



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: NATHAN B. YOUNG ELEMENTARY SCHOOL

District Name: Dade

Principal: Apryle L. Kirnes

SAC Chair: Alina Torres

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board approval

**Jeanine Blomberg,
Commissioner**
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
32399



**Cheri Pierson Yecke,
Chancellor**
K-12 Public Schools
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
32399

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. The school was constructed in 1961 and 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, and media center. Construction for the installation of an elevator, upgrading windows and other building construction projects are presently in progress.

There is a high percentage of families who are economically disadvantaged and do not have internet access. Currently, 261 students receive free-direct certified lunch, 164 students receive free lunch, and 27 receive reduced payment lunch.

As of 2005, two portable classrooms have been added on the school campus to house Head Start.

Student Demographics

The school serves 452 students, pre-kindergarten through fifth grade, including a Voluntary Pre-Kindergarten program (VPK). The population is approximately 95 percent African American, and 5 percent Hispanic students. Nathan B. Young receives Title I funding. The average class size ranges from 18-22 students with a mobility rate of 35 percent. Currently, there are 57 Exceptional Student Education (ESE) students. There are 41 (72 percent) specific learning disabled students, 1 (2 percent) emotional handicapped, 1 (2 percent) educable mentally handicapped, 1 (2 percent) other health impaired, 9 (16 percent) participate in speech, 4 (7 percent) are gifted. There is an inclusion model that serves fourth and fifth grade students; a resource room is utilized to provide student instruction. At this time, Students With Disabilities (SWD) subgroup includes 44 students. There are 39 percent of students in grades 3-5 who scored Level 1 on FCAT Reading and 26 percent of students in grades 3-5 who scored Level 2 on the FCAT Reading.

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 teacher mobility. The school is able to provide two classes of VPK. 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 Education students through an inclusion model and a resource model.

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 the majority of the students walk to school. Thirteen percent of the teachers are beginning teachers that are new to Miami-Dade County. The truancy rate is approximately 6 percent of students being absent on a daily basis.

Teacher Demographics

The Leadership Team consists of the principal, assistant principal, 2 reading coaches, 2 mathematics coaches, and a science facilitator. The principal encourages staff to be

proactive by increasing their leadership skills through practice and professional development activities. The school employs a total of 39 full time instructional staff members and 5 part time instructional staff members. Part-time instructional staff consists of hourly teachers and paraprofessionals. Presently there are no teacher vacancies.

The level of education of the full-time teaching staff is as follows:
12 teachers hold Master's degrees (31 percent); 3 teachers hold specialists' degrees (eight percent); 1 teacher holds a doctorate degree (3 percent). The teaching population includes 6 white (15 percent) non-Hispanic teachers; 26 black (67 percent) non-Hispanic teachers; and 7 Hispanic teachers (18 percent).

Class Size / Teacher-to Student Ratios

The average class size is 19:1 which includes classroom and special area teachers.

Current student-to-teacher ratios are as follows:

Kindergarten: 20:1
First grade: 18:1
Second grade: 18:1
Third grade: 21:1
Fourth grade: 17:1
Fifth grade: 20:1
SPED Ratio: 14:1

Attendance Rate

The average attendance rate for the 2006-2007 school year was 94.07 percent as compared to the District's overall attendance rate of 94.88 percent. This average attendance rate includes grades kindergarten through fifth grade.

Promotion/Graduation/Retention Rates

Nathan B. Young Elementary School's retention rates are:

Thirty-three percent of third grade students were retained, as a result of scoring Level 1 on the 2007 FCAT Reading.

Six percent of kindergarten and one percent of second grade students were retained.

There were no retained students in first, fourth and 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 'C' for the 2006-2007 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 'F' for the 2006-2007 school year.

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 (SPED) 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 third grade will participate in the “Exploring Journalism through Publishing”. Students will learn to research, develop, write and publish a newspaper and a literary document. Fourth and fifth grade students will participate in a hands-on science program. This program will give students extended learning opportunities to engage in scientific thinking. 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 agency, ‘Portrait of Empowerment’, will focus on increasing student achievement.

