



**P.K. Yonge Developmental Research School  
College of Education  
University of Florida**

**School Improvement Plan**  
*Southern Association of Colleges and Schools*

[www.pky.ufl.edu](http://www.pky.ufl.edu)  
1080 SW 11 Street  
Gainesville, FL 32601  
352-392-1554

**P.K. Yonge Developmental Research School**  
*Southern Association of Colleges and Schools*  
**SCHOOL IMPROVEMENT PLAN**

**SACS CO-CHAIRS:**  
**Lynda Hayes & Nancy Dean**

**K-12 LEADERSHIP TEAM:**



**Fran Vandiver**  
**Randy Scott**  
**Russ Froman**  
**Amy Hollinger**  
**Ashley Pennypacker-Vogt**  
**Jill Cox**  
**Kathy Robertson**  
**Gloria Weber**  
**Renee Andrews**  
**John Bourn**  
**Amy Murphy**  
**Diane Skye**  
**Sherwin Mackintosh**  
**Lawson Brown**  
**Kristin Weller**  
**Stephanie Harrell**  
**Stephen Burgin**  
**Jim Bice**  
**Chris Davidson**  
**Mickey Macdonald**  
**Anna Marie Tijerino**

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# **P.K. Yonge Developmental Research School Executive Summary**

## **Executive Summary**

P.K. Yonge Developmental Research School is a public school district serving a diverse population of approximately 1200 students in grades kindergarten through twelve. The mission of the school is to build a community of learners who work well together, respect differences, and hold high expectations for intellectual, social, and emotional growth. The community of learners begins with the teachers and students.

P.K. Yonge faculty members are committed, skilled, and involved. All faculty members are highly qualified and teaching in their fields, and eight have been awarded National Board Certification. In addition, over 82% of all P.K. Yonge faculty members have advanced degrees. P.K. Yonge faculty members provide students with a rich curriculum based on the Sunshine State Standards incorporating a variety of teaching and assessment methods and techniques. These accomplishments are enriched by faculty commitment to professional development and outreach. Faculty members attend workshops, trainings, and conferences; they also participate in action research projects and provide professional development to other educators through presentations, classroom visits, and trainings.

P.K. Yonge faculty members indicate a high degree of satisfaction with the professional environment at the school. They believe there are high expectations for professional learning and support for risk-taking in educational design. Teachers also indicate a high degree of teacher initiative and applaud the school-wide acceptance, support, and endorsement of this professional initiative and excellence.

P.K. Yonge encourages the community of student learners through a core curriculum and enrichment that enhances the educational program: performing arts, athletics, journalism, and visual arts. In addition, P.K. Yonge provides a K-12 literacy intervention program during the regular school year and a summer program to offer literacy support for students in grades K-8. The community of student learners is thriving at P.K. Yonge. Student achievement continues to meet or exceed state and federal testing standards. Our school has received a grade of A for five consecutive years, and we have achieved Adequate Yearly Progress for each year since the inception of the *No Child Left Behind* legislation. In addition, P.K. Yonge students star in plays, complete community service hours, create art portfolios, and become skilled musicians.

Surveys of parents and students indicate a high level of satisfaction with the P.K. Yonge community of learners. Results indicate that P.K. Yonge provides a safe and orderly environment in which students can learn. In addition, P.K. Yonge teachers have high expectations for learning and use a variety of methods of instruction and techniques to evaluate student learning. Further, P.K. Yonge provides students with resources, such as books, computers, and labs, to help them succeed in their learning.

The community of learners goes well beyond the confines of the school. P.K. Yonge assists the College of Education in its mission to prepare exemplary professional educators and researchers, to generate and disseminate knowledge about teaching and learning, and to help solve critical educational problems in the global community. P.K. Yonge also partners with the *North East Florida Educational Consortium* to design, develop, and implement the Florida Reading

Initiative, a state-funded school reform initiative that addresses the need for literacy improvement in the 15 member districts.

The community of learners at P.K. Yonge has made substantial progress, but it also faces challenges. Future areas of focus include ensuring success of all students through research-based instructional strategies and feedback, fostering a culture for continued improvement through data analysis, professional development, collaborative planning, and curriculum mapping and alignment. The action plans of P.K. Yonge divisions and departments reflect and address these concerns.

P.K. Yonge Developmental Research School has strong academic, arts, and athletic programs for students. The school also provides structures, support, and expectations of professional development, outreach, and research for teachers. These factors form the foundation of excellence that enables P.K. Yonge to build a community of learners who work well together, respect differences, and hold high expectations for intellectual, social, and emotional growth.





# **P.K. Yonge Developmental Research School Performance & Progress Report**

## **Performance & Progress Report**

### **Progress related to Recommendations from SACS Visiting Team 2002**

Over the past five years K-12 Leadership Team Members have reviewed the action plan from the 2001-2002 SACS report to assess progress toward achieving identified school improvement and student learning goals. In January 2007, the K-12 Leadership Team completed a final review of the previous action plan to identify any areas that needed to be addressed or included in the current SACS action plan. (See Appendix A for updates on specific items from our 2001-2002 SACS Action Plan.) Below we address current progress on the five recommendations from the 2002 School Improvement Visiting Team Report:

**Recommendation 1. Although the Action Plan is a well thought-through document, the faculty may want to prioritize the various elements of the plan in order to facilitate its implementation.**

**Progress to date:** P.K. Yonge's professional culture supports and facilitates our ability to implement ambitious school improvement plans. As noted in Appendix A, the PKY Leadership Team regularly reviewed the 2001-2002 SACS Action Plan to identify accomplishments and next steps and in the final review noted that almost every item from the 2001-2002 action plan has been implemented. A common thread among action plan steps not yet accomplished was the focus on identifying appropriate screening and progress monitoring assessments for secondary content areas, and using assessment results to plan instruction. As will be noted in the 2006-2007 Survey Results and Action Plans, this theme continues as an area of focus for improving results with *all* students. In an effort to focus and streamline improvement efforts, the 2006-2007 Action Plans were developed by stakeholders primarily responsible for future implementation of the action plan. That is, the action plan process was used to define and organize improvement efforts by departments and divisions so that P.K. Yonge will continue to serve as a model/demonstration school for Florida educators.

**Recommendation 2. The school should continue its search for ways to expedite the construction and/or renovation of buildings according to the master plan.**

**Progress to date:** Since the 2001-20002 school year we have replaced our auditorium and two classrooms with our state-of-the-art *Performing Arts Center*, consisting of a 488 seat auditorium and three classrooms. We have also replaced an old, outdated building that housed two art classrooms and one science classroom with a *Visual Arts and Sciences* building consisting of two state-of-the art middle school science classrooms, an art gallery, and two art classrooms.

We had a Plant Survey completed for DOE in 2005 that recommended replacing our existing school facilities; currently have an RFP out for a new Master Plan and program design. The focus of this new multiple-user facility is detailed in the excerpt from the RFP below (see Appendix B for the complete text):

As PKY considers its future, the physical master plan should reflect the school's evolving strategic mission and goals to emphasize math, science and technology in a context of community partnerships. PKY desires



to reach out to its host community, private enterprise, and diverse academic programs across the University. Adult education and advanced technology job training will become a more important role for PKY within the community. Collaboration in community redevelopment and economic diversity initiatives will be important factors to consider for future facility needs and locations. Similarly, expanded collaborations with University academic programs will impact the type and amount of space required on the PKY campus to accommodate faculty, graduate students and shared classroom space.

**Recommendation 3. The school should continue their efforts to increase diversity of the staff.**

**Progress to date:** While the faculty profile at the beginning of the next section suggests that there have not been changes in percentages reflecting the diversity of our faculty, the actual number of diverse faculty members has increased. Therefore, the actual number of minority faculty on campus has increased since 2002. However, efforts continue to recruit and retain minority faculty members at P.K.Yonge Developmental Research School.

**Recommendation 4. Since the 1997 SACS School Renewal Visiting Committee Report there has been growing collaboration and program development with the College of Education. This improved collaboration is to be commended and highly valued. The need exists now for this collaboration to be expanded. Further collaboration should be based on assessment, joint faculty positions, research on current pedagogical issues, and dissemination of the new knowledge at the state and national levels.**

**Progress to date:** Since the 2002 SACS Visiting Committee Report, the collaboration between PKY and COE has continued. This has been enhanced by the Dean's commitment to a concept of the *Scholarship of Engagement*, and several new hires at the college. While we have not discovered the "secret" to creating joint faculty positions that seem feasible, PKY faculty and administrators continue to teach courses in the college as well as serve as guest lecturers in various disciplines. The recent creation of the *Office of Educational Research* at the COE and the appointment of a *PKY Director of Research and Outreach* is another step in formalizing our focus in this area. Current dissemination of best practices is done through our Research in Action program that involves 15 surrounding districts.

**Recommendation 5. The Executive Summary included in the self-study document highlights the school's school improvement efforts. In the future the school will need to add a statement that reflects the school's most recent accomplishments and challenges facing the school.**

**Progress to date:** Statements reflecting both of these suggestions follow.

## Recent Accomplishments

Our focus on developing the whole child provides the framework for our expectations for student success. As a K-12 school, our “success” is measured not as a segment of our students’ schooling, but the entire scope of their K-12 educational experience.

Each year since 2002, over 40% of our graduating class has earned a *Bright Futures Scholarship*. This amounts to \$95,000 annually. Our graduates attend colleges and universities around the country with 85% of our students leaving PKY with post-secondary educational plans. Community service is also a requirement for graduation from P.K.Yonge. Students must complete a minimum of 75 hours; however close to 30% of our graduates each year complete more than double the number of required hours. Since 2002, each graduating class has contributed over 12,000 hours of community service to the greater Gainesville community.

We opened our Performing Arts Center in December, 2003, and have developed a thriving performing arts program that includes vocal, instrumental, and dramatic opportunities for students.

- Superior ratings and participation in all-county bands have been accumulated over the past five years. Superior ratings for the chorus and vocal ensemble began to accumulate in 2004-2005 and have been the first in over thirty years for P.K. Yonge.
- During the 2005-2006 school year, our vocal students performed in Carnegie Hall and at the Kennedy Center.
- Musical productions reemerged as a P.K. Yonge tradition when the new Performing Arts Center was opened in December 2003. Recent performances have included *Holiday Souvenirs*, *Guys and Dolls* and *Annie*. Three students in the class of 2005 received college fine arts scholarships to UF and one student received a similar scholarship in 2006 to Jacksonville University.

P.K. Yonge has won the *Dodge Sunshine Cup FHSAA Floyd Lay All Sport Award* for outstanding public school program for Class 3A for three consecutive years beginning in 2004. The award is based on points accumulated from championships and runner up finishes in district, region, and state competitions. Specific athletic accomplishments include the following:

- 6 district championships, volleyball and girls track second in the state, and an overall girls finish as number one in the state in 2003 and 2004.
- In 2005 P.K.Yonge won 5 district championships, 2 regional championships, one final four appearance, and two state championships in track and field. The 2005 state track championship for girls was the first in school history, and only the second in history for the boys (last championship was in 1967).
- Seven students in the class of 2005 received athletic scholarships; in 2006, 11 graduates received athletic scholarships. In 2006 P.K.Yonge won 7 district championships, 3

regional championships, one final four appearance, and the boys state championship in track and field for the second year in a row.

- Two individual state champions in track and field graduated in 2006. In 2007 the girls' basketball team made a final four appearance and the boys basketball team was the runners up for the state championship.

Accomplishments in academics, sports, and the performing arts at P.K. Yonge Developmental Research School have not been our only program enhancements over the past five years.

