test (FCAT) indicate that third grade students performed below district and state averages in Words/Phrases (57 percent), Main Idea/Purpose (50 percent), Comparisons (50 percent) and Reference/Research (50 percent).

Fourth grade students performed below district and state averages in Words/Phrases (50 percent), Main Idea/Purpose (41 percent), Comparisons

(41 percent) and Reference/Research (33 percent).

Fifth grade students performed below district and state averages in Main Idea/Purpose (47 percent), Comparisons (53 percent) and Reference/Research (50 percent); however, Words/Phrases (57 percent), which is equal to district but below state scores.

Sixty-four percent of the Black subgroup did not meet Adequate Yearly Progress (AYP).

Sixty-five percent of the economically disadvantaged subgroup did not meet AYP.

Eighty-six percent of the students with disabilities did not meet AYP.

Fifty-four percent of the lowest 25 percent in the school did not make AYP.

Seventy-four percent of students in grades 3-5 did not make significant learning gains.

Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a minimum of 51 percent of the students achieving proficiency on the 2007 administration of FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a minimum of 51 percent of the Black students achieving proficiency on the 2007 administration of FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a minimum of 51 percent of the students with disabilities (SWD) achieving proficiency on the 2007 administration of FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by a minimum of 51 percent of the economically disadvantaged students achieving proficiency on the 2007 administration of FCAT Reading.

Given instruction based on the Sunshine State Standards, students in grades three through five in the lowest 25 percentile will increase their reading skills as evidenced by 50 percent making AYP.

Strategies

1. Organize weekly leadership team meeting comprised of the Principal, Assistant Principal, Reading Coaches, Mathematics Coach, Science

Facilitator, and Grade Level Chairpersons to lead and ensure implementation of the Continuous Improvement Model (CIM) in order to guide instruction and facilitate collection and disaggregation of data, establishment of a timetable, instructional focus, formative assessments, interventions through tutorials, and program monitoring to meet the individual needs of the students.

2. Provide professional development based on student performance data and disaggregated data, focusing primarily on the Sunshine State Standards (SSS), subject content, and teaching methods.

3. Implement an uninterrupted daily two-hour block in reading for students in grades k-5, through a differentiated approach based on reading assessment data using biweekly assessments.

4. Implement Voyager Passport as the immediate intervention reading program focusing on low performing students' needs.

5. Utilize Accelerated Reader (AR) to encourage independent reading and support comprehension, vocabulary, and fluency development.

6. Monitor student progress utilizing Standardized Test for Assessment for Reading (STAR) to determine initial independent reading level in grades two through five.

7. Utilize CRISS to support the application of literacy development and to promote student ownership of cognitive development.

8. Provide common grade level planning time at all levels to enable teachers to analyze data to drive instruction supported by the Eastern Regional Reading First Technical Assistance Center (ERRFTAC) curriculum mapping which is comprised of the five reading components.

9. Utilize two instructors employing team teaching strategies in an inclusion setting to implement the reading program for Students With Disabilities (SWD) in grades three, four, and five.

10. Provide tutoring for all students, including SWD, Black, economically disadvantaged and students scoring in the lowest 25 percentile, Monday through Thursday, before and after school. Early Success will be used for grades one and two and Soar to Success will be used for grades three through five.

11. Provide tutoring for students in the lowest 25 percentile during school hours utilizing Voyager Passport as the intervention program to meet individual students' needs.

12. Utilize Riverdeep, FCAT Explorer and Houghton-Mifflin web-based

programs to enhance student achievement. These programs will be used daily in the classroom computer centers.

13. Provide daily home learning activities to reinforce targeted skills and to improve student performance in reading.

Evaluation

Formative:
District Interim Assessments
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (three times yearly)
Diagnostic Assessments of Reading (DAR) (as needed)
Houghton-Mifflin Assessments (bi-weekly)
Accelerated Reader
STAR (as needed)

Summative:
The 2007 FCAT Reading

Research-based Programs

Houghton-Mifflin Reading Series
Comprehensive Research-Based Reading Plan (CRRP)
Continuous Improvement Model (CIM)
Riverdeep
FCAT Explorer
STAR
Soar to Success
Early Success
Accelerated Reader

Professional Development

CIM
Reading First Academy
Voyager Passport
CRISS
Edusoft
Classroom Management
Beginning teachers and/or teachers new to the school or grade will receive continuous training and mentoring by the reading coaches and the professional growth team.