School Community Relations / Partners

School Community Relations will be implemented through the Curriculum Assessment Team. The Curriculum Assessment Team will be comprised of a representative from the District/Regional office, business representative, two teachers, and a local government 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:

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.

Nathan B. Young has received a grant award from the Florida Department of

Education for funding under the Plus One Pilot Program in the amount of \$161,102. The purpose of the pilot is to provide identified low performing schools with an additional hour of instruction each day during the 180-day school year in reading, writing, mathematics, or science for all students.

SCHOOL MATCH

Nathan B. Young will work in collaboration with Bob Graham K-8 Center in Miami, Florida.

Bob Graham K-8 Center uses rigorous assessments to drive instruction and incorporate high expectation for its students. The student population at Bob Graham is comprised of subgroups similar to those at Nathan B. Young. The administrative team at Bob Graham has developed a history of consistent leadership. The school earned a grade of "A" based on the 2007 school performance accountability results. It is anticipated that Nathan B. Young Elementary School will benefit from the collaborative relationship with Bob Graham K-8 Center.

The leadership team of Nathan B. Young Elementary School has contacted and will visit the team of Bob Graham K-8 Center 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 Bob Graham; 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 Bob Graham K-8 Center, 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.

Bob Graham K-8 Center 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 Bob Graham staff.

Nathan B. Young will collaborate with Bob Graham K-8 Center staff in developing strategies.

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

Ms. Apryle L. Kirnes, Principal

Ms. Kirnes has been employed by the Miami-Dade County Public School System for 13 years. She was an elementary school teacher at Palm Springs North Elementary School where she began her leadership training in various capacities. She served as an assistant principal for 5 years at Palm Springs North Elementary School and Bob Graham Education Center, which were rated 'A' schools during that time Ms. Kirnes served as Assistant Principal.

Ms. Kirnes was previously the principal at Lake Stevens Elementary School; Ms. Kirnes implemented the Comprehensive Research-based Reading Plan (CRRP) in conjunction with the Houghton-Mifflin Reading Series, the Sunshine State Standards, and the process of Writing and Reading across the curriculum. Since Lake Stevens Elementary was a 'C' school, she involved the staff in reform management by monitoring and revising all academic programs, meeting with teachers, departments and the Leadership Team to review data in order to redirect instruction, and assigned third and fourth grade students who were deficient in writing to an interview writing course titled, "The Writing Express". Additionally, she implemented departmentalization in grades three through five which allowed teachers an opportunity to teach in their specific areas of interest and expertise, Hands-on Wednesdays, and the school-wide use of the District's electronic grade book. Ms. Kirnes' continuous collaboration with students, teachers, and parents resulted in the school's grade moving from a 'C' to an 'A' after 16 months of implementation. During the 2006-2007 school year, Nathan B. Young moved from an "F" to a "D." She was able to implement a before and after school tutoring program, as well as a Saturday Academy that focused on reading and mathematics. Ms. Kirnes was able to service all students in all grade levels. She also implemented a pull-out writing program for fourth grade students. Adequate Yearly Progress in Writing during the 2006-2007 school year was a direct result of this implementation.

Ms. Kirnes received her Bachelor of Science degree from Florida A&M University in Public Administration. She later received a Master of Science degree from Nova Southeastern University in Elementary Education and holds a certificate in Educational Leadership. She is currently working towards her Doctorate degree at Nova Southeastern University.

Elizabeth A. Brett, Assistant Principal

Ms. Elizabeth A. Brett started her teaching career in 1989 in Miami-Dade County, 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.