- Our school newspaper has been reestablished and a literary magazine is making its way to press. P.K.Yonge now hosts a Bluegrass Band that performs across north central Florida, and our elementary chorus program has been revitalized.
- Our Honor Society and service clubs continue to be active in the high school. Secondary students have participated in MathCounts! Competitions for the past six years; the 2005-2006 team placed 2<sup>nd</sup> in the district and went to the state competition for the first time in PK Yonge's history.
- We opened a new Visual Arts and Science building in 2005, including a visual arts gallery, and have hosted numerous shows including *Celebration of the Gator Nation*.
- We continue to host our annual Spring Arts Show and the Fall Carnival, and have added an annual Safety Fair as a fundraiser for the PKY Safety Patrol. Our 4<sup>th</sup> grade students go to Space Camp at Cape Canaveral each year as well.
- We have added a popular, hands-on Marine Biology course to our high school line up as well as Interactive Design, Advanced Topics in Mathematics, Math Analysis, Creative Writing, and Speech.
- In addition to high school technology courses, we have added 5 computer mobile lab stations, 3 smartboards, an interactive drawing pad, 5 digital cameras, 5 video cameras, 12 projectors, and a turning point remote response system to make technology more accessible to students and teachers.

As we strive to discover and develop more effective ways to help each child succeed, we continue to modify and expand our structures and programs to meet our students' needs.

- Since 2001-2002, we have implemented a modified block schedule in 6-12, and created a K-12 reading intervention program. Our *Summer Adventures in Literacy (SAIL)* intensive reading program has been expanded to K-8.
- We have also added student led conferencing in grades 3 – 11 and created a Senior Project requirement to further develop our students' "sense of ownership" of their own learning.

Recognizing that the quality of student learning is directly related to the quality of the teaching in the classroom, we continue to expand the professional development opportunities for our teachers.

- Since 2002, we have sent teachers as presenters and participants to numerous local, state, and national meetings. We spend more than double the allocation from DOE each year in both operating budget and grant funds to make relevant professional development opportunities available to our faculty.
- Since 2005, we have collaborated with the UF COE Center for School Improvement to create a cadre of our teachers who are involved with the teacher inquiry process. We will be hosting the *Third Annual Teacher Inquiry and Innovation Showcase* this year. This brings together teacher researchers from the NEFEC region, UF COE pre-service teachers, district and COE personnel for a day of inquiry presentations.
- We are currently involved in developing and implementing a *Problem Solving/Response to Intervention (RtI)* model K-2, in collaboration with Dr. Nancy Waldron, a UF COE School Psychology professor, and her graduate students. We will expand this program to additional grades in 2007-08 and are planning to collaborate with Flagler County Schools as they learn from us how to implement this program.

Outreach is one of the unique missions of a developmental research school and it is one that we take very seriously. Not only does outreach provide an opportunity for us to share research-based practices, it enhances our own instruction as our teachers teach other teachers.

- *Florida Reading Initiative* is the foundation of our outreach program. As a partner with NEFEC in this state initiative, we are part of the Lead Team developing the focus and content of this program. Our teachers have served as trainers in the FRI Summer Reading Academy every year since 2001 and have been involved with component revisions. Since 2004, we have developed the “next step” training for schools that have been in the program for multiple years; this training is known as “Re-FRI,” “Deep FRI” and “Stir FRI”.
- *Research in Action*, is an opportunity for teachers and administrators from the NEFEC districts to spend a day at PKY observing research-based reading practices and to debrief with the teachers whom they observe. Since its inception in 2003, over 300 practitioners have participated in this program.
- *P.K. Yonge Teacher Scholars Reading Academy*, initiated in the summer of 2006, is an opportunity for teachers K-12 to spend two weeks as participant-observers in our SAIL program where they work with our teachers and our struggling readers as well as study recent research on teaching reading. Participating teachers can also complete Competency 6 of the reading endorsement through this academy.

- *Director of Research and Outreach*, a newly created position, will lead future efforts to extend our professional development offerings for other schools and to expand research and development efforts with university faculty.

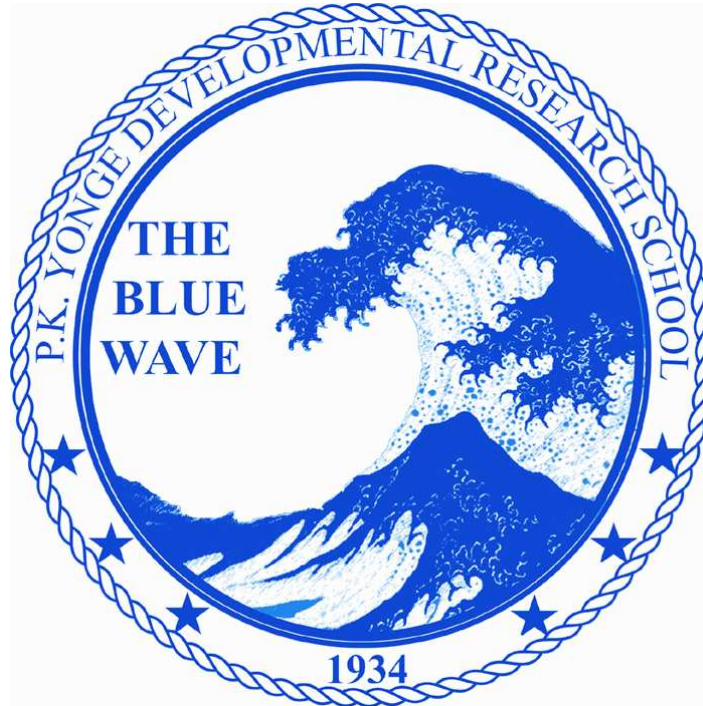
P.K. Yonge Developmental Research School is a busy place staffed by faculty committed to improving student learning and broadening their achievements, and assisting and leading other faculties and schools in their own improvement efforts.

## **Challenges**

Our greatest challenge is to maintain and enhance our successful program for students as we are forced to comply with state mandates for a “one size fits all” model of K-12 schooling. We will have to completely eliminate our successful secondary reading intervention model to meet class-size amendment requirements. We have already had to compromise some of our reading intervention strategies because our implementation model did not meet “fidelity” guidelines as required by the state. The collaborative framework necessary for an effective school is further compromised by the state fixation on a merit compensation model, implying that successful schooling can be measured in simplistic ways. Not only does state interference with local control take away decision-making, innovation, and the use of successful models within a local context, the greatest challenge is that the continued burden will also erode the zeal, ownership, and creativity necessary to be a vibrant and successful school community.

From an instructional standpoint, our greatest challenge will be identifying and implementing a more rigorous and relevant curriculum for all of our students. This includes creating, developing and implementing appropriate curriculum, instruction, and assessment strategies for our K-12 students. Narrowing the achievement gap among our students is a focal point of our challenges. The recognition that the gap is reflective of instructional practices that need to be revisited and revised is a major aspect of this challenge.

From a facilities standpoint, our challenge will be to bring together stakeholders in the community, the business arena, the university, and the state to provide multiple funding sources to create the type of multiple-use facility that meets the needs of our K-12 students, the College of Education and the wider university, as well focusing on educational needs for the local workforce.



# **P.K. Yonge Developmental Research School School Profile**

## **Co-Chairs**

Lynda Hayes & Marta Pollitt

## **Committee**

David Holt, Nancy Dean, Debbie Langlois, Amy Neal,  
& K-12 Leadership Team



## School Profile

### Overview

Established in 1934, P.K. Yonge Developmental Research School is a public school district affiliated with the University of Florida and located on its campus. The school serves students in kindergarten through twelfth grade. The school is designed as a special school district under Florida Department of Education funding and is given the responsibility to develop innovative solutions to educational concerns in the state and to disseminate successful instructional programs to other school districts. P.K. Yonge assists the College of Education in its mission to prepare exemplary professional practitioners and scholars; to generate and disseminate knowledge about teaching and learning; and to collaborate with others to solve critical educational and human problems in a diverse global community. College faculty work closely with PKY teachers on a number of instructional projects, research initiatives, and grant funding. Over the past five years P.K. Yonge has also engaged in partnership work with the *North East Florida Educational Consortium*. Working in partnership with NEFEC staff, P.K. Yonge faculty have been instrumental in the design, development, and implementation of the *Florida Reading Initiative*, a state-funded school reform initiative for over six years.

**Student Demographics:** As legislated by the *Sid Martin Bill*, the student population at P.K. Yonge Developmental Research School represents Florida's racial and income demographics. We have found in practice that we have a healthy student environment where all groups interact regardless of race or income. This kind of diversity is unique to P.K. Yonge and a great benefit to our students. Our 2006-2007 student population includes 52% male, 48% female; with, 57% Caucasian, 24% African-American, 12% Hispanic, 2% Asian, .5% American Indian, 5% Multi-racial. 19% of our students qualify for free/reduced lunch; 12% are students with disabilities. Our students live in 37 different cities; 69% live in Gainesville, while 31% come from surrounding rural cities and counties. P.K. Yonge offers a basic instructional program as well as inclusive, exceptional student education at all grade levels.

The table on the following page depicts PK Yonge student demographics over the past five years.

## P.K. Yonge Developmental Research School Student Demographics

	<b>2005-06</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>	<b>2001-02</b>
<b>Total Enrollment</b>	1170	1156	1172	1174	1197
K- 5th	340	348	361	360	357
6th-8th	344	341	350	356	359
9th-12th	486	467	461	458	481
	<b>Percentage</b>	<b>Percentage</b>	<b>Percentage</b>	<b>Percentage</b>	<b>Percentage</b>
White	57.1	58.8	60.2	60.8	63.5
Black	24	24.4	23.7	23.5	22.8
Hispanic	12	11.1	10.2	9.8	8.9
Asian	1.8	1.4	1.6	1.1	1.0
Am Indian	.5	0.3	0.5	0.5	0.5
Multi	4.6	4.1	3.7	4.3	3.3
Female	48.1	48.2	47.2	48.8	48.6
Male	51.9	51.8	52.8	51.2	51.4
Disabled	12.1	12..5	12.3	12.4	
Econ. Disadvan	18.4	15.6	15.0	17.7	
LEP	0	0	0	0	0
<b>KG Readiness</b>					
Ready Now	83	94.0	88.0	87.0	100.0
Getting Ready	12	4.0	12.0	13.0	
Not Ready	6	2.0			
<b>Free/Reduced Meals</b>	18.7	17.9	20.1	18.9	20.3
<b>Graduation Rate</b>					
All Students	97.7	96	96.5	90.3	94.3
White		96.9	98.0	91.4	96.8
Black		96.2	100.0	84.2	83.3
Hispanic		80	85.7	90.0	100.0
Asian			100.0	100.0	
Am Indian			100.0	100.0	
Multi		100	66.7		100.0
Female		98	95.5	93.4	95.3
Male		93.8	97.6	86.5	93.3
Disabled		100	100.0	83.3	100.0
Econ. Disadvan		94.1	90.9	90.0	91.7
<b>HS Dropout Rate</b>	0.2	0.2	0.7	0.3	0.3

## P.K. Yonge Faculty

P.K. Yonge's teachers and staff continue their learning to increase their professional expertise and instructional effectiveness. P.K. Yonge faculty regularly present at local, state, and national meetings and provide professional development for other faculties. Many teachers are also taking courses at UF to pursue advanced degrees. The chart below depicts P.K. Yonge's teaching faculty over time. 100% of our teachers are highly-qualified and teaching in their field. To date, eight faculty members are National Board Certified (5 elementary; 2 middle school; 1 high school).

	2005-06	2004-05	2003-04	2002-03	2001-02
<b>Faculty by Ethnicity</b>					
White	91.43	90.91	91.14	87.67	88.70
Black	5.71	3.03	3.80	6.85	4.80
Hispanic	1.43	4.55	3.80	4.11	4.80
Asian	1.56	1.67	1.39	1.56	1.60

<b>Faculty by Gender - Percent</b>					
Male	34.29	36.36	27.85	36.11	35.50
Female	65.71	63.64	72.15	63.89	64.50

<b>Faculty by Degree - Percent</b>					
Bachelor	17.14	18.18	18.99	12.50	21.00
Master	57.14	54.55	54.43	58.33	53.20
Ed. S.	18.57	18.18	16.46	16.67	21.00
Ph. D.	7.14	9.09	10.13	12.50	12.90

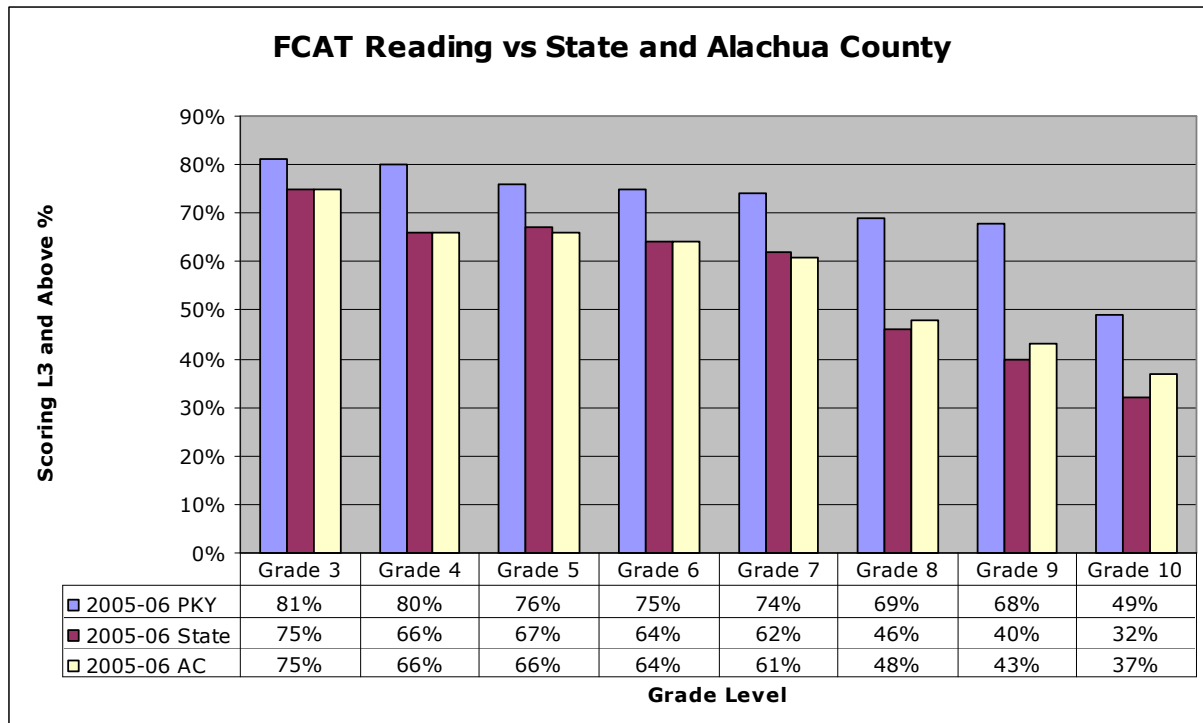
<b>Faculty by Years of Experience - Percent</b>					
0 to 4	24.29	22.73	29.11	20.83	9.70
5 to 9	14.29	16.67	17.72	15.28	21.00
10 to 14	24.29	21.21	13.92	13.89	12.90
15 to 19	8.57	7.58	10.13	15.28	12.90
20 to 24	7.14	7.58	6.33	8.33	11.30
25 +	21.43	24.24	22.78	26.39	32.30

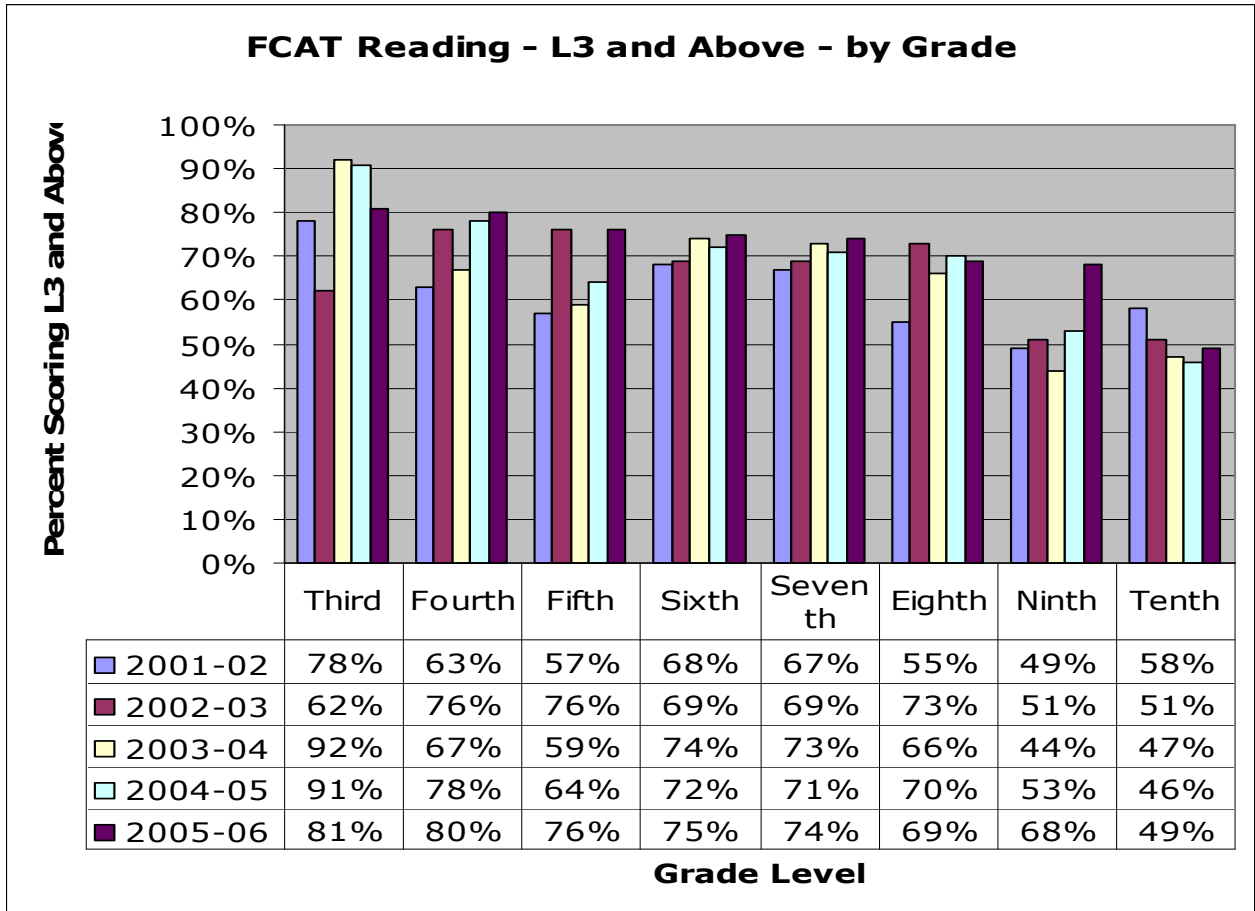
## Academic Profile

Student achievement at P.K. Yonge continues to meet or exceed state and federal testing standards. Our school has received the grade of “A” for five consecutive years. Total points earned for student achievement in Florida’s School Accountability Program over the past five years indicates steady improvement since 2001-2002, from 421 total points earned to 459 points in 2005-2006. We have also met the Adequate Yearly Progress (AYP) criteria for each year since inception of the *No Child Left Behind* legislation.

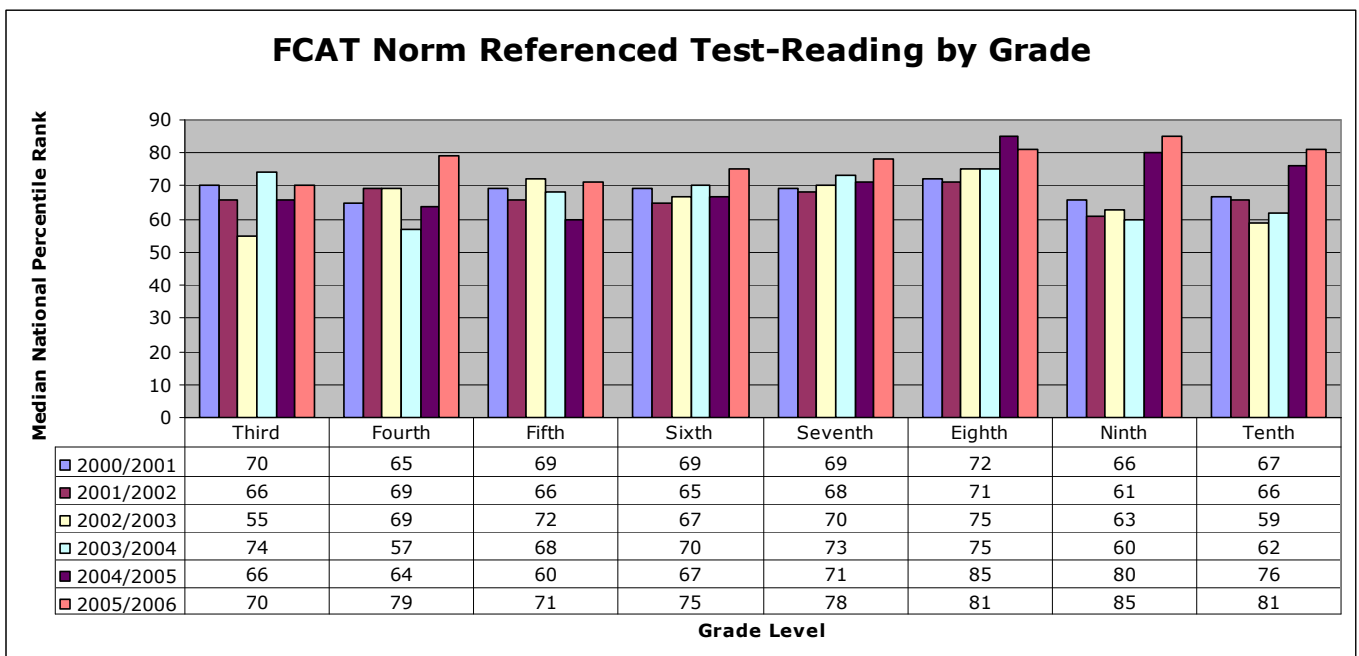
**READING:** Improving reading achievement for all students has been a central focus of our improvement efforts over the past six years. In June 2001, all faculty members were trained for two full weeks in current scientifically-based reading research. During the two weeks, faculty met by division to develop a strategic plan for reading instruction, scheduling, and reading intervention so that we could work together to raise reading achievement.