Highly Qualified Instructors

Budget

Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Houghton-Mifflin Basals for grades K-5 Soar to Success grades 3-5 Early Success grades 1-2	Textbook Funds	7408.16
Research-based Resource(s)	Houghton-Mifflin Supplementary Materials Accelerated Reader Voyager grades K-3 Voyager grades 4-5 Classroom libraries K-5	Textbook Funds District Discretionary Funds District District Reading First Grant Regional Center I	32048.4
Technology	Computers Perpheral Devices Brain child net software FCAT test maker software Exam view software BrainPop software	Information Technology Services (ITS) District	100104
Professional Development	Substitute coverage Voyager CRISS Stipends	District	0
Other	(2) Teachers-Reading Coaches/Technology Facilitator (full-time) Paraprofessionals/tutoring	Reading First Grant Title I Funds	2000
Total:			141560.56

Goal:	Mathematics
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Needs Assessment Data from the 2006 FCAT indicate that 64 percent of students in grades three through five did not meet proficiency in Mathematics.

Grade level and content cluster data indicate third grade students performed below district and state averages in Number Sense (50 percent), Measurement (50 percent), Algebraic Thinking (50 percent) and Data Analysis (43 percent); however, Geometry was equal to the State and District.

Grade level and content cluster data indicate fourth grade students performed below district and state averages in Number Sense (40 percent), Measurement (38 percent), Geometry (43 percent), Algebraic Thinking (43 percent) and Data Analysis (43 percent).

Grade level and content cluster data indicate fifth grade student performed below district and state averages in Number Sense (31 percent), Measurement

(36 percent), Geometry (31 percent), Algebraic Thinking (36 percent), and Data Analysis (33 percent).

All students require additional intensive instruction in all content cluster areas.

Sixty-nine percent of the Black and Economically Disadvantaged Subgroups did not meet Adequate Yearly Progress (AYP).

Ninety-one percent of students with disabilities did not meet AYP.

Sixty-three percent of the students in grades three through five did not make significant learning gains.

Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by a minimum of 56 percent of the students achieving proficiency on the 2007 administration of FCAT Mathematics.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by a minimum of 56 percent of Black students achieving proficiency on the 2007 administration of FCAT Mathematics.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by a minimum of 56 percent of the students with disabilities (SWD) achieving proficiency on the 2007 administration of FCAT Mathematics.

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by a minimum of 56 percent of the economically disadvantaged students achieving proficiency on the 2007 administration of FCAT Mathematics.

Given instruction based on the Sunshine State Standards, students in grades three through five in the lowest 25 percentile will increase their mathematics skills as evidenced by 50 percent making AYP.

Strategies

1. Organize weekly leadership team meeting comprised of the Principal, Assistant Principal, Reading Coaches, Mathematics Coach, Science Facilitator, and Grade Level Chairpersons to lead and ensure implementation of the Continuous Improvement Model (CIM) in order to guide instruction and facilitate collection and disaggregation of data, establishment of a timetable, instructional focus, formative assessments, interventions through tutorials, and program monitoring to meet the individual needs of the students.

2. Provide professional development based on student performance data and disaggregated data, focusing primarily on the Sunshine State Standards (SSS), subject content, and teaching methods.
3. Enhance learning/performance through a differentiated approach based on the analysis of data collected from formative assessments..
4. Provide common grade level planning time at all levels to enable teachers to analyze data that will drive instruction.
5. Utilize two instructors employing team teaching strategies in an inclusion setting to implement the mathematics program for Students With Disabilities (SWD) in grades three, four, and five.
6. Provide tutoring for all students, including SWD, Black, economically disadvantaged and students scoring in the lowest 25 percentile, Monday through Thursday, before and after school.
7. Provide small group instruction for students in the lowest 25 percentile during school hours utilizing Houghton-Mifflin Mathematics series as the intervention program to meet individual students' needs.
8. Utilize manipulatives to enhance mathematics instruction.
9. Utilize Riverdeep, FCAT Explorer and Houghton-Mifflin web-based programs to enhance student achievement used daily in the classroom computer centers.
10. Provide daily home learning activities to reinforce targeted skills and to improve student performance in mathematics.

Evaluation

Formative:
 District Interim Assessments
 Houghton-Mifflin Assessments (bi-weekly)

Summative:
 The 2007 FCAT Mathematics

Research-based Programs

Houghton-Mifflin Mathematics Series
 Continuous Improvement Model (CIM)
 Riverdeep
 FCAT Explorer

Professional Development

CIM
 CRISS
 Houghton-Mifflin Mathematics series
 Lessons Learned in Mathematics
 Mathematics Data Analysis
 Mathematics Performance Items Scoring
 Edusoft
 Mathematics Manipulatives
 District staff development workshops specific to their assigned grade level.
 Beginning teachers and/or teachers new to the school or grade will receive continuous training and mentoring by the mathematics coach and the professional growth team.

Highly Qualified Instructors

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Houghton-Mifflin	Textbook Funds	7828.89
Research-based Resource(s)	Voyages [The Florida Mathematics Program]	District	0
Technology	Brain child software FCAT test maker software Exam software BrainPop software	District	0
Professional Development	Substitute coverage	District	0
Other	Field-trips and buses Incentive rewards for students Classroom manipulatives	Title I District	2000
Total:			9828.89

Goal:	Writing
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Needs Assessment Scores on the 2006 FCAT Writing+ indicate that the combined score is 3.0, which is below the state combined mean score. Only three percent of students scored 3.5

on the expository prompt. Thirteen percent of students scored at 3.5 on the narrative prompt.

Objective Given instruction based on the Sunshine State Standards all students in grade four will improve their writing skills as evidenced by a minimum of 51 percent scoring 3.5 or above on the Florida Comprehensive Assessment Test (FCAT) Writing+.

Strategies

1. Organize weekly leadership team meeting comprised of the Principal, Assistant Principal, Reading Coaches, Mathematics Coach, Science Facilitator, and Grade Level Chairpersons to lead and ensure implementation of the Continuous Improvement Model (CIM) in order to guide instruction and facilitate collection and disaggregation of data, establishment of a timetable, instructional focus, formative assessments, interventions through tutorials, and program monitoring to meet the individual needs of the students.
2. Implement a school-wide writing to improve students' writing skills.
3. Implement a daily third and fourth grade writing instructional program which will model narrative and expository writing using Houghton-Mifflin Writer's Workshop. Teachers will enhance learning/performance through a differentiated approach based on writing assessments data.
4. Provide instruction in holistic scoring for grades three and four to facilitate peer editing.
5. Implement writing assignments across the curriculum to support short and expanded responses and promote the development of the writing process.
6. Assign weekly home writing activities as an extension of school instruction. Sentence expansion, learning logs, supporting details, magnifying moments
7. Participate in writing competitions sponsored by Miami-Dade County schools such as: young authors and poetry writing contests.
8. Provide common grade level planning at all levels to enable third and fourth grade teachers to analyze disaggregated data regarding writing.

Evaluation Formative:
Assessment of third and fourth grade monthly narrative and expository writing prompts.

Summative:
The 2007 FCAT Writing+

Research-based Programs Houghton-Mifflin core reading series writing component
CIM

Professional Development CIM
Houghton-Mifflin core reading series writing component
CRISS
District FCAT Writing+ Workshops
Beginning teachers and/or teachers new to the school or grade will receive continuous training and mentoring, to include holistic scoring by the Reading Coaches and the Professional Growth Team.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Accelerated Reader libraries, test and etc.	Regional Center I	5000
Research-based Resource(s)			0
Technology	FCAT test maker software BrainPop software	District	0
Professional Development	Substitute coverage	District	0
Other	Field-trips and buses Incentives rewards	District	0
Total:			5000.00

Goal:	Science
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Needs Assessment Based on the 2006 FCAT Science performance data, 58 percent of the fifth grade scored below proficiency in Physical / Chemical Science, 71 percent scored below proficiency in Earth / Space, 62 percent scored below proficiency in Life Environmental and 58 percent scored below proficiency in Scientific

Thinking.

Objective Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills by meeting the proficiency standard on the 2007 administration of the FCAT Science.

- Strategies**
1. Organize weekly leadership team meeting comprised of the Principal, Assistant Principal, Reading Coaches, Mathematics Coach, Science Facilitator, and Grade Level Chairpersons to lead and ensure implementation of the Continuous Improvement Model (CIM) in order to guide instruction and facilitate collection and disaggregation of data, establishment of a timetable, instructional focus, formative assessments, interventions through tutorials, and program monitoring to meet the individual needs of the students.
 2. Provide professional development based on student performance data and disaggregated data, focusing primarily on the Sunshine State Standards (SSS), subject content, and teaching methods.
 3. Implement a science instructional program using Harcourt. Teachers will enhance learning/performance through a differentiated approach based on science assessments data collected using the CIM process.
 4. Provide instructors with the District science resource guides to assist in classroom activities and project-based learning which includes: laboratory, cooperation, grouping, and problem-solving strategies to further the development of science process skills. The Science Facilitator will assist instructors in the implementation process.
 5. Utilize student journals to record vocabulary and notes on the scientific process to improve their internalization and application of science concepts.
 6. Conduct a school-wide Science Fair in which students' completed experiments demonstrate their knowledge of the scientific method. The fair will be judged, by staff from other M-DCPS locations.
 7. Increase the use of process skills through group work, technology, inquiry-based activities and science lab activities.
 8. Coordinate parent workshops that will encourage scientific thinking at home.
 9. Provide home learning activities based on Harcourt to be completed daily and during extended holidays.

Evaluation Formative:
Teacher-made pre and post tests
Harcourt chapter tests and unit tests

Summative:
The 2007 FCAT Science

Research-based Programs Core Science: Harcourt
Continuous Improvement Model

Professional Development CIM
CRISS
Scientific Process
Science Scope and Sequence
Edusoft
District staff development workshops specific to their assigned grade level.
Beginning teachers and/or teachers new to the school or grade will receive training and mentoring through the science facilitator and professional growth team.

Highly Qualified Instructors

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Harcourt	Textbook Funds	1821.2
Research-based Resource(s)			0
Technology	BrainPop software FCAT testmaker software	District	0
Professional Development	Substitute coverage	District	0
Other	Field-trips and buses Science Saurus with science dailies Science materials for hands-on lab. (replacement materials) Incentive rewards for students	Title I District	2000

	Total: 3821.20

Goal:	Parental Involvement
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Needs Assessment Based on past attendance to parent workshops two percent of the parents surveys of school-related events, there is a low level of parental involvement in social programs. However, there needs to be more emphasis placed on involving parents in academic programs, in an effort to increase student achievement among all students and subgroups.

Objective Given the implementation of a comprehensive parent involvement plan, 30 percent of parents will participate in at least one school-based activity as evidenced by results on the 2006-2007 Title I Parent Outreach Monthly School Report.

- Strategies**
1. Utilize a Community Involvement Specialist (CIS), to visit homes, mail communications, and coordinate monthly parent workshops, in order to improve student achievement.
 2. Conduct monthly EESAC meetings to update parents about school improvement efforts.
 3. Encourage and increase parental involvement, participation and planning to improve dialogue with parents and community.
 4. Invite parents to volunteer and participate in open house, science fairs, book fairs, awards ceremonies, workshops and field trips to create a community effort aimed at high student performance.
 5. Provide and maintain a parent resource center with materials for check-out to support parents in assisting their children.
 6. Distribute The Parent Academy information and class schedule to parents to encourage participation.

Evaluation Monthly EESAC attendance logs

Title I Community Involvement Specialist logs
Workshops attendance logs

Research-based Programs Parent Teacher Student Association (PTSA)

Professional Development Monthly EESAC meetings
CIS workshops
Reading workshop for parents
Mathematics workshop for parents
Hands on Science workshop for parents
Technology workshop for parents

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)			0
Research-based Resource(s)			0
Technology	Software for parent education	District	0
Professional Development	Trainers for parent enrichment (Saturdays)	District	0
Other	Community Involvement Specialist Attendance awards Honor roll celebrations Hourly personnel (for additional tutoring)	Title I	32503
Total:			32503.00

Goal: Return on Investment

Needs Assessment Compared to similar schools, Nathan B. Young's percentile ranking is 22 percent of the highest ROI value is 49 percent.

Objective	Nathan B. Young Elementary School will demonstrate efforts to improve student performance in a fiscally efficient manner.
Strategies	<p>Strategies to improve annual learning gains:</p> <ol style="list-style-type: none"> 1. Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff. 2. Identify lowest quartile students early and provide additional assistance. 3. Provide strategies to parents for their student's academic improvement. 4. Continue to provide high quality teacher professional development and monitor its implementation. <p>Strategies to lower the cost per weighted fulltime equivalent student:</p> <ol style="list-style-type: none"> 1. Reallocate school resources to better implement teaching, learning and class-size mandates. 2. Purchase research-based materials and utilize the district warehouse for materials/supplies. 3. Use purchased programs effectively and increase student participation. 4. Increase participation in programs provided by the Department of Education, such as FCAT Explorer.
Evaluation	The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school.

SCHOOL ADVISORY COUNCIL

- Yes No The majority of the SAC members are not employed by the school.
- The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Involvement

The purpose of Nathan B. Young Elementary School Advisory Council (SAC) is to work collaboratively to ensure student achievement. The Council is responsible for preparing and evaluating our School Improvement Plan (SIP). The function of our SAC is to bring together all stakeholders and involve them in the decision-making process which affects instruction and the delivery of programs. Regular meetings are held on the third Wednesday every month and address a variety of school-related issues and concerns. The SAC oversees several committees which are required to function within the school. The SAC also assists administration with the school budget

and allocates the money received per students based on the FTE to enhance student achievement.

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total Amount Available
Research-based Program(s)	Reading: Houghton-Mifflin Basals for grades K-5 Soar to Success grades 3-5 Early Success grades 1-2 Mathematics: Houghton-Mifflin Writing: Accelerated Reader libraries, test and etc. Science: Harcourt Parental Involvement:	Reading: Textbook Funds Available: \$7408.16 Mathematics: Textbook Funds Available: \$7828.89 Writing: Regional Center I Available: \$5000 Science: Textbook Funds Available: \$1821.2 Parental Involvement: Available: \$0	22058.25
Research-based Resource(s)	Reading: Houghton-Mifflin Supplementary Materials Accelerated Reader Voyager grades K-3 Voyager grades 4-5 Classroom libraries K-5 Mathematics: Voyages [The Florida Mathematics Program] Writing: Science: Parental Involvement:	Reading: Textbook Funds District Discretionary Funds District Reading First Grant Regional Center I Available: \$32048.4 Mathematics: District Available: \$0 Writing: Available: \$0 Science: Available: \$0 Parental Involvement: Available: \$0	32048.40
Technology	Reading: Computers Perpheral Devices Brain child net software FCAT test maker software Exam view software	Reading: Information Technology Services (ITS) District Available: \$100104 Mathematics: District Available: \$0 Writing: District Available: \$0	100104.00

	BrainPop software Mathematics: Brain child software FCAT test maker software Exam software BrainPop software Writing: FCAT test maker software BrainPop software Science: BrainPop software FCAT testmaker software Parental Involvement: Software for parent education	Science: District Available: \$0 Parental Involvement: District Available: \$0	
Professional Development	Reading: Substitute coverage Voyager CRISS Stipends Mathematics: Substitute coverage Writing: Substitute coverage Science: Substitute coverage Parental Involvement: Trainers for parent enrichment (Saturdays)	Reading: District Available: \$0 Mathematics: District Available: \$0 Writing: District Available: \$0 Science: District Available: \$0 Parental Involvement: District Available: \$0	00.00
Other	Reading: (2) Teachers-Reading Coaches/Technology Facilitator (full-time) Paraprofessionals/tutoring Mathematics: Field-trips and buses Incentive rewards for students Classroom manipulatives Writing: Field-trips and	Reading: Reading First Grant Title I Funds Available: \$2000 Mathematics: Title I District Available: \$2000 Writing: District Available: \$0 Science: Title I	38503.00

	buses Incentives rewards Science: Field-trips and buses Science Saurus with science dailies Science materials for hands-on lab. (replacement materials) Incentive rewards for students Parental Involvement: Community Involvement Specialist Attendance awards Honor roll celebrations Hourly personnel (for additional tutoring)	District Available: \$2000 Parental Involvement: Title I Available: \$32503	
		Total:	192713.65

IMPLEMENTATION EVALUATION

Nathan B. Young will conduct two formative and one summative SIP evaluations, on October 2006, January 2007 and May 2007. District staff, administrative team and grade level chairpersons will be involved in the evaluation process. Key results of the evaluation will be shared with staff and parents.

Members	Signature
1) Alina Torres , SAC Chair	
2) Barbara M. George , Principal	
3) Elizabeth A. Brett , Assistant Principal	
4) Paulette Sills , Union Steward	
5) Jane W. Judd , Teacher	
6) Vanessa Carr-Jackson , Teacher	
7) Jeffrey Kiene , Teacher	
8) Annlyn Allen , Teacher	
9) Latura Ruth , School Support Personnel	
10) Christina Brooks , Parent	
11) Latoya Jackson , Parent	
12) Ebony Miller , Parent	
13) Tyrone Wadley , Parent	
14) Antonio Woods , Parent	
15) Stephanie Campos , Student	
16) Nick Decius , Business Member	
17) Carrollo Phillips , Business Member	