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

Ms. Brett continues to work collaboratively with students, parents, staff and the

leadership team at Nathan B. Young Elementary School. In the 2004-2005, this was exemplified by the school grade moving from a "C" to an "A" and meeting Adequate Yearly Progress for two years. During the 2006-2007 school year, the grade moved from an "F" to a "D". She continues to facilitate many programs which directly impacts student achievement. 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. Ms. Brett provides atmosphere with welcomes her staff, students, parents as well as members of the community.

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.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Nathan B. Young Elementary School shall continue to implement 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 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. Professional development will be provided at the school site.

Communication with Parents

Nathan B. Young Elementary School has complied with the No Child Left Behind (NCLB) parental choice options. The 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. Connect-ED is a new telephone communication system, which enables the administration to contact parents to give them information, absence notification and reminders of school events. It is an effective communication tool. 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 performance, 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.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

Nathan B. Young Elementary School offers a Voluntary Pre-Kindergarten (VPK) program which is funded by the State. 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 by the school psychologist. 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 at Nathan B. Young directly impacting student achievement is the Beginning Teacher Mentorship program. The Beginning Teacher Mentorship program at Nathan B. Young is designed to provide on-going support and assistance to first and second year teachers.

Beginning (first year) teachers are assigned an on-site mentor teacher, while second year teachers are assigned to external institutional mentors. Both first and second year teachers are provided support in the areas of technology, professional development, and one-on-one assistance. In addition, mentors work directly with beginning teachers utilizing a Formative Assessment Systems (FAS) approach which is characterized by a series of collaborative processes designed to consistently focus on student learning.

The mentors at Nathan B. Young work with first year teachers to collect and analyze multiple data sources in order to reflect upon and assess classroom teaching practices. Also during this process, a variety of tools are carefully designed by the mentor and integrated into the beginning teacher's developmental process, there augmenting the FAS. Examples of these tools which also serve as basic data sources are: setting goals; assembling class profiles and demographics, planning lesson, and assessing student work. The entire FAS process and utilization of its tools through the various stages of the process is determined collaboratively by the mentor and beginning teacher in light of that teachers needs.

Teachers at Nathan B. Young with professional service contracts are offered the opportunity the received professional development training in mentoring new teachers. After the teacher has completed the initial mentorship training, they are matched with a beginning teacher in their grade level. If the mentor can not be matched by grade level, the mentor then works with the beginning teacher's grade level chairperson to obtain appropriate materials and supplies. The mentor also creates a two hour per week minimum schedule of contact hours for the two of them. The contact hours between mentor and beginning teacher is reinforced and enhanced by on-going professional development provided by M-DCPS. The overall goal is to increase and maintain student achievement. Toward this end, beginning and second year teachers will be evaluated using a variety of assessment techniques including but not limited to classroom observations, lesson planning, knowledge and command of subject matter, and classroom management. It is our goal at Nathan B. Young to assess the entire approach of all new teachers in order to provide the necessary assistance that will positively show teachers how to impact student learning.

Low performing teachers at Nathan B. Young are primarily identified by background, professional development training and student assessment. When these instances occur, these teachers are provided the same type of assistance as second year teachers and will be monitored by an external institutional mentor in conjunction with the coordinator of the Nathan B. Young Mentorship program.

The person responsible for administration of the mentorship program at Nathan B. Young is Ms. Brett, Assistant Principal.

The names of the mentors and mentees along with the schedule of mentoring activities are listed below:

Mentors Mentees

Ramon Raiford Nita Slaughter

Mentoring Weekly Activities Schedule

- explore school and community resources
- assemble classroom and class profile
- gather classroom materials and supplies
- set goals
- plan Lessons
- integrate technology into class lessons

On-going Activities

- set Goals
- lesson planning
- continue to show benefit of technology in the classroom
- teacher modeling (as necessary)
- communicating with parents
- analyzing student work
- reflecting on professional growth

Student Teacher Support Team (ST2) Model

The Student Teacher Support Team (ST2) model program will assist Nathan B. Young Elementary School and building support for identifying student needs quickly and to deliver school-site, job embedded professional development. The ability to develop a systematic approach to insure effective planning and delivery of targeted professional development that meet the needs of students underlies the intent of the ST2 model.

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.

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 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 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, and science.

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.

Saturday Academy focusing on reading, and mathematics, is offered to low performing students in grades 2-5.

Pull-out tutorials by paraprofessionals are offered to tier 1, tier 2, and tier 3 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-5 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.

Additionally, students in grades three through five participate in an after-school program provided by the Portrait of Empowerment organization. They provide students with tutoring in reading and math, assistance with homework, learning of FCAT strategies as well as the chance to 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.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

We recognize that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater

responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. This year teachers can select from various training on multiple intelligences, differenced instruction, and cooperative learning and CRISS strategies.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

In August, the school faculty will participate in a school-wide data disaggregation activity (DART) as they review and analyze the 2007 FCAT demographic data results. As a part of our school improvement model, the Florida Continuous Improvement Model process (FCIM), subject/grade level teams discuss weekly the data results from benchmark mini assessments to determine student needs and instructional strategies.

During the months of October, January and May grade level teams meet to discuss and analyze data results from the district FCAT Practice assessment to make necessary changes to their instruction to meet individual student needs.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

The formal assessments to be used during the school year to measure student progress in Reading and Mathematics will be the Florida Comprehensive Assessment Test, the District's Interim Assessments, and DIBELS Assessment.

The informal assessments to be used during the school year to measure student progress in Reading will be the weekly FCAT simulation tests.

The informal assessments to be used during the school year to measure student progress in Mathematics will be the weekly mathematics benchmark tests, bi-weekly On-Target assessment, and FCAT monthly simulation tests.

The informal assessments to be used during the school year to measure student progress in Science will be the weekly FCAT simulation test.

The informal assessment to be used during the school year to measure student progress in Writing will be the monthly expository or narrative test. Tests will be holistically scored using the State rubric.

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

The alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies will include small group interventions, one-on-one individual teacher instruction, before and after school tutoring, Saturday Academy, cooperative learning groups, and hands-on instructional activities. Benchmarks are identified through formal and informal assessments.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

Different Innovative Approaches to Instruction

- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses
- Academic and Career Planning

Label

GOALS

Goal:	Reading
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Needs Assessment Data from the 2007 Florida Comprehensive Assessment Test (FCAT) indicate that third grade students performed below the state average in Words/Phrases (56 percent), Main Idea/Purpose (52 percent), Comparisons (53 percent). Fourth grade students performed below the state average in Words/Phrases (40 percent), Main Idea/Purpose (48 percent), Comparisons (47 percent) and Reference/Research (50 percent). Fifth grade students performed below the state average in Main Idea/Purpose (30 percent), Comparisons (44 percent), Reference/Research (50 percent) and Words/Phrases (33 percent). Sixty-seven percent of Black subgroup did not meet Adequate Yearly Progress (AYP). Sixty-eight percent of economically disadvantaged subgroup did not meet AYP. Eighty-seven percent of students with disabilities did not meet AYP. Thirty-seven percent of the lowest 25 percent in the school did not make AYP. Fifty-six 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 58 percent meeting high standards on the 2008 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 58 percent of the Black students meeting high standards on the 2008 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 58 percent of the students with disabilities (SWD) meeting high standards on the 2008 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 58 percent of the economically disadvantaged students meeting high standards on the 2008 administration of FCAT Reading.

Strategies

1. Implement Plus One Pilot Program, providing an additional hour of instruction in reading for students in kindergarten through fifth grade.
2. Organize weekly leadership team meeting comprised of the Principal, Assistant Principal, Reading Coaches, Mathematics Coach, and Science Facilitator 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.
3. Provide professional development based on student performance data and disaggregated data, focusing primarily on the Sunshine State Standards (SSS),

subject content, and teaching methods.

4. 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.

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

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

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

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

9. 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.

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

11. Provide tutoring for all students, including SWD, Black, economically disadvantaged and students scoring in the lowest 25 percentile, Monday through Friday, 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.

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

13. 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.

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

15. Utilize Elements of Reading Vocabulary K-3.

16. Utilize classroom libraries with structured monitoring.

17. Implement Intensive Reading Plus computerized reading program.

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 2008 FCAT Reading

Research-based Programs Houghton-Mifflin Reading Series
Riverdeep
FCAT Explorer
STAR
Accelerated Reader
Voyager Passport

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 Dionne Menard, fifth grade teacher is not highly qualified. She will be provided professional development from the reading coach, curriculum support specialist and other highly qualified teachers.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Houghton-Mifflin Basals Houghton-Mifflin Supplementary Materials Accelerated Reader Voyager Passport K-3 Voyager Passport 4th-5th Classroom libraries K-5	Textbook Funds Title I Funds District Textbook Funds / Discretionary Funds Reading First Grant Regional Center I	23288
Technology	Computer Perpherical Devices Brain child net software FCAT test maker software Exam view software BrainPop software	Information Technology Services (ITS) District	50052
Professional Development	Continuous Improvement Model (CIM) Reading First Academy Voyager Passport CRISS Classroom Management	District Reading First Grant	700
Other	(2) Teachers-Reading Coaches/Technology Facilitator (full-time) Paraprofessional/tutoring	Reading First Grant Title I Funds	9000
Total:			\$83,040.00

Goal:	Mathematics
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Needs Assessment Data from the 2007 Mathematics FCAT indicates that 56 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 the state average in Number Sense (50 percent), Measurement (50 percent), and Algebraic Thinking (50 percent); however, Geometry and Data Analysis were equal to the state's.

Grade level and content cluster data indicate fourth grade students performed below the state average in Number Sense (45 percent), Measurement (50 percent), Geometry (57 percent), Algebraic Thinking (43 percent) and Data Analysis (43 percent).

Grade level and content cluster data indicates fifth grade student performed below the state average in Number Sense (38 percent), Measurement (36 percent), Geometry (38 percent), Algebraic Thinking (36 percent), and Data Analysis (42 percent).

All students require additional intensive instruction in all content cluster areas. Sixty-one percent of the Black and Economically Disadvantaged subgroups did not meet Adequate Yearly Progress (AYP).

Eighty-four percent of Students With Disabilities did not meet AYP.

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

Thirty-one percent of the lowest 25 percent in the school did not make AYP.

Objective

Given instruction based on the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 62 percent of the students meeting high standards on the 2008 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 62 percent of Black students meeting high standards on the 2008 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 62 percent of the students with disabilities (SWD) meeting high standards on the 2008 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 62 percent of the economically disadvantaged students meeting high standards on the 2008 administration of FCAT Mathematics.

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. Implement "On Target" Mathematics Program on a daily basis with students in grades 3 through 5 which will expose, assess and provide direct instruction of mathematics skills needed to increase mathematics proficiency.
5. Provide common grade level planning time at all levels to enable teachers to analyze data that will drive instruction.
6. Utilize two instructors employing team teaching strategies in an inclusion setting to implement the mathematics program for Students With Disabilities (SWD) in grades four and five.
7. Provide tutoring for all students, including SWD, Black, Economically Disadvantaged and students scoring in the lowest 25 percentile, Monday through Friday, before and after school.
8. 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 student's needs.
9. Utilize manipulatives to enhance mathematics instruction.
10. Utilize Riverdeep, FCAT Explorer and Houghton-Mifflin web-based programs to enhance student achievement daily in classroom computer centers.
11. Provide daily home learning activities to reinforce targeted skills and to improve student performance in mathematics.
12. Implement Voyager Passport as the intervention program to meet individual students' needs.

Evaluation	Formative: District Interim Assessments Houghton-Mifflin Assessments (bi-weekly) On Target Mathematics Program Assessments Summative: The 2008 FCAT Mathematics
Research-based Programs	Houghton-Mifflin Mathematics Series Riverdeep FCAT Explorer Voyager Passport
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 All teachers are highly qualified to teach mathematics.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Houghton-Mifflin Basals for grades K-5 Houghton-Mifflin Supplementary Materials for tutoring and manipulatives	Textbook Funds District Title I Funds District	4914.45
Technology	Instructional Software	District	2500
Professional Development	Continuous Improvement Model (CIM) CRISS Mathematics Manipulatives Lessons Learned in Mathematics	District	3200
Other	(1) Teacher - Mathematics Coach	Title I District	37000
Total:			\$47,614.45

Goal:	Writing
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Needs Assessment Scores on the 2007 FCAT Writing+ indicate that 18 percent of students did not meet state standards in Writing.

Objective Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by an increase of 1 percentage point in the number of students achieving high standards on the 2008 administration of the 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 2008 FCAT Writing+

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

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			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Houghton-Mifflin Supplementary Writing Materials	District	0
Technology			0
Professional Development	CRISS CIM Writing Institute	District	0
Other	Write Traits Programs	Title I	2500
Total:			\$2,500.00

Goal:	Science
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Needs Assessment Data from the 2007 FCAT Science Assessment indicates that 3 percent of students in grade five met high standards, which must be increased to 28 percent. A review of the Content Clusters indicates that students scored below the state's mean average in Physical and Chemical, Earth and Space, Life and Environmental, and Scientific Thinking.

Objective Given instruction based on the Sunshine State Standards, students in grade five will increase their science skills as evidenced by 28 percent of the fifth grade students meeting high standards on the 2008 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 instructors with the District Item Specifications, pacing and resource guides to assist in classroom activities.
3. Implement project-based learning which includes: laboratory, cooperative grouping and problem-solving strategies to further the development of science process skills. The Science Facilitator will assist instructors in the implementation process.
4. Implement biweekly, monthly, and quarterly assessments that are aligned to the Sunshine State Standards.
5. Provide professional development based on student performance data and disaggregated data, focusing primarily on the Sunshine State Standards (SSS), subject content, and teaching methods.
6. Increase the use of process skills through group work, technology, inquiry-based activities and science lab activities that are directly related to the Sunshine State Standards.
7. 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.
8. Coordinate parent workshops that will encourage scientific thinking at home.
9. Implement the Plus One Pilot Program providing instruction in science for students in grades K through 5, Monday through Friday.

Evaluation

Formative:
 Teacher-made pre and post tests
 Scott-Foresman chapter tests and unit tests

Summative:
The 2008 FCAT Science

Research-based Programs	Core Science: Scott-Foresman
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 via the science facilitator and professional growth team.

Highly Qualified Instructors All teachers are highly qualified to teach science.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Harcourt Brace Supplementary Materials Hands-on materials for experiments	Title I Funds District	3821.2
Technology	Success Maker	Regional Center I	3000
Professional Development	CIM CRISS Harcourt Brace Science Series Training	District	500
Other	Plus One Grant	State	161000
Total:			\$168,321.20

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, indicated 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 school-wide emphasis on parental and community involvement, the school will demonstrate an increase of 5 percentage points in the number of parental and community contacts as evidenced by comparing logs from the 2006-2007 to the 2007-2008 school years.

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; encourage parents to participate.

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			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material(s)	Supplementary Materials	Title I Funds	1000
Technology	On-Site Training	School-site	0
Professional Development	Parental Workshops	Title I Funds	1000
Other	Community Involvement Specialist (CIS) Attendance awards Honor roll celebrations HOurlly personnel (for additional tutoring)	Titel I Funds	4875
Total:			\$6,875.00

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

Objective Nathan B. Young Elementary School's Return on Investment percentile ranking will increase by at least 1 percentage point.

Strategies Strategies to improve annual learning gains:

1. Use student data analysis results to find and/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 child's academic improvement.
4. Continue to provide high quality teacher professional development and monitor its implementation.

Strategies to lower the cost per weighted fulltime equivalent student:

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 increase by at least one percentage point.

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			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: Houghton-Mifflin Basals Houghton-Mifflin Supplementary Materials Accelerated Reader Voyager Passport K-3 Voyager Passport 4th-5th Classroom libraries K-5 Mathematics: Houghton-Mifflin Basals for grades K-5 Houghton-Mifflin Supplementary Materials for tutoring and manipulatives Writing: Houghton-Mifflin Supplementary Writing Materials Science: Harcourt Brace Supplementary Materials Hands-on materials for experiments Parental Involvement: Supplementary Materials	Reading: Textbook Funds Title I Funds District Textbook Funds / Discretionary Funds Reading First Grant Regional Center I Available: \$23,288.00 Mathematics: Textbook Funds District Title I Funds District Available: \$4,914.45 Writing: District Available: \$0.00 Science: Title I Funds District Available: \$3,821.20 Parental Involvement: Title I Funds Available: \$1,000.00	\$33,023.65
Technology	Reading: Computer Perpherical Devices Brain child net software FCAT test maker software Exam view software BrainPop software Mathematics: Instructional Software Writing: Science: Success Maker Parental Involvement: On-Site Training	Reading: Information Technology Services (ITS) District Available: \$50,052.00 Mathematics: District Available: \$2,500.00 Writing: Available: \$0.00 Science: Regional Center I Available: \$3,000.00 Parental Involvement: School-site Available: \$0.00	\$55,552.00
Professional Development		Reading: District Reading First Grant Available: \$700.00 Mathematics: District Available: \$3,200.00 Writing: District Available: \$0.00 Science: District Available: \$500.00 Parental Involvement: Title I Funds Available: \$1,000.00	\$5,400.00

	<p>Reading: Continuous Improvement Model (CIM) Reading First Academy Voyager Passport CRISS Classroom Management</p> <p>Mathematics: Continuous Improvement Model (CIM) CRISS Mathematics Manipulatives Lessons Learned in Mathematics</p> <p>Writing: CRISS CIM Writing Institute</p> <p>Science: CIM CRISS Harcourt Brace Science Series Training</p> <p>Parental Involvement: Parental Workshops</p>		
Other	<p>Reading: (2) Teachers-Reading Coaches/Technology Facilitator (full-time)</p> <p>Paraprofessional/tutoring</p> <p>Mathematics: (1) Teacher - Mathematics Coach</p> <p>Writing: Write Traits Programs</p> <p>Science: Plus One Grant</p> <p>Parental Involvement: Community Involvement Specialist (CIS) Attendance awards Honor roll celebrations</p> <p>Hourly personnel (for additional tutoring)</p>	<p>Reading: Reading First Grant Title I Funds Available: \$9,000.00</p> <p>Mathematics: Title I District Available: \$37,000.00</p> <p>Writing: Title I Available: \$2,500.00</p> <p>Science: State Available: \$161,000.00</p> <p>Parental Involvement: Title I Funds Available: \$4,875.00</p>	\$214,375.00
		Total:	\$308,350.65

IMPLEMENTATION EVALUATION

Nathan B. Young Leadership Team will review and complete three SIP Progress reports October 2007, January 2008, and May 2008. The mid year report will be completed in January 2008. The District staff, Leadership 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) Elizabeth A. Brett , Assistant Principal
- 3) Paulette Sills , Union Steward
- 4) Jane W. Judd , Teacher
- 5) Vanessa Carr-Jackson , Teacher
- 6) Annlyn Allen , Teacher
- 7) Latura Ruth , School Support Personnel
- 8) Christina Brooks , Parent
- 9) Latoya Jackson , Parent
- 10) Ebony Miller , Parent
- 11) Tyrone Wadley , Parent
- 12) Antonio Woods , Parent
- 13) Stephanie Campos , Student
- 14) Nick Decius , Business Member
- 15) Apryle L. Kirnes , Principal