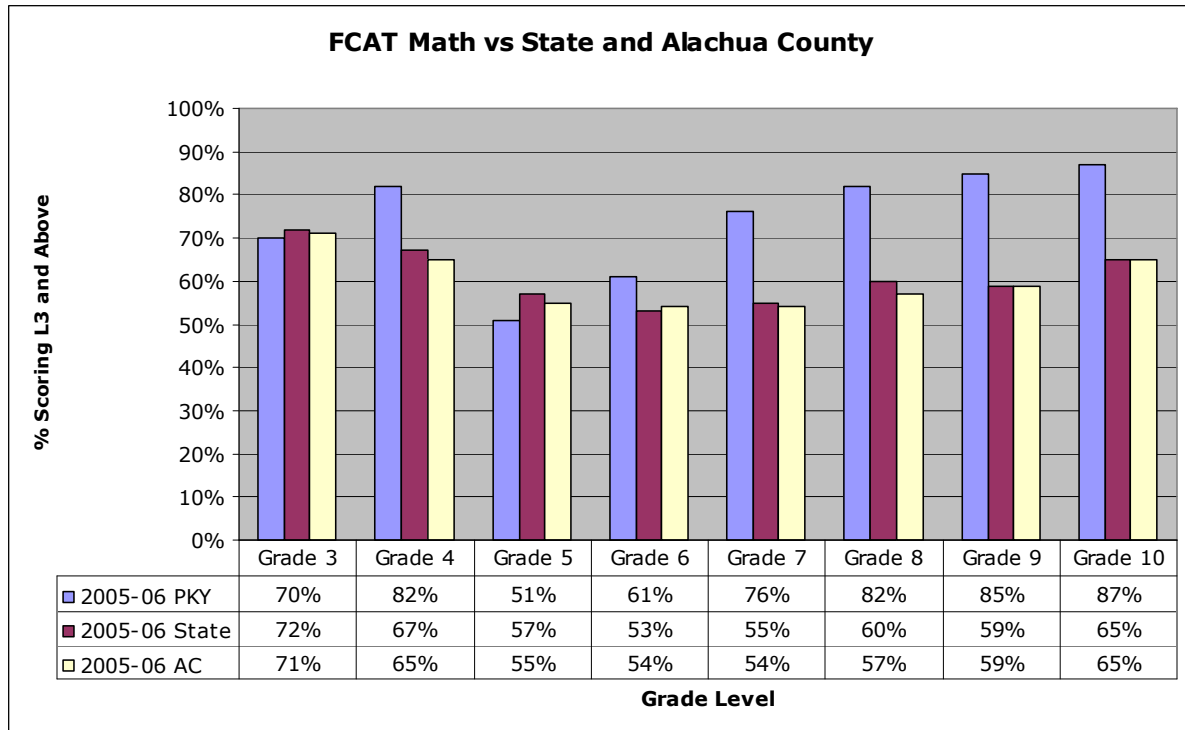
As the following tables indicate, our efforts have resulted in measurable increases in reading achievement over time as measured by FCAT Reading at all grade levels except 10<sup>th</sup> grade. Growth targets for reading achievement set in our 2001-2002 SACS plan included: (a) 15% decrease in the percentage of 4<sup>th</sup> grade students scoring at Levels 1 & 2 by 2004 (by 2004 we had a 9% decrease; by 2006 we had a 23% decrease); (b) 9% decrease in 8<sup>th</sup> & 10<sup>th</sup> grade students scoring at Levels 1 & 2 (by 2004 we had a 13% decrease in 8<sup>th</sup> grade) and a 6% increase in the 8<sup>th</sup> and 10<sup>th</sup> grade students scoring in Levels 3+ (by 2004 we had a 13% increase in 8<sup>th</sup> grade). While we have not met our 10<sup>th</sup> grade growth targets as outlined in our 2001-2002 SACS plan, our 10<sup>th</sup> grade students continue to outperform 10<sup>th</sup> grade students both locally (Alachua County) and statewide. In addition, the 10<sup>th</sup> grade median national percentile rank on SAT-10 reading has increased significantly since 2001, from the 67<sup>th</sup> percentile to the 81<sup>st</sup> percentile.



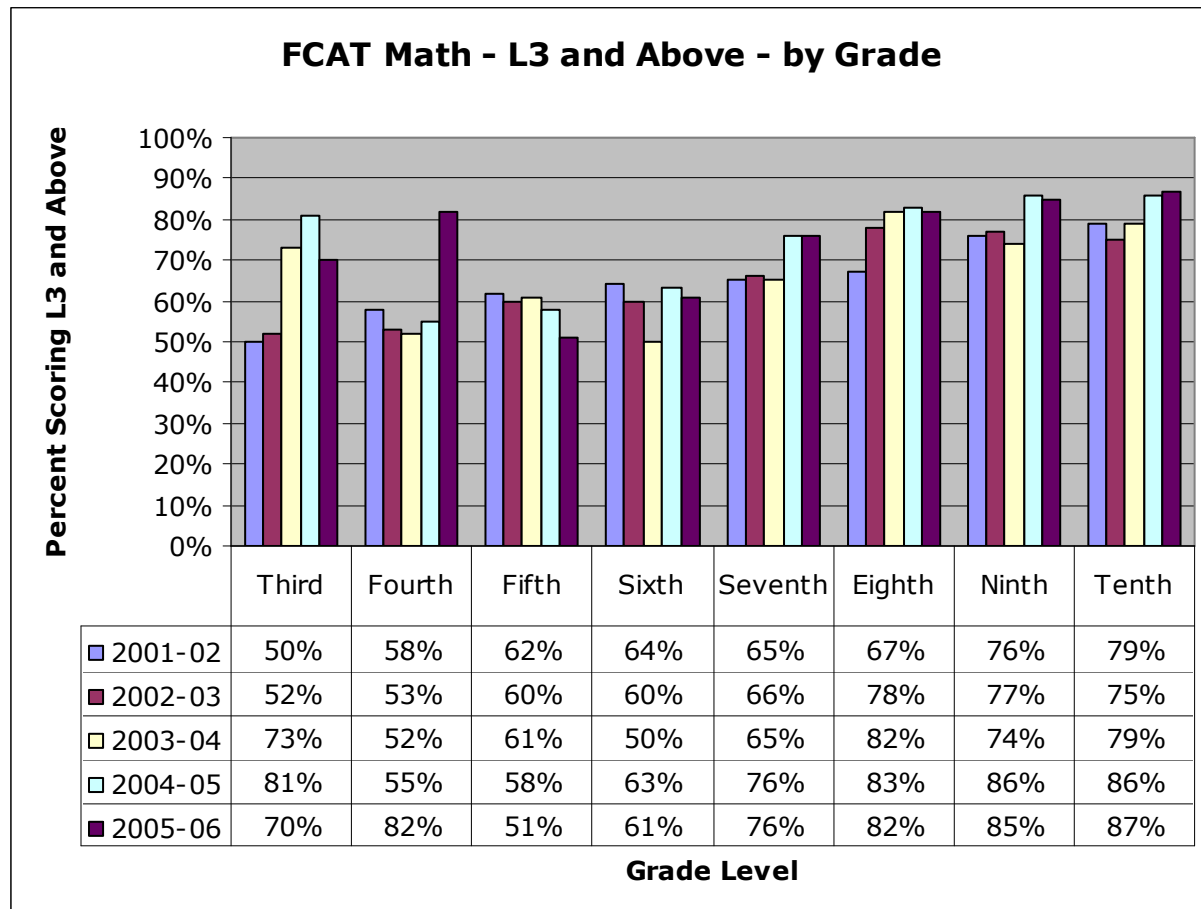


When all grade levels are combined, the percentage of students scoring Level 3+ on FCAT Reading has increased by 10% from 2001-2002 to 2005-2006; an average of 62% in 3<sup>rd</sup>-10<sup>th</sup> grades in 2001-2002, to 72% in 2005-2006.



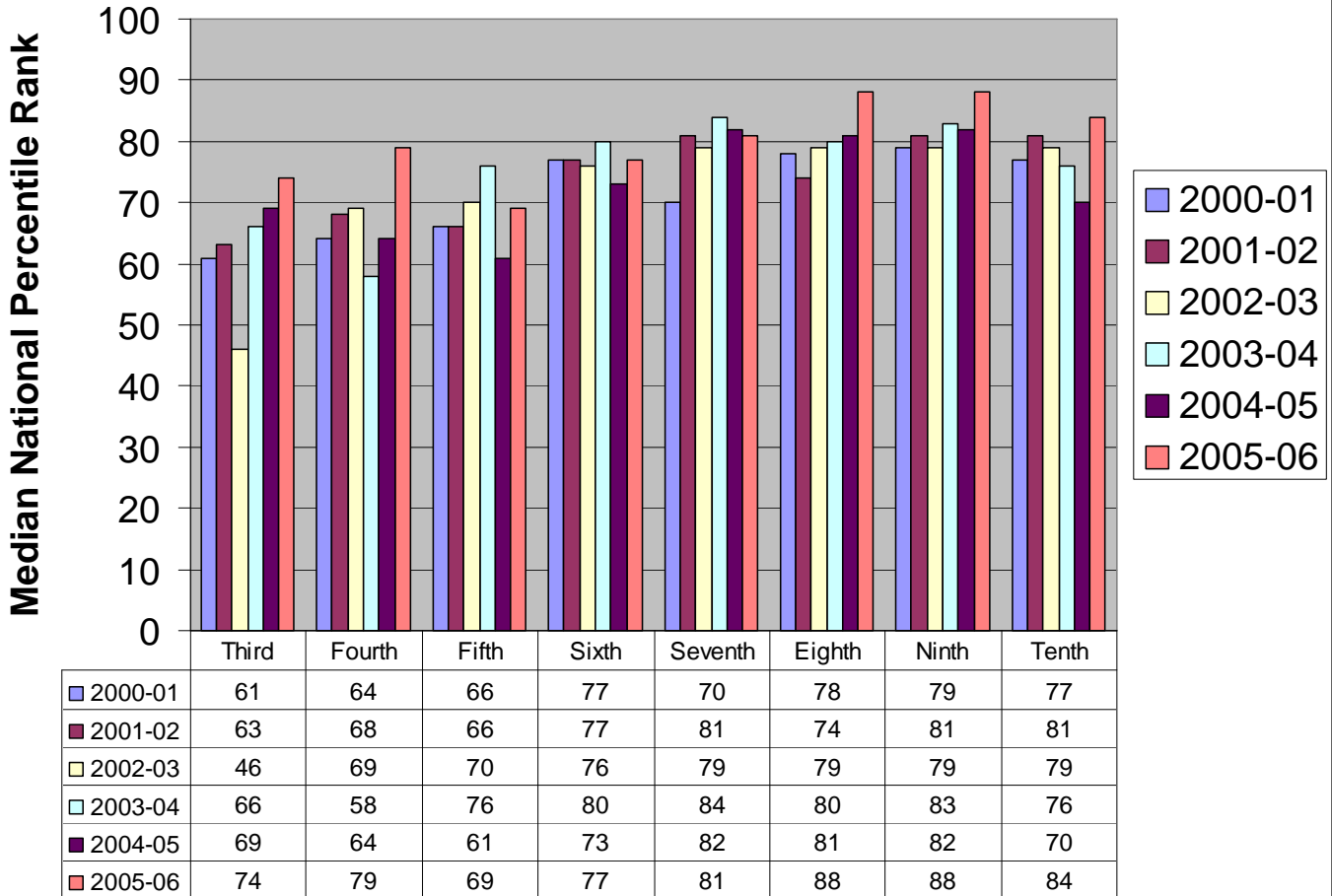


**MATHEMATICS:** P.K. Yonge secondary student achievement in mathematics consistently exceeds local and state averages. A recent curriculum change in elementary mathematics is resulting in improved 3<sup>rd</sup>-5<sup>th</sup> grade performance in mathematics. Improving elementary student performance in mathematics is a primary focus of our action plan for the next five years.

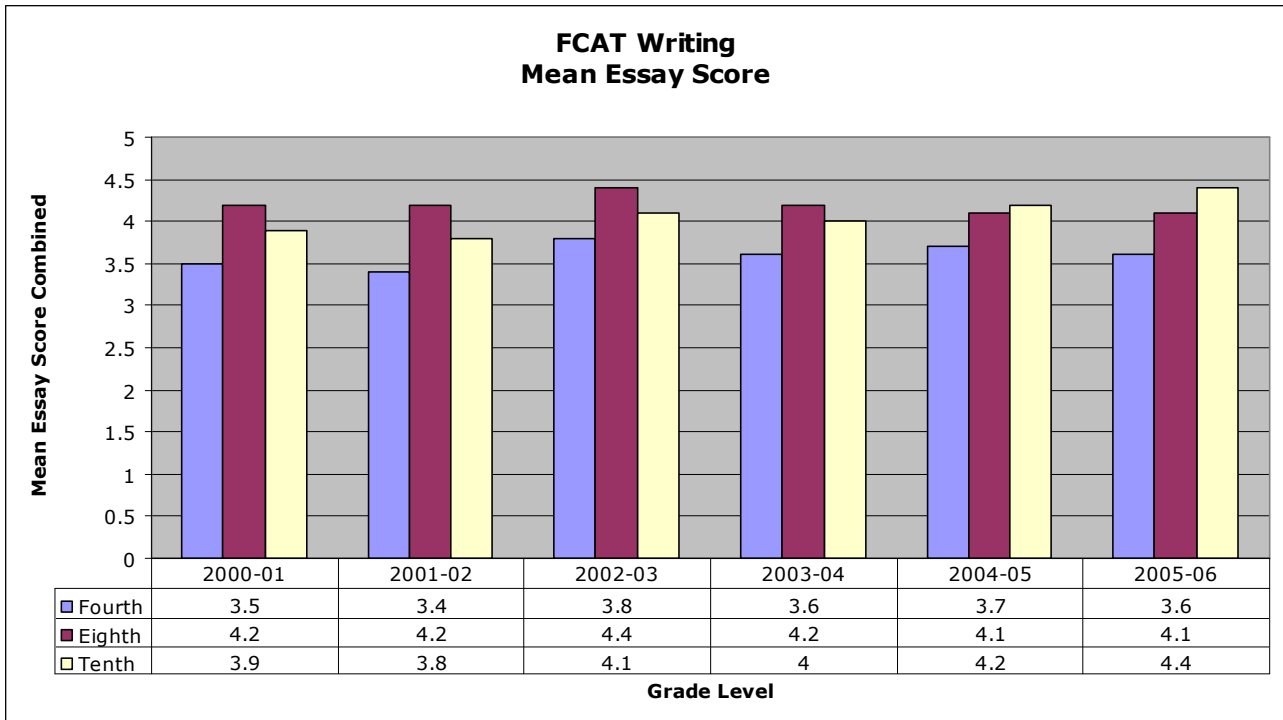




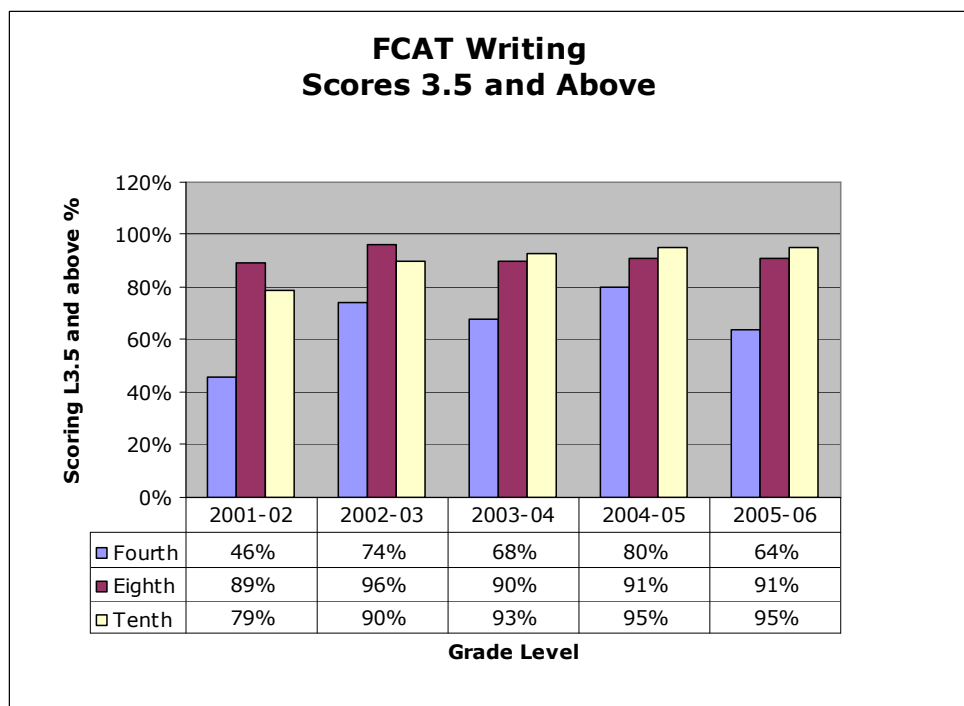
### FCAT Norm Referenced-Math By Grade

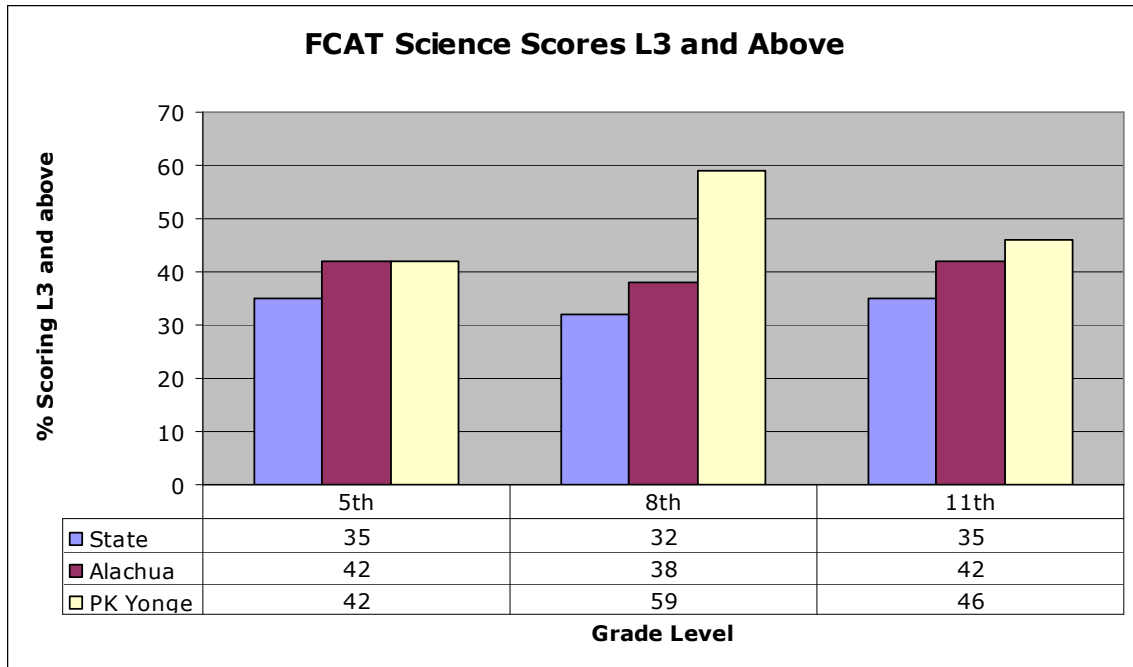


Growth targets for math achievement set in our 2001-2002 SACS plan included: (a) 9% increase of 3<sup>rd</sup>-5<sup>th</sup> grade students scoring Levels 3+ by 2004 (growth target met in 3<sup>rd</sup> grade by 2004; in 4<sup>th</sup> grade by 2006); (b) 75% of 6<sup>th</sup>-10<sup>th</sup> grade students will score Level 3+ by 2004 (growth target met in 7<sup>th</sup>-10<sup>th</sup> grades); (c) The median national percentile rank for 6<sup>th</sup>-10<sup>th</sup> grade students will be 75+ by 2004 (growth target met as indicated above).



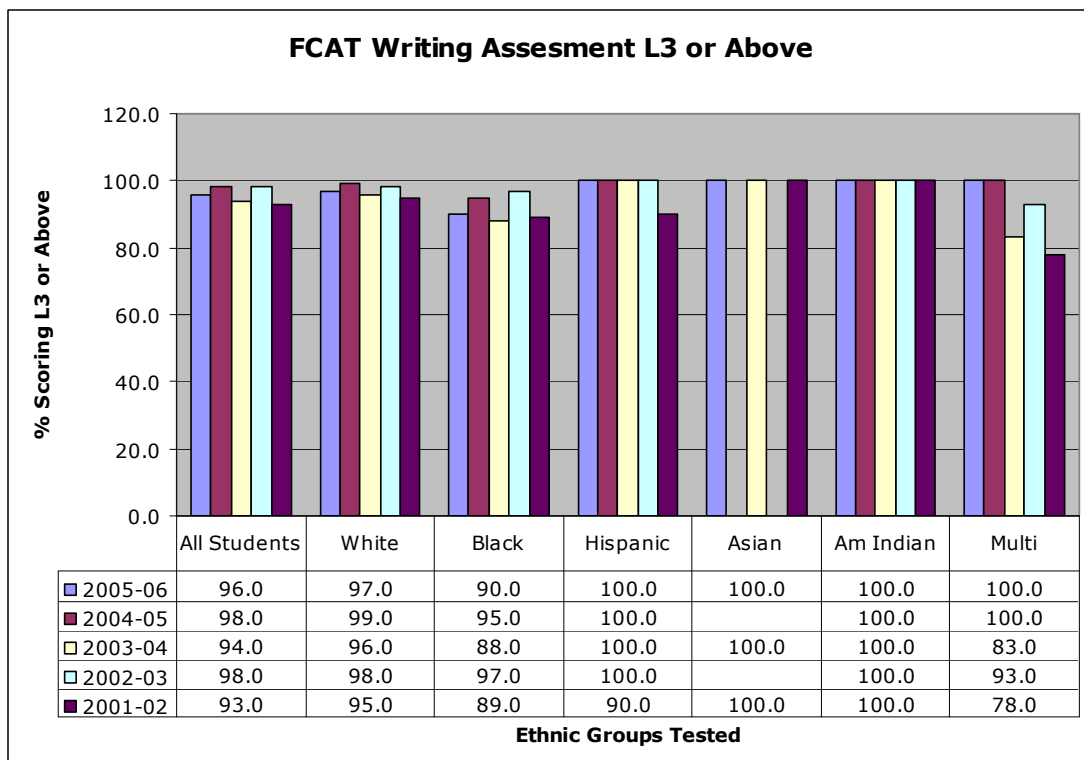
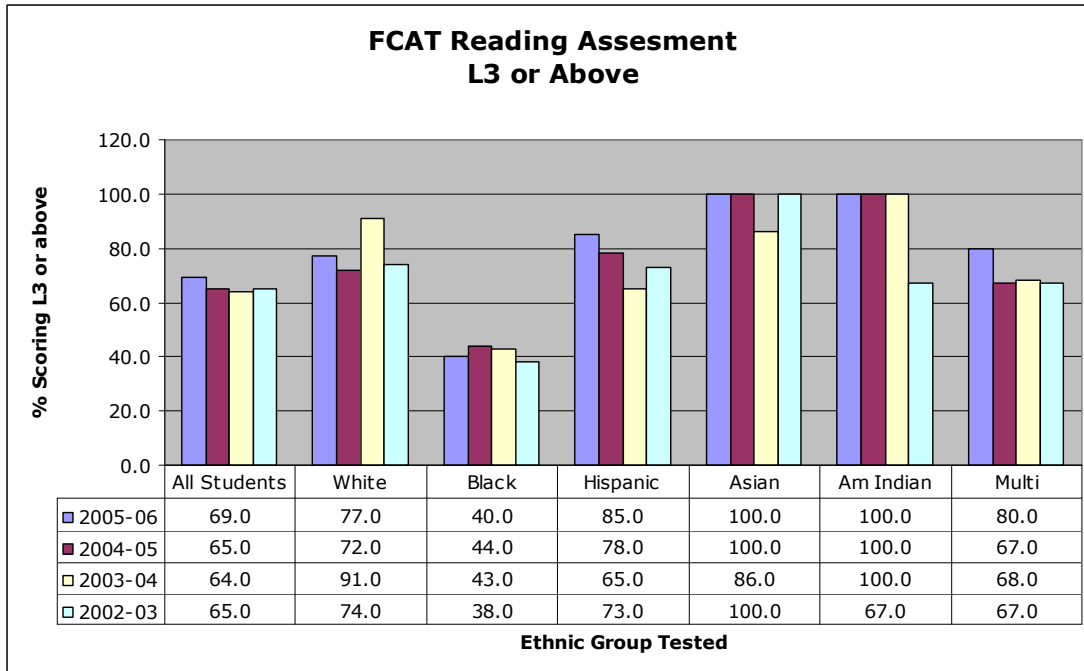
**WRITING:** P.K. Yonge secondary student achievement in writing consistently exceeds local and state averages with over 90% of our students in 8<sup>th</sup> and 10<sup>th</sup> grades scoring Level 3.5+. Growth targets for writing achievement set in our 2001-2002 SACS plan targeted an overall increase of 0.2 in the average score at each grade level by 2004. As detailed in the table above, we did not meet this target by 2004, however we exceeded this target in 10<sup>th</sup> grade by 2006. We have observed a 0.1 increase in elementary, and a 0.1 decrease in 8<sup>th</sup> grade. While elementary writing performance has improved since 2001, we are uncomfortable with the fluctuations in performance over time. We are confident a recent curriculum change in elementary writing will result in improved 4<sup>th</sup> grade performance in writing and a consistent upward trend over time.

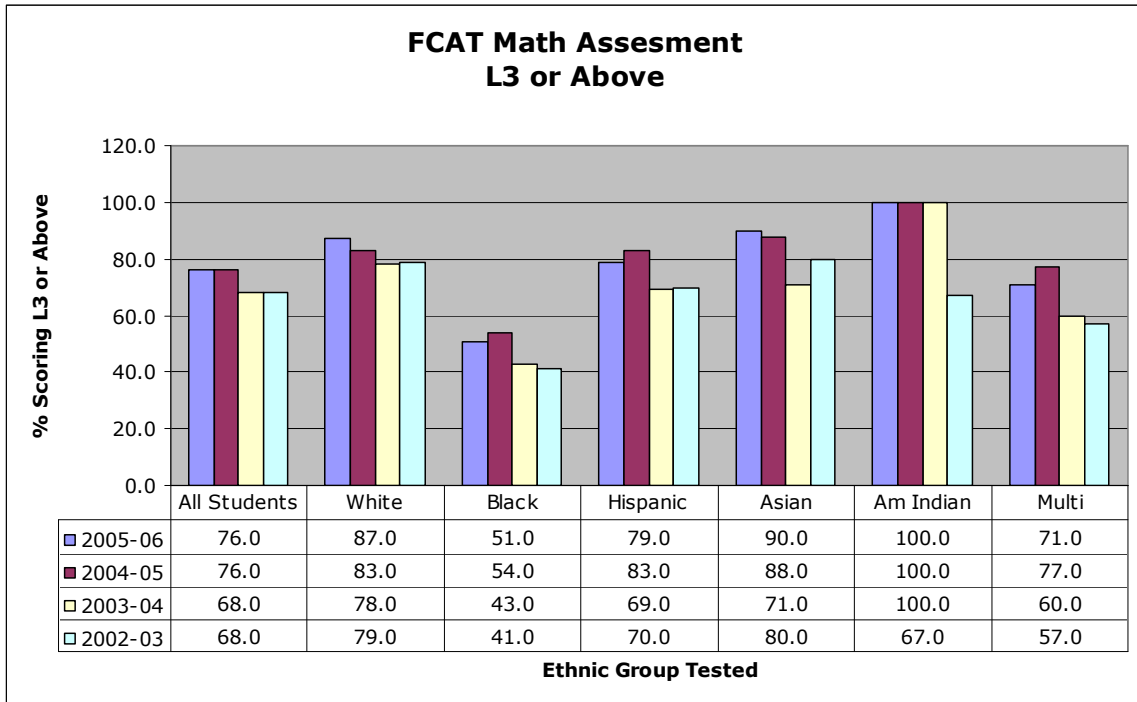




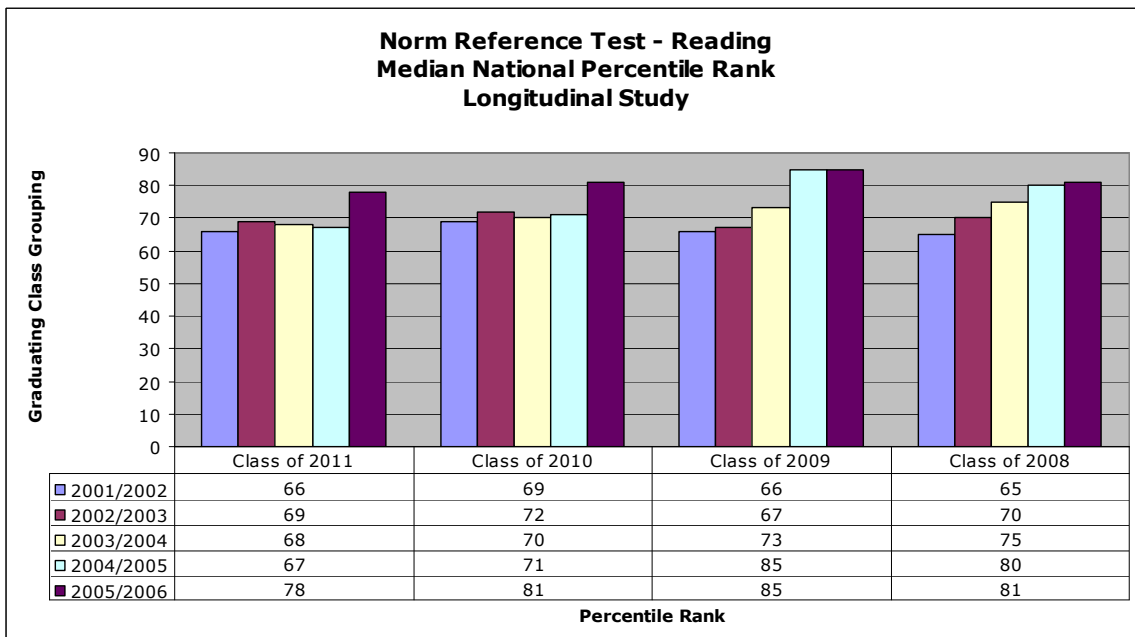
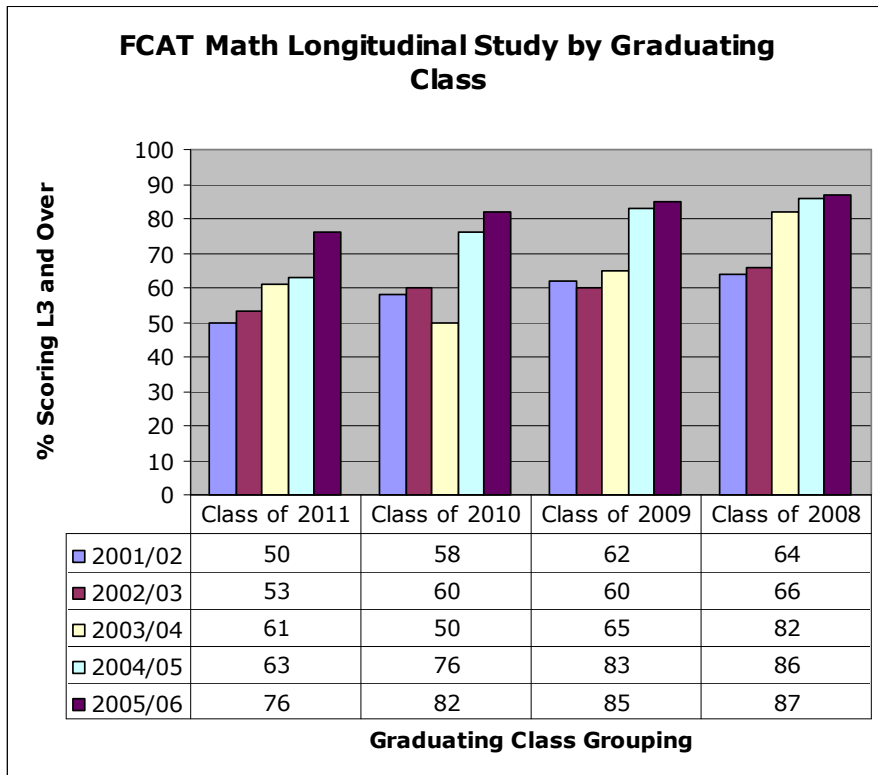
**SCIENCE:** Annual measures of science achievement have just begun in Florida. As of 2006, P.K. Yonge students outperform the local school district and the state at every grade level. However, P.K. Yonge science faculty recognizes there is a need to move the large percentage of students scoring at Level 2 to Levels 3+ over the next three years. The science action plan will address this focus of our improvement efforts.

**SUBGROUP ANALYSIS:** When K-12 student performance over time is disaggregated by subject area and ethnicity, parallel gains in achievement are observed across all subject areas and subgroups. The greatest gains in reading, writing, and mathematics are noted among our multiracial students (12-13% increase in achievement). However, increases in actual numbers of students scoring on grade level are relatively similar across subgroups.





**COHORT ANALYSIS:** When FCAT achievement data is organized by same-age cohorts, it is noted that student performance over time in both mathematics and reading improves.







# **P.K. Yonge Developmental Research School Beliefs & Mission**

**Chair**  
Nancy Dean

**Committee**  
K-12 Faculty; K-12 Leadership Team

## **Beliefs and Mission**

Throughout the 2006-2007 school year, we have developed the beliefs and mission of P.K. Yonge, employing a process of collegial discussion and consensus-building. We began with the Survey of Beliefs, which was administered to the entire K-12 faculty on August 7, 2006, during pre-planning. (See Appendix C for a table of results.)

The next step was to bring the results back to the faculty for consensus and analysis, which was done at a general faculty meeting (K-12) on September 6, 2006. In that meeting we followed an agenda that gave all stakeholders a voice in the process:

- 1 We created mixed-division groups with representatives from elementary, middle, and high school.
- 2 We assigned each group one of the top five beliefs. Each group discussed what would be different at P.K. Yonge when the identified belief is fully implemented, evidence of the belief once fully implemented, and steps we might take to operationalize the belief. The results of these discussions follow:

***Students learn best when they are actively engaged in the learning process.***

<u>What would be different</u>	<u>Evidence of implementation</u>	<u>Steps to take</u>
Increase in display of student work. Increase in independent projects. Increase in real word connections. All students passing FCAT. Higher achievement, morale, and motivation. Fewer behavior issues. Increased respect for teachers and each other.	Publishing. Increased community involvement. Increased student voice in the operation of the school. Fewer referrals. Increased graduation rate. Increase in positive parent feedback. No need for ISS.	Increase participation in national contests. Student ownership/ partnership in curriculum. Shift to action research. Explicitly teaching teachers how to engage students. More hands-on learning. Stabilize the curriculum. Increase comfort level of teachers in their classrooms. Professional development on building community in the classroom. Increased support for beginning teachers.

***A successful student links new information with existing knowledge in meaningful ways.***

<u>What would be different</u>	<u>Evidence of implementation</u>	<u>Steps to take</u>
Higher level thinking. Increase in cross curricular projects. PKY senior projects as a model for other schools. Strategy instruction for knowledge acquisition articulated K-12.	Cross curricular projects. School visits. Research in Action. Whole school professional development.	Increase communication between teachers. Students create charts showing connections between old/new material. Co-teaching. Explicitly teach strategies for learning. Share best practices "in house."

***Student learn best when our staff maintains high expectations for learning.***

<u>What would be different</u>	<u>Evidence of implementation</u>	<u>Steps to take</u>
Well articulated, scaffolded, stronger curriculum to assist students in meeting expectations. Routine pre-assessments in all subject areas.	85% of students are able to meet expectations. Increased enrollment in academic, honors, and AP courses. Communication with parents, students, staff with the problem solving framework.	Additional data to determine appropriate placement. More fluidity between different levels. Make learning objectives known to all students.

***Curriculum needs to incorporate a variety of learning activities to accommodate differences in student learning.***

<u>What would be different</u>	<u>Evidence of implementation</u>	<u>Steps to take</u>
Increased differentiated instruction. Variety of assessments. More space; class size reduction. Greater student achievement. Greater student interest in school and learning. Decrease in absentees, violent incidences, referrals, and retentions.	Classroom observations targeting diverse learning methods. Higher student achievement. Physical space is different.	Build new classrooms. Professional development on differentiated instruction. Identify differences in student learning.

***All students in our school need to have an equal opportunity to learn.***

<u>What would be different</u>	<u>Evidence of implementation</u>	<u>Steps to take</u>
Improved class dynamics. Standardized test scores do not impede student progress.	Increased diversity in high school honors classes. Response to Intervention fully implemented.	Identify appropriate support for all students. Develop a behavior system to reduce behaviors that interfere with learning.

During the next K-12 Leadership Team Meeting, September 11, 2006, we presented a draft of a Mission Statement and Belief Statements based on the Research-Based Practices review and the Survey of Beliefs processing. This is the draft which was presented at the Leadership Team meeting:

**Belief Statements**

1. Students learn best when they are actively engaged in the learning process through meaningful activities that link new information to existing knowledge.
2. Students learn best when the staff maintains clear, consistent, high expectations for learning and students understand these expectations.
3. Students learn best when the curriculum is designed to provide a variety of learning activities and to accommodate differences in student interests and strengths.

4. Students learn best when school staff and student families work together to provide a safe, diverse, and respectful environment in which all students have an equal opportunity to learn.

### **Mission Statement**

P.K. Yonge Developmental Research School builds a community of learners who work well together, respect diversity, and hold high expectations for academic and social growth.

The Leadership Team worked in cross-curricular groups to refine and clarify the belief statements and mission statement, resulting in the following final version of the PK Yonge Mission and Beliefs Statements:

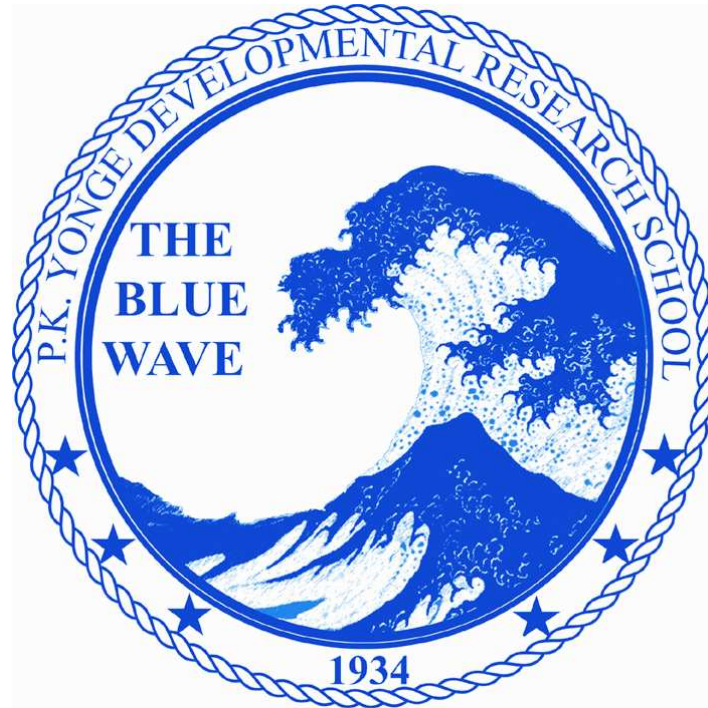
### **Mission Statement**

P.K. Yonge Developmental Research School builds a community of learners who work well together, respect differences, and hold high expectations for intellectual, social, and emotional growth.

### **Belief Statements about Student Learning**

1. Students learn best when they are actively engaged in the learning process through a variety of meaningful activities that link new information to existing knowledge and accommodate differences in learning styles.
2. Students learn best when the faculty and staff maintain clear, consistent, high expectations for learning and students understand these expectations.
3. Students learn best when all stakeholders work together to provide a safe, diverse, and respectful environment in which all students have equal opportunity to learn

The final versions of these statements were presented at the March 14, 2007 General Faculty Meeting during which time multi-grade, cross-disciplinary teams created and presented graphic representations of each of these statements. These carefully revised statements capture the essence of P.K. Yonge's work. We are student-centered and committed to high achievement for all students. The Mission Statement forms the foundation for our commitment to an educational community, and the Belief Statements guide our daily interactions with the entire school community.



# **P.K. Yonge Developmental Research School Priorities for Improving School Performance**

## **Co-Chairs**

Lynda Hayes & Nancy Dean

## **Committee**

K-12 Faculty; K-12 Leadership Team

## **Priorities for Improving School Performance**

### **Surveys & Stakeholder Input**

Several different survey instruments have been administered to identify areas of strength and areas of concern across our different stakeholder groups. Students evaluate their teachers annually; parents were invited to complete and submit a stakeholders' survey; and our faculty has completed a variety of surveys to focus on different aspects of our school community and culture.

A K-12 Leadership Retreat took place July 30-August 1, 2006. During this meeting, department chairs and team leaders were asked to generate specific goals and action plans for school improvement for 2006-2007. A multi-step process resulted in the following goals and areas of focus for future improvement efforts:

- Increase learning gains for all students, especially underachieving subgroups. Begin by increasing awareness, knowledge, and skills related to multiculturalism (e.g., ethnicity, generational poverty, family income/education).
- Strengthen connections between assessment and student learning to improve student outcomes.
- Design vertical and horizontal curriculum and cross-division experiences to increase student success as they transition between grade levels/divisions.
- Celebrate successes and organize social activities for faculty.
- Create a safe community and improve morale for all stakeholders (includes communication enhancements for all stakeholders).

### **School Culture Survey Results:**

In addition, as a part of the K-12 Leadership Team book study, *Teacher Leadership That Strengthens Professional Practice*, a teacher survey included in the book was distributed and completed by the K-12 Leadership Team as well as each division. The survey of teacher perceptions was included to assist us in identifying strengths and areas of need related to the professional culture of our school. Overall areas of strength include expectations for professional learning, support for risk taking, teacher professionalism, teacher attitude toward teacher initiative and professional recognition, opportunities for teacher initiative, and time for collaboration. Results from the K-12 Leadership Team (mirrored in the results from each division) identified the following indicators as potential areas for growth:

- *Deprivatization of practice:* While most respondents indicated that teachers can observe in one another's classrooms and the general impression is that happens fairly frequently, our professional culture may be strengthened by increasing expectations and administrative support for frequent observations in one another's classrooms.
- *School governance:* While most respondents indicated that a formal structure for decision making that includes team leaders and department chairs who meet regularly



with administrators is in place, increasing opportunities for all teachers to offer ideas for organizational decisions would enhance school governance.

The elementary faculty also identified “teacher attitude toward professional recognition” as an area to work on. Results indicate that half would only tell a few close friends and colleagues if they were to attain professional recognition, while the other half would expect professional accomplishments to enhance their reputation at school.

An additional survey (LISI: *Literacy Initiative Survey Instrument*) administered by NEFEC to inform our work with the *Florida Reading Initiative*, also identifies strengths and areas for improvement (See Appendix D for results tables). P.K. Yonge faculty rated every LISI item somewhere between “agree” and “strongly agree” indicating that instructional leadership, professional development, learning communities, strategy instruction, and reading intervention are in place at P.K. Yonge and consistent with our *Florida Reading Initiative* mission to achieve 100% literacy. An analysis of slight fluctuations in average scores, LISI survey results suggest the following: (1) While reading coaches assist teachers in implementing data-driven instructional modifications and planning for differentiated instruction, faculty would be interested in increased support in these two areas (which has also been noted in other survey results and in the action plans that follow); (2) Elementary teachers rate their colleague’s efforts to target higher levels of thinking, provide intervention instruction, use flexible grouping, and participate in collaborative instructional planning, slightly stronger than their own; (3) Secondary teachers rate themselves slightly stronger than their colleagues in use of explicit strategy instruction and higher order literacy activities as well as continuing their own professional development, while rating their own use of assessments to plan and adapt instruction slightly weaker than their colleagues (this finding is consistent with other survey results and supports action plan items for secondary). Overall, P.K. Yonge’s participation in the *Florida Reading Initiative* over the past seven years has assisted the school in developing and implementing a K-12 approach to literacy reform that addresses both instructional strategies and ongoing professional development needs.

Finally “Assessing Your School Culture” survey was administered and collected during the January 3<sup>rd</sup>, 2007 K-12 Faculty Meeting. This survey identifies trends in faculty members’ perceptions of the professional culture. Overall results indicate that faculty at each division are more collaborative than isolated or balkanized (i.e., cliquish and competitive). Collaboration is a bit stronger with isolation being a bit weaker among the elementary faculty; these results may be tied to common teaching assignments and weekly in-depth team planning and professional development sessions in the elementary school.

***Assessing Your School Culture***  
**PK Yonge Faculty Survey Results**  
**January 10, 2007**

	Isolation	Collaboration	Balkanization
Elementary	21	43	25
Middle	23	37	25
High	22	41	26

Scale: 0-50

### NSSE Stakeholder Opinion Survey Results:

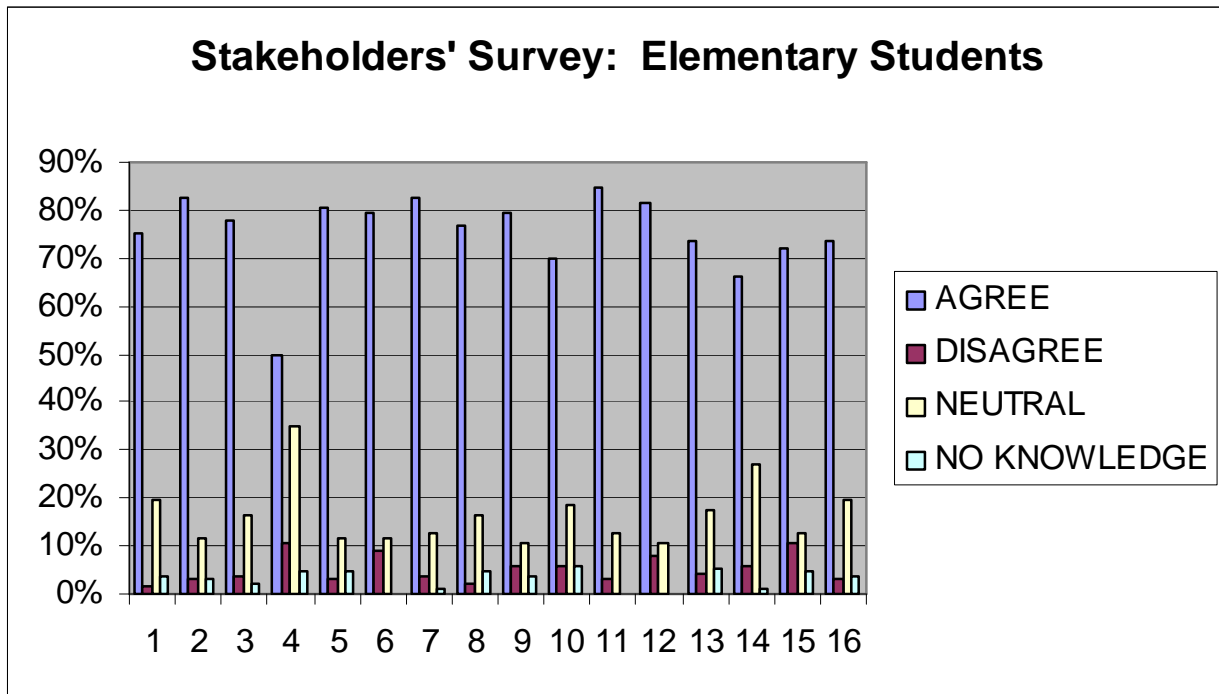
The NSSE Stakeholder Opinion Survey was administered to all parents and students in February 2007, tabulated, and analyzed at the March 14 general faculty meeting. Teachers examined and analyzed the survey results and discussed implications for teacher action.

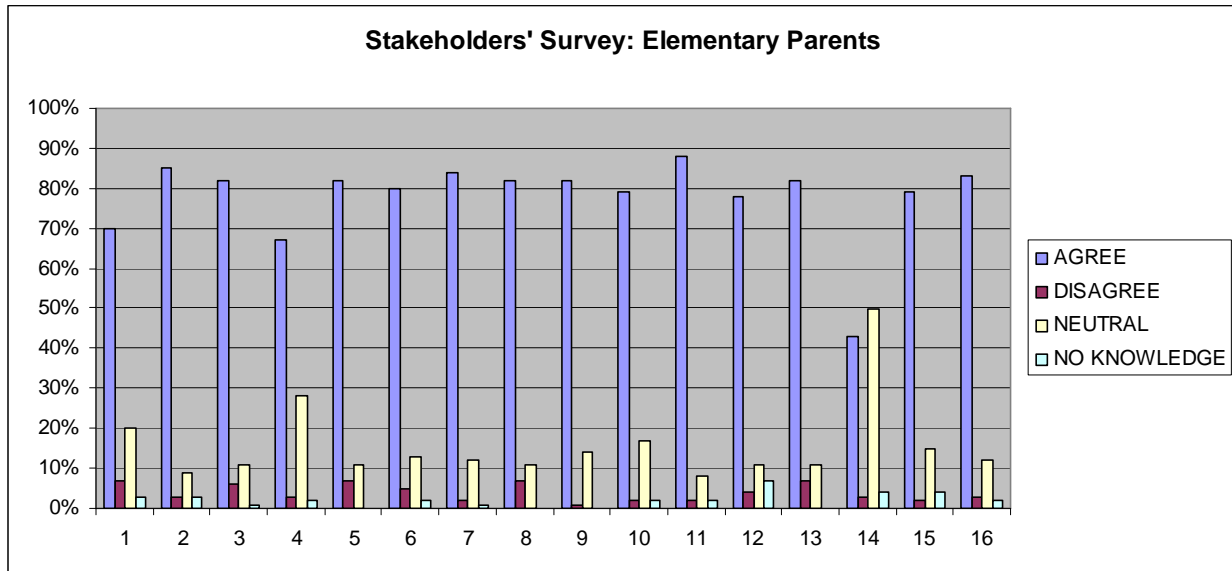
**Elementary:** Overall, P.K. Yonge’s elementary students (N=120) and parents (returned surveys, N=136) were more favorable than unfavorable. Specifically, elementary students and their parents believe that P.K. Yonge teachers hold high expectations for learning and use a variety of techniques to facilitate and evaluate student learning; projects and performance-based assessments are utilized across the grade levels and in different content areas. In addition, students and parents indicate they are provided the resources they need to succeed. Further, P.K. Yonge provides a safe and orderly learning environment.

Elementary teachers also found a couple of areas that need addressing, specifically making stronger connections between school work and students’ daily lives and their futures. Elementary faculty identified the following strategies for addressing these issues:

- Continue using Math Links as a strategy for connecting learning in mathematics with students’ daily lives and their futures
- Continue efforts to improve Home Reading programs at every grade level
- Identify real world connections between content area and skill learning through in-class discussions and targeted field trips
- Look for ways to connect learning with future career options

Many of these suggestions are included and expanded in the action plans that follow.



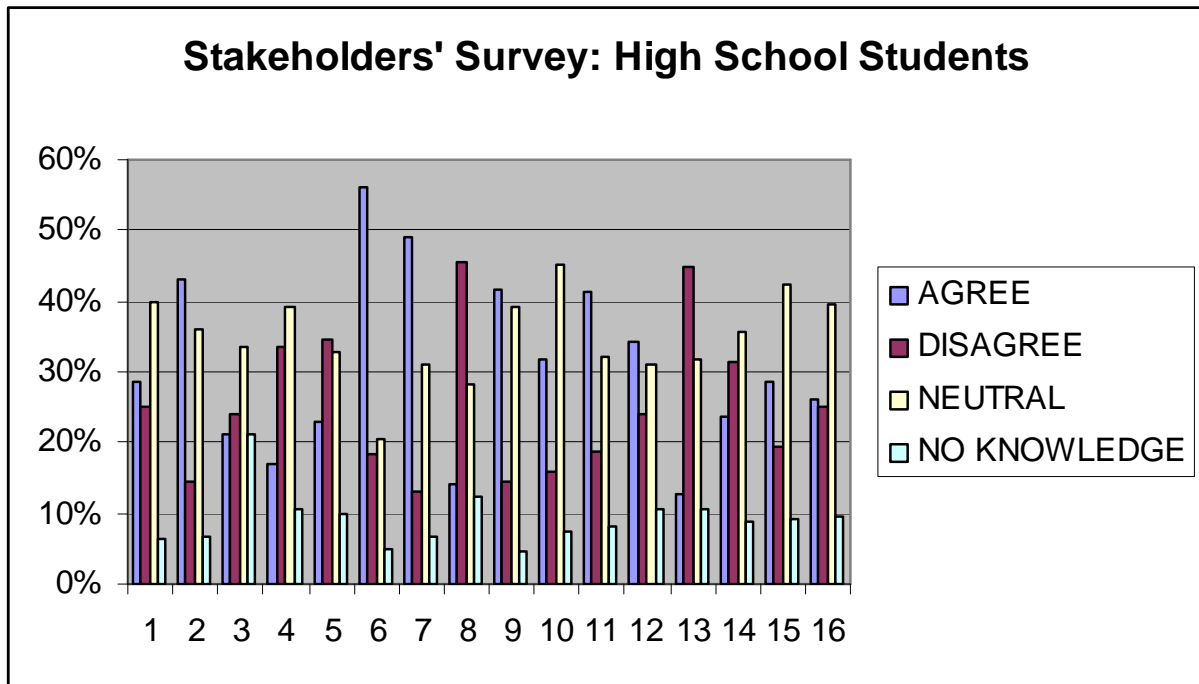
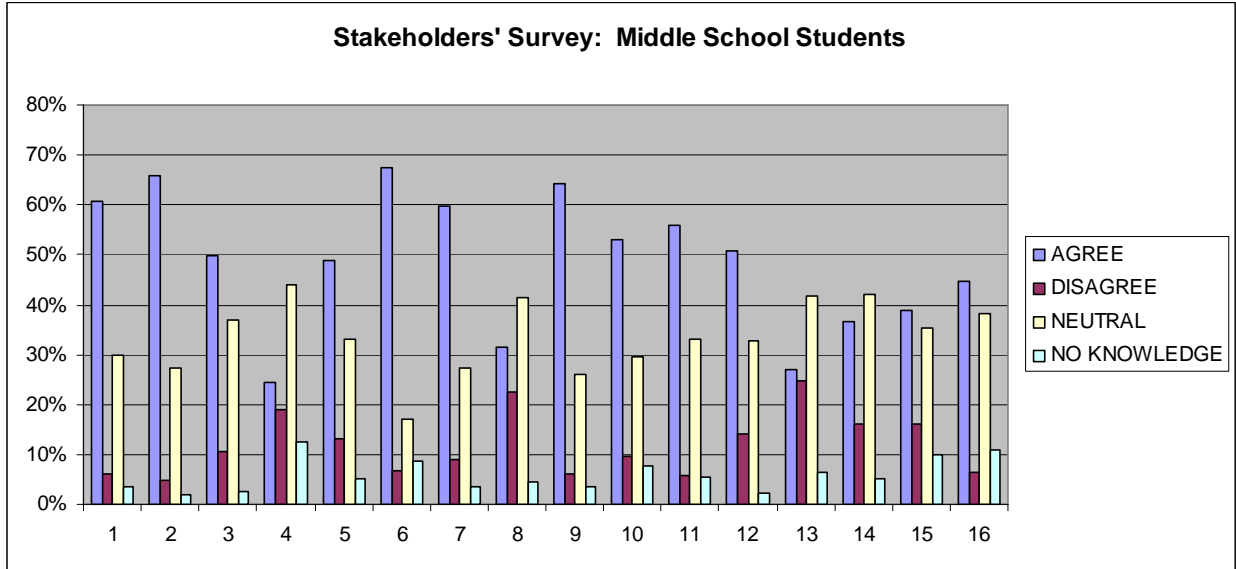


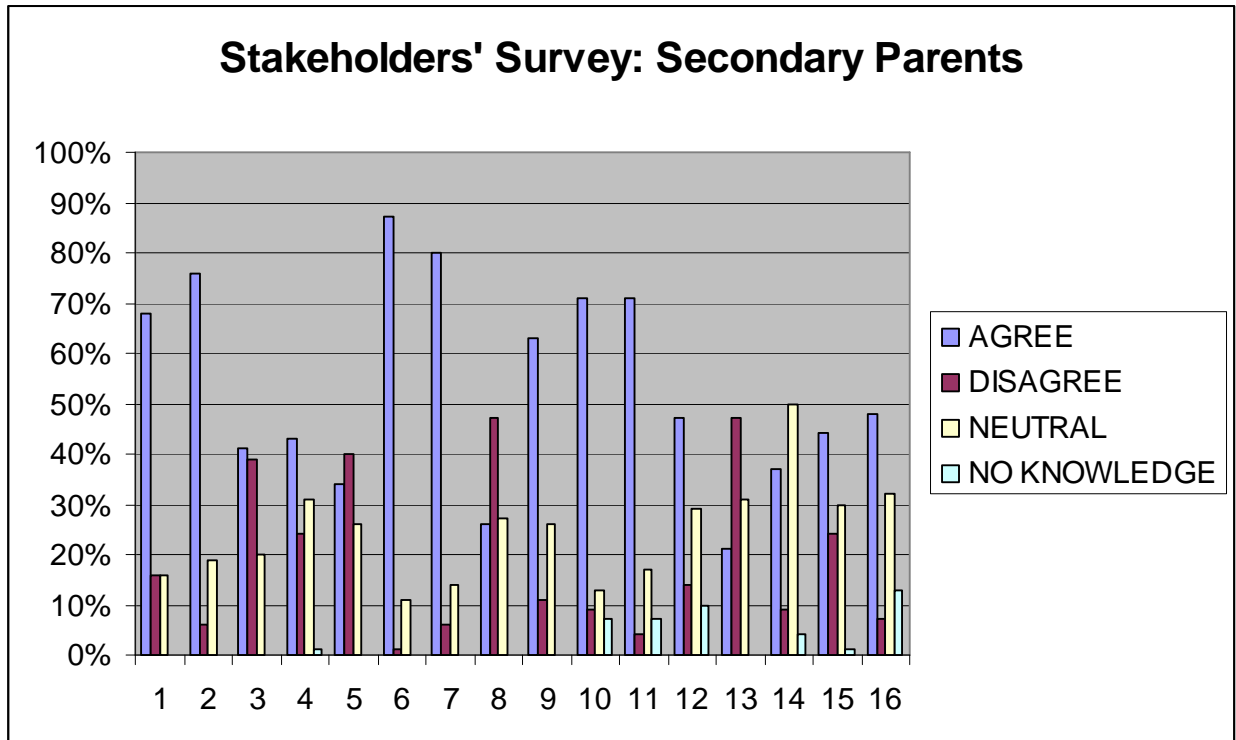
**Secondary:** Middle and high school teachers found that the student responses were more favorable than unfavorable. Specifically, middle and high school students believe that P.K. Yonge provides a safe and orderly environment in which they can learn. In addition, teachers have high expectations for learning and use a variety of methods of instruction and techniques to evaluate student learning. Further, P.K. Yonge provides students with resources, such as books, computers, and labs, to help them succeed in their learning.

Middle and high school teachers also found areas identified by secondary parents and students that need addressing, specifically communication with parents and relating school learning to students' daily lives. Middle and high school teachers came up with the following suggestions for addressing these issues:

