
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 5971 - Nathan B. Young Elementary School

FeederPattern: Hialeah-Miami Lakes Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Fannie Rogers

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Nathan B. Young Elementary School

Nathan B. Young Elementary School is located on seven acres in the City of Opa-Locka, situated in Northwest Miami Dade County. After the completion of a major renovation project in 1999, the 42 year-old school now includes a media center with state of the art closed circuit television, two kindergarten classes, a science lab, computer lab, music suite, and art room. There are two new portable classrooms located on the premises that house Head Start. The school serves 500 students, pre-kindergarten through fifth grade, including a Voluntary Pre-kindergarten program (VPK). The population is approximately 98% African American, and 2% Hispanic students. The average class size ranges from 20-27 students with a mobility rate of 35%. Currently the Exceptional Student Education (ESE) program includes 44 students. The students range from pre-kindergarten through fifth grade. There is also a fourth grade ESE inclusion class consisting of 3 students. The Comprehensive Research-Based Reading Plan (CRRP) is implemented throughout the school. In conjunction with CRRP, a school wide Title I Program, Exceptional Student Education (ESE) Program, the school offers a variety of programs to meet the diverse socio-economic and academic needs of the students such as Academic Excellence Program (AEP), Saturday Academy, an after-school tutorial program supported by a community volunteer group "Portrait of Empowerment", Teaching Enrichment Activities for Minorities (TEAM), an Art Club, a Science Club, a Chorus and after school program supported by the Family Christian Association of America (FCAA) that provides extended care services. Grade level meetings and Leadership Team meetings are held to review, discuss and analyze data to ascertain that the sunshine state standards and benchmarks are being met by the students.

In order to fulfill this commitment, the objectives for the 2005-2006 school year are as follows:

Given instruction based on the Sunshine State Standards, all students in grades three through five will increase by 2% their reading skills on the 2006 administration of the FCAT-Reading as compared to the 2005 administration of the FCAT-Reading.

Given instruction based on the Sunshine State Standards, all students in grades three through five will increase by 2% their mathematics skills on the 2006 administration of the FCAT Mathematics as compared to the 2005 administration of the FCAT Mathematics.

Given instruction based on the Sunshine State Standards, all students in grade four will improve their writing skills as evidenced by 78% of the students achieving high standards on the 2006 administration of the FCAT Writing.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a 2 point increase in meeting the District mean scale score on the 2006 administration of the FCAT Science.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the parent sign-in logs for the 2004-2005 and the 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of Student Case Management Forms during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all third through fifth grade students will augment their usage of the Accelerated Reader Program and/or FCAT Explorer as evidenced by a 10% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the number of students in grades 4 and 5 receiving gold status will increase by 1%.

Given emphasis on the benefits of participating in advanced academic programs, the number of students which will complete the Academic Excellence Program (AEP) will increase by 5% during the 2005-2006 school year as compared to the 2004-2005 school year.

Nathan B. Young Elementary School will improve its ranking on the State of Florida ROI index publication from the 4th percentile to the 8th percentile on the next publication of the index.

The results of the Organizational Performance Improvement Snapshot identify two areas for improvement: First, Process Management: Only 82% strongly agree or agree with the items surveyed. Items for improvement under Process Management include collecting data related to student work, analyzing, directing or redirecting instruction to meet the needs of students. Second, Customer and Market focus. Only 83% strongly agree or agree with items in the Customer/Market category. There will be monthly parent workshops given to enhance parent awareness of skills taught and ideas presented that will assist them in providing their child with meaningful experiences at home.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Nathan B. Young Elementary School

VISION

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

MISSION

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 standards possible.

CORE VALUES

Excellence: We pursue the highest standards in academic achievement and organizational performance.

Integrity: We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity: We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship: We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

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 project which include a new wing (complete 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. The school welcomes all parents to participate in technology workshops in the school's computer lab. As of 2005, two portable classrooms have been added on the premises to house Head Start. The school serves 500 students, pre-kindergarten through fifth grade, including a Voluntary Pre-kindergarten program (VPK). The population is approximately 98% African American, and 2% Hispanic students. Nathan B. Young has Title I funding, with 95% of our students qualifying for free/reduced meals. The average class size ranges from 20-27 students with a mobility rate of 35%. Currently the Exceptional Student Education (ESE) program includes 44 students. There is also a fourth grade ESE inclusion class consisting of 3 students. The Comprehensive Research-Based Reading Plan (CRRP) is implemented throughout the school. In conjunction with CRRP, a school wide Title I Program, Exceptional Student Education (ESE) Program, the school offers a variety of programs to meet the diverse socio-economic and academic needs of the students. Included are the Academic Excellence Program (AEP), Saturday Academy, an after-school tutorial program supported by a community volunteer group "Portrait of Empowerment", Teaching Enrichment Activities for Minorities (TEAM), an Art Club, a Science Club, a Chorus, and after school program supported by the Family Christian Association of America (FCAA) that provides extended care services.

The school leadership team consists of the principal, assistant principal, reading coach, mathematics coach, science facilitator and 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, 1 micro system technician facilitator, 3 full time paraprofessionals, 6 part time paraprofessionals, 3 security guards, 5 clerical staff, 8 cafeteria staff, as well as 3 full time and 2 part time custodial staff. The classroom teachers are also participating in professional development that includes the Houghton-Mifflin Reading Series.

Nathan B. Young Elementary School has been awarded an A by the Florida State Department of Education for the 2004-2005 school year. The school has been recognized for maintaining two consecutive years of Annual Yearly Progress (AYP). The staff has been awarded performance bonuses for the 2004-2005 school year.

The school's greatest strength is the dedication and willingness of teachers who provide meaningful learning experiences for the students on a daily basis. Our greatest challenge continues to be in the area of parental involvement at school and at home. We endeavor to promote a more open communication with parents.

School Foundation

Leadership:

Over 83% of the responses delineated a strongly agree or agree result on the Organizational Performance Improvement Snapshot survey regarding the school's leadership. Staff members provided strong support for the school's leadership with a 4.2 rating on a 1-5 scale. EESAC recognized the principal in facilitating increased test scores resulting in an increase in the state school FCAT grade.

District Strategic Planning Alignment:

The strategic planning section of the staff district survey yielded a total score of 3.8 on a scale of 1-5 and was the lowest reported score. The lowest item score recorded in this section was 3.5 for "Over 68% of staff responded with a strongly agree or agree to this item. The lowest item recorded in this section was 3.5 for "As it plans for the future, my organization asks for my ideas."

Stakeholder Engagement:

The section on the district survey regarding Customer and Market Focus was ranked third overall. However, it should be noted that 96% of the staff strongly agree or agree with the item "I know who my most important customers are." (4.6 on a scale of 1-5). The school has acquired the greatest marketing attribute, being an 'A' school. Being able to boast that the school has obtained Annual Yearly Progress (AYP) for two consecutive years serves as a 'plus'

Faculty & Staff:

The school reported an overall score of 4.0 on a scale of 1-5 ranking in a tie for fourth place among the section rankings for the staff district survey. Common grade level planning is provided on a weekly basis. Teacher mentoring programs for the school include a Professional Growth Team, a Leadership Team comprised of Reading, Math, Science and Media Coaches available to assist all teachers with planning needs. Grade Level Chair and Leadership Team meetings are held to ascertain needs and concerns of staff. EESAC meetings are scheduled once a month. School administrators assist staff in finding professional development workshops and strongly encourage each member to attend.

Data/Information/Knowledge Management:

Over 90% of the responses obtained on the staff district survey are indicative that the staff agreed strongly or agreed with all items in this section. In fact, this section Data/Information/Knowledge Management had the highest total response score on the staff district survey with a rating of 4.3 on a scale of 1-5. There is a team consisting of a psychologist, two interns and an hourly person on campus available to administer sub-level testing using DIBELS progress monitoring probes to all SST students. This team also assists in monitoring progress of identified extremely 'High Risk' students.

Education Design:

The school reported an overall score of 4.0 on a scale of 1-5, placing this section in a tied position for fourth place.

The survey results indicate 82% of the staff strongly agreed or agreed on the majority of all items. However, the lowest score of 3.9 was for " I can get all of the resources I need to do my job.") The school offers the following External Learning Opportunities: Student Tutorial Programs; Before, After, and During school tutorial programs; pull out programs for reading and mathematics; Saturday FCAT School for students scoring Level 1; Academic Excellence Program (AEP) for those students aspiring to accomplish higher challenges. The following researched based schoolwide improvement plans are utilized: Plan, Do, Check and Act (PDCA); The Comprehensive Research-Based Reading Plan (CRRP), and CRISS.

Performance Results:

Additional data indicate that there is a moderate, but unacceptable percentage (approximately 5%) of students in grades three through five who have earned conduct grades of D or F on report cards. In grades three through five, there were approximately 107 Student Case Management Forms for the 2004-2005 school year. Student Case Management Forms are written by teachers that indicate inappropriate behavior resulting in grades, conduct, and effort report card grades. Our goal is to continue intervention strategies with these students.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

All Nathan B. Young Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of reading.

Needs Assessment

An assessment of data indicates that 32% of students in grades three through five scored Level 1 on FCAT Reading. The Level 1 students require additional intensive instruction in all benchmarks. An analysis of the 2005 FCAT-Reading scores indicate that fifth grade was the lowest performing in reading, with 50 percent at Level 3 or above, fourth grade scoring 50 percent at Level 3 or above, and third grade scoring 53 percent at Level 3 or above. Analysis of data also indicates that students in all grades require focused instruction in vocabulary and word study.

An assessment of data indicates that on the administration of the 2005 FCAT- Reading:

63 % of students are reading at or above grade level; 81 % of students made a year's worth of progress in reading; 83% of struggling students made a year's worth of progress in reading and 46% of present third grade students scored stanine 4 or below. (potential risk)

Under the Federal No Child Left Behind Act, all subgroups met 100% of the criteria for annual yearly progress (AYP).

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, all students in grades three through five will increase by 2% their reading skills on the 2006 administration of the FCAT-Reading as compared to the 2005 administration of the FCAT-Reading.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1.Place all strategic, intensive, and FCAT Level 1 students in an intensive reading program.	Administration, Classroom teacher	10/11/05	05/25/2006
2.Implement Houghton-Mifflin as a core reading program.	Administration, Classroom teacher, Reading Coach	08/08/2005	05/24/2006
3.Implement differentiated instruction within the reading program (Voyager, Early Success, Soar to Success), which focuses on student needs.	Administration, Classroom teacher, Reading Coach	10/11/2005	05/24/2006
4.Utilize Accelerated Reading Program with focus on comprehension skills.	Administration, Media Specialist, Classroom teacher	08/08/2005	05/24/2006
5.Access student progress utilizing STAR Test (grades two through five) and DIBELS screenings (grades kindergarten through 5) for ongoing progress monitoring.	Administration, Classroom teacher, Reading Coach	08/08/2005	05/24/2006
6.Provide common grade level planning time at all levels.	Administration, Classroom teacher	08/08/2005	05/24/2006
7.Implement an inclusion model using the core reading program.	Administration, Classroom teacher, ESE teacher	08/08/2005	05/24/2006
8.Provide tutoring for all performing Level 1 and Level 2 students at the Saturday Academy and evaluate them with a pre and post test.	Administration, Reading Coach, Classroom teacher	08/08/2005	05/24/2006

Research-Based Programs

Houghton-Mifflin Reading Series, CRISS, Comprehensive Research-Based Reading Plan (CRRP)

Continous Improvement Model

Educational Professional Development

Professional Development

Instructional staff will be encouraged to be pro-active in participating in professional development in the Houghton-Mifflin core reading series and differentiated instruction.

Training in Voyager, Early Success, and Soar To Success, which are interventions, will also be provided by the District and Houghton Mifflin.

The Comprehensive Research-Based Reading Plan is also an ongoing professional development provided by the District. Teachers at the school utilize the Educational Portal to register for classes.

Administration, the reading coach, and reading teachers have ongoing training provided by facilitators through the Reading First Grant.

Staff members will also demonstrate follow-up activities and share important features with appropriate grade levels.

Instructional staff will analyze data and will apply Best Practices in order to deliver a balanced literacy program within District guidelines and training.

Beginning teachers and/or teachers new to the school or grade will receive continuous training and mentoring by the ReadingCoach and the Professional Growth Team.

Evaluation

In order to measure its effectiveness, the reading objective will be evaluated by scores on the 2006 FCAT Reading. Quarterly reports (DIBELS) will be used to monitor progress. Other District assessments such as Diagnostic Assessments of Reading (DAR) and Houghton-Mifflin assessments will be analyzed.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

All Nathan B. Young Elementary School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies needed to master State standards in the area of mathematics.

Needs Assessment

An assessment of data indicates that 25% of students in grades three through five scored Level 1 on FCAT Mathematics. Level 1 students require additional intensive instruction in all benchmarks. Grade 3 was the lowest performing in mathematics, with 48 percent scoring at Level 3 or above, fourth grade scoring 56 percent at Level 3 or above, and fifth grade scoring at 75 percent Level 3 or above. All students in grades three through five require consistent instruction in Number Sense, Measurement, Geometry, Algebraic Thinking, and Data Analysis.

An assessment of data (Annual Report Card 2005) indicates that on the administration of the 2005 FCAT Mathematics 61% of students at or above grade Level in mathematics while 75% of students made a year's worth of progress in mathematics.

Under the Federal No Child Left Behind Act, all subgroups met 100 % of the criteria for annual yearly progress (AYP).

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, all students in grades three through five will increase by 2% their mathematics skills on the 2006 administration of the FCAT Mathematics as compared to the 2005 administration of the FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Identify the students in all subgroups scoring below Level 3 of the FCAT Mathematics and implement a small group tutorial program for those students.	Administration, Mathematics Coach, Classroom teacher	08/08/2005	05/24/2006
2. Establish a mathematics center in all classrooms to provide small groups with hands-on instruction.	Administration, Mathematics Coach, Classroom teacher	08/08/2005	05/24/2006
3. Conduct parent workshops in mathematics, to include information packets and suggestions for at home use.	Administration, Mathematics Leader, Classroom teacher	08/08/2005	05/24/2006
4. Implement weekly at home learning activities.	Administration, Classroom teacher	08/08/2005	05/24/2006
5. Provide tutoring for all performing Level 1 and Level 2 students at the Saturday Academy and evaluate them with a pre and post test.	Administration, Mathematics Coach, Classroom teacher	11/05/2005	04/08/2006
6. Provide common grade level planning at all levels.	Administration, Mathematics Coach, Grade Level Chairpersons	08/08/2005	05/24/2006

Research-Based Programs

Core Mathematics Series: Houghton-Mifflin

Continuous Improvement Model

Educational Professional Development

Professional Development

All mathematics teachers will attend District staff development 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 Math Coach and the Professional Growth Team.

The Division of Mathematics and Science will provide professional development opportunities such as the Hands-On Math and Science and Math Integrated with Language Experiences (S.M.I.L.E.) workshops for teachers in kindergarten through fifth grade.

Evaluation

In order to measure its effectiveness, the mathematics objective will be evaluated by the comparison of scores on the 2005 FCAT Mathematics to the 2006 FCAT Mathematics and utilize the District wide mid-year mathematics test.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

All Nathan B. Young Elementary School fourth grade students will acquire sufficient writing skills and competencies needed to master state standards in the area of writing.

Needs Assessment

Scores on the 2005 FCAT Writing indicate that 77 percent of students in grade are meeting state standards in writing. The Mean Combined score on the 2005 FCAT Writing is 3.6.

Under the Federal No Child Left Behind Act, all subgroups met 100% of the criteria for annual yearly progress (AYP).

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, all students in grade four will improve their writing skills as evidenced by 78% of the students achieving high standards on the 2006 administration of the FCAT Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1.Implement a daily writing instructional program which will model narrative and expository writing.	Administration, Classroom teacher, Reading Coach	08/08/2005	05/24/2006
2.Implement daily schoolwide journal writing.	Administration, Classroom teacher, Reading Coach	08/08/2005	05/24/2006
3.Implement writing assignments across the curriculum.	Administration, Classroom teacher, Reading Coach	08/08/2005	05/24/2006
4.Assign home learning activities targeted to writing prompts.	Administration, Classroom teacher, Reading Coach	08/08/2005	05/24/2006
5.Participate in writing competitions.	Administration, Classroom teacher, Reading Coach	08/08/2005	05/24/2006
6.Provide common grade level planning.	Administration, Grade Level Chairpersons	08/08/2005	05/24/2006
7.Provide tutoring for all performing Level 1 and Level 2 students at the Saturday School Academy and evaluate them with a pre and post test.	Administration, Reading Coach, Classroom teacher	11/05/2005	04/08/2006

Research-Based Programs

Core Reading Series Houghton -Mifflin writing component.

Continous Improvement Model

Educational Professional Development

Professional Development

Teachers will attend staff development in writing provided by the District and the Houghton-Mifflin publishing company.

Beginning teachers and/or teachers new to the school or grade will receive continuous training and mentoring, to include holistic scoring by the Reading Coach and the Professional Growth Team.

Evaluation

In order to measure its effectiveness, the writing objective will be evaluated by scores on the 2006 FCAT Writing, and the scores on the District pre/post writing assessments.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

All Nathan B. Young Elementary School fifth grade students will make learning gains sufficient to acquire the knowledge, skills, and competencies needed to master state standards in the area of science.

Needs Assessment

An assessment of data indicates that 10 students in grade 5 scored at or above the District mean scale score of 286. Improvement is needed in all strands.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by a 2 point increase in meeting the District mean scale score on the 2006 administration of the FCAT Science.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1.Implement a Science Lab Program which provides students with hands on instruction that correlates with classroom science content.	Administration, Science Lab teacher, Classroom teacher	08/08/2005	05/24/2006
2.Implement a schoolwide science fair.	Administration, Science Lab teacher, Classroom teacher	10/12/2005	12/07/2005
3. Establish a fifth grade science club.	Administration, Science Leader, Classroom teacher	10/11/2005	05/24/2006
4.Send science packets home on extended holidays for additional home learning opportunities.	Administration, Classroom teacher	12/15/2006	05/24/2006
5.Administer the District pre and post test.	Administration, Classroom teacher	10/11/2005	05/10/2006

Research-Based Programs

Core Science: Harcourt

Continuous Improvement Model

Educational Professional Development

Professional Development

District will provide training in science for staff.

The Division of Mathematics and Science will provide professional development opportunities such as the Hands-On Math and Science and Math Integrated with Literature Experiences (S.M.I.L.E.) workshops for teachers in kindergarten through fifth grade.

Teachers of science will attend staff development specific to their grade level provided by the Science Coach.

Beginning teachers and/or teachers new to the school or grade will receive training and mentoring through the Professional Growth Team.

Evaluation

In order to measure its effectiveness the science objective will be evaluated by scores of the 2006 FCAT Science. District pre and post tests together with assessments using Chapter Tests and Unit Tests from Harcourt will provide formative data in assessing the science objective.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 5 STATEMENT:

In order to improve the home and school communication which is vital to student achievement, parental involvement will increase annually.

Needs Assessment

Parent participation logs indicated an increase of approximately 8 percent during the 2004-2005 school year. Parents are attending more workshops, but there is a need to recruit more parents as volunteers. Membership in the PTA has increased slightly, however because student achievement is linked closely to parental involvement Nathan B. Young Elementary must make a more focused effort to attract parents to the school on a regular basis.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the parent sign-in logs for the 2004-2005 and the 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1.Implement a Parent Resource Room where parents can obtain information and materials for at home use.	Administration, Community Involvement Specialist, Reading Coach	08/08/2005	05/24/2006
2.Provide the opportunity for parents to attend technology workshops.	Administration, Technology Specialist, Reading Coach	08/08/2005	05/24/2006
3.Distribute The Parent Academy information and class schedule to parents to encourage participation.	Administration, Reading Coach, Mathematics Coach, Science Coach	08/08/2005	05/24/2006
4.Promote participation in Book Fairs to include parents and students.	Administration, Classroom teacher, Reading Coach	08/08/2005	05/24/2006
5.Communicate to parents in a monthly newsletter.	Administration, Classroom teacher, Reading Coach	08/08/2005	05/24/2006
6.Implement a Resource Fair to showcase student work and distribute resources and information to parents.	Administration, Instructional staff	08/08/2005	05/24/2006

Research-Based Programs

Parent Teacher Association (PTA), Reading is Fundamental (RIF), National Education Association (NEA)

Professional Development

The Community Involvement Specialist (CIS) and parent members of the PTA will regularly attend Title I CIS workshops.

The CIS and parent members of the PTA will attend the annual Instructional Fair/Seminar.

The CIS and parent members of the PTA will attend District Council meetings, Parent Advisory Council meetings, and the annual Parental Involvement Conference.

PTA monthly meetings will be held.

Evaluation

This objective will be evaluated by parent sign in logs at all school functions and activities. Monthly reports will provide assessment data which will be used to monitor progress toward this objective.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Student behavior for all students will improve as evidenced by a decrease in the number of Student Case Management forms.

Needs Assessment

An assessment of data indicates a need to reduce the number of Student Case Managements Referral forms at Nathan B. Young Elementary School. In grades three through five, there were approximately 100 Student Case Management Forms for the 2004-2005 school year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of Student Case Management Forms during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1.Establish and enforce classroom rules and expectations.	Administration, Classroom teachers, Special area teachers	08/08/2005	05/24/2006
2.Use the Code of Conduct as a teaching tool.	Administration, Classroom teachers, Special area teachers	08/08/2005	05/24/2006
3.Develop a parent contact plan for efficient communication between home and school.	Administration, Classroom teachers, Special area teachers	08/08/2005	05/24/2006
4.Refer students to the school counselor for small group participation.	Administration, Classroom teacher, School Counselor	08/08/2005	05/24/2006
5. Implement a School Crisis Team to deal with imminent, proximal threats to students and staff.	Administration, School Crisis Team	08/08/2005	05/24/2006
6.Implement bi-annual lock down drills for all staff members and students.	Administration, Staff	08/08/2005	05/24/2006

Research-Based Programs

Lee Cantor: Assertive Discipline Program

National Association of Elementary School Principals

Professional Development

Nathan B. Young Elementary School will continue to provide assistance with classroom management through mentoring and articulation based on procedures established at the school site.

All teachers receive a copy of the Code of Student Conduct provided by the District.

Discipline and safety are integrated within the curriculum to bring awareness of expectations to students and teachers.

The school participates in District Programs such as the WALKSAFE program implemented this fall.

There is a School Crisis Team in place which follows procedures and guidelines outlined by the District to deal with imminent, proximal threats to students and staff. The team meets on a regular basis and implements lockdown and evacuation drills regularly.

Evaluation

In order to measure its effectiveness, the discipline and Safety objective will be evaluated by comparing the number of Student Case Management Forms in 2005-2006 to the number of Student Case Management Forms in 2004-2005.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Teachers and students at Nathan B. Young Elementary School will become proficient in their usage of the Accelerated Reader and/or FCAT Explorer Program.

Needs Assessment

A Professional Development survey indicates that over half of the teachers in grades three through five have not been trained in the use of Accelerated Reader or FCAT Explorer. An on-site training and coaching calendar which demonstrates effective ways of implementing the Accelerated Reader and/or FCAT Explorer should be a priority. A note to parents in the November newsletter will be distributed to parents to promote interest in training so students can access the FCAT Explorer at home.

Measurable Objective

Given an emphasis on the use of technology in education, all third through fifth grade students will augment their usage of the Accelerated Reader Program and/or FCAT Explorer as evidenced by a 10% increase during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1.Promote the Accelerated Reader and or FCAT Explorer program to students and parents as a home/school connection.	Administration, Classroom teacher, Reading Coach, Media Specialist, Technology support staff	10/11/2005	05/24/2006
2.Establish a routine system for providing computer access to students needing to test in Accelerated Reader and or FCAT Explorer Program for students.	Administration, Classroom teacher, Reading Coach, Mathematics Coach, Media Specialist, Technology support staff	10/11/2005	05/24/2006
3.Refer to FCAT Explorer Homepage updates for information dissemination.	Administration, Classroom teacher, Reading Coach, Mathematics Coach, Technology support staff	10/11/2005	05/24/2006
4.Establish a system for providing computer access to students needing to test in Accelerated Reader and or FCAT Explorer program.	Administration, Classroom teacher, Technology support staff	10/11/2005	05/24/2006

Research-Based Programs

Florida Department of Education FCAT Explorer Computer Program.
Accelerated Reader and STAR Program.

Professional Development

Teacher Education Center (TEC) offers professional development roughout the year. Since on-line registration is required, teachers will be reminded of the opportunity to sign up for those classes. In addition, school site professional development will be delivered to instructional staff in the use of Accelerated Reader and/or FCAT Explorer at the school. Parents will also be offered this opportunity during Saturday Academy.

Evaluation

The effectiveness of the technology objective will be evaluated by comparing the number of students using Accelerated Reader and or FCAT Explorer program in 2005-2006 to the number of students using these programs in 2004-2005.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

Nathan B. Young Elementary School is committed to providing students the opportunity to attain their optimal level of fitness in a continuous carefully planned program of age appropriate physical activities.

Needs Assessment

Nathan B. Young Elementary School students, under the direction of the Physical Education teacher, will increase the number of students receiving gold status on the 2005-2006 FITNESSGRAM Test by 1% as compared to the number of students who received gold on the 2004-2005 FITNESSGRAM Test.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, the number of students in grades 4 and 5 receiving gold status will increase by 1%.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1.Utilize FITNESSGRAM pre/post test.	Administration, Physical Education teacher	08/08/2005	05/24/2006
2.Schedule instructional time for fitness related activities throughout the curriculum.	Administration, Classroom teacher, Physical Education Teacher	08/08/2005	05/24/2006
3.Develop contingency plans during inclement weather to address fitness and health.	Administration, Physical Education teacher	08/08/2005	05/24/2006
4.Promote reading and mathematics materials which address fitness through differentiated activities.	Administration, Classroom teacher, Physical Education teacher, Reading Coach, Mathematics Coach	08/08/2005	05/24/2006
5.Promote healthy snacks.	Administration, Classroom teacher, Physical Education teacher, Instructional and support staff	08/08/2005	05/24/2006
6.Encourage faculty to improve personal wellness and fitness.	Administration, Instructional staff, Support staff	08/08/2005	05/24/2006

Research-Based Programs

National Standards of Physical Education
University of Miami Walksafe Program

Professional Development

The Physical Education teacher will attend workshops which address the needs of elementary school age children.

The teacher will systematically implement strategies within the physical education program at the school.

Since many reading, math and music programs have physical fitness activities embedded throughout lessons, all staff members will be encouraged to incorporate physical fitness activities throughout the curriculum.

Staff members are encouraged to research current trends in health education, sign up for on-line courses offered though TEC, and participate in healthy activities at school, when and where appropriate.

Evaluation

The results of the 2005-2006 FITNESSGRAM Test.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

The goal of the Academic Excellence Program (AEP) is to develop higher order thinking, beginning with the analysis stage and proceeding through the stages of synthesis and evaluation where appropriate. The Chess component promotes logical thinking, self confidence, concentration, improved communication, objectivity and commitment. The Journalism (print) component provides knowledge and skills required to research, develop, write and publish.

Needs Assessment

Data analysis using attendance logs of the Academic Excellence Program (AEP) from 2004-2005 indicates that as the school year progressed, the attendance numbers declined resulting in a 35% reduction of students in attendance. Because many of our AEP students do not meet requirements for gifted education, it is important to provide them with enrichment activities through the AEP program.

Measurable Objective

Given emphasis on the benefits of participating in advanced academic programs, the number of students which will complete the Academic Excellence Program (AEP) will increase by 5% during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1.Participate in differentiated instruction which promotes higher order thinking.	Administration, AEP teacher	09/13/2005	05/24/2006
2.Publish an original work product for the class, school, or newsletter.	Administration, AEP teacher	08/08/2005	05/24/2006
3.Keep a portfolio of students' selected work to promote self-confidence.	Administration, AEP teacher	09/13/2005	05/24/2006
4.Enter local student sponsored chess competitions.	Administration, AEP teacher	09/13/2005	05/24/2006
5.Research and identify sections and articles within a newspaper.	Administration, AEP teacher	09/13/2005	05/24/2006
6.Identify skills within the games of chess which can be applied to other areas of the curriculum.	Administration, AEP teacher	09/13/2005	05/24/2006

Research-Based Programs

Miami-Dade County Comprehensive Research-Based Reading Plan (CRRP)

Junior Great Books Program

Professional Development

The Division of Advanced Academic Programs provides appropriate professional development for two teachers each school year, depending on which components are taught.

Evaluation

The effectiveness of the electives and special areas objective will be evaluated by comparing the number of students who completed the Academic Excellence Program (AEP) in the 2005-2006 school year as compared to the number of students who completed the Academic Excellence Program (AEP) in the 2004-2005 school year.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Nathan B. Young Elementary School will rank at or above the 8th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004, Nathan B. Young Elementary School ranked at the 4th percentile on the State of Florida ROI index.

Measurable Objective

Nathan B. Young Elementary School will improve its ranking on the State of Florida ROI index publication from the 4th percentile to the 8th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Become more informed about the use of financial resources in relation to school programs.	Administration EESAC members	08/08/2005	05/24/2006
2. Collaborate with the district on resource allocation.	Administration EESAC members	08/08/2005	05/24/2006
3. Review reconfiguration of existing resources.	Administration, EESAC members	09/13/2005	05/24/2006
4. Review shared use of facilities, partnering with community agencies.	Administration, EESAC members	08/08/2005	05/24/2006

Research-Based Programs

Houghton-Mifflin Reading

Houghton-Mifflin Mathematics

Harcourt Science

Professional Development

Instructional staff will be encouraged to be pro-active in participating in professional development in the Houghton-Mifflin Reading and Mathematics Series offered by the District.

Division of Mathematics and Science will provide professional development opportunities such as the Hands-On Math and Science and Math Integrated with Literature Experiences (S.M.I.L.E.) workshops for teachers in kindergarten through fifth grade.

Evaluation

On the next State of Florida ROI index publication, Nathan B. Young Elementary School will show progress toward reaching the 8th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors 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.</i></p>

Budget:

Budget: The amount received for the 2005-2006 school year is \$4,660. A proposal was to use the EESAC Budget to partially fund a paraprofessional was unanimously voted upon by the EESAC membership on August 31, 2005.

Training:

Training: EESAC members follow the guidelines put forth by the Office of Performance Improvement. Additionally, the EESAC chair or delegated member attends School Improvement Planning meetings. The principal shares all correspondence related to EESAC issues and budget with the EESAC Chairperson and EESAC members.

Instructional Materials:

Instructional Materials: The EESAC reviews acceptable instructional materials according to guidelines set forth by the District. It is the intent of EESAC to monitor and implement the School Improvement Plans with compliance to District guidelines.

Technology:

Technology: EESAC supports the efforts at Nathan B. Young to increase the use of technology throughout the curriculum. The core reading series is a site used frequently by all reading teachers. Data is compiled for the staff using District approved internet sites. Technology use by the students and staff is increasingly being implemented to group students in appropriate levels to insure subject mastery.

Staffing:

Staffing: EESAC supports the efforts to attract and retain highly qualified teachers and paraprofessionals. The principal, EESAC members, and members of the Leadership Team have attended the Hialeah-Miami Lakes feeder pattern articulation meetings to address this area or concern. The EESAC budget was used to partially fund a highly qualified paraprofessional for the 2005-2006 school year.

Student Support Services:

Student Support Services: EESAC values Student Support Services and its members work closely with the school counselor and staff psychologist, and the Student Support Team to ensure that all students are able to access all academic opportunities in place at this school.

Other Matters of Resource Allocation:

Over time attendance numbers increased when student incentives were provided and funded by EESAC.

Benchmarking:

EESAC supports all Sunshine State Standards, and is compliant in its enforcement of a School Board approved School Improvement Plan (SIP). EESAC members work with the administrative team and staff to develop and implement the SIP. The EESAC reviews objectives and strategies regularly and makes recommendations accordingly.

School Safety & Discipline:

School Safety & Discipline: EESAC supports and encourages all stakeholders to strive for a safe environment, and to enforce the Student Code of Conduct.

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

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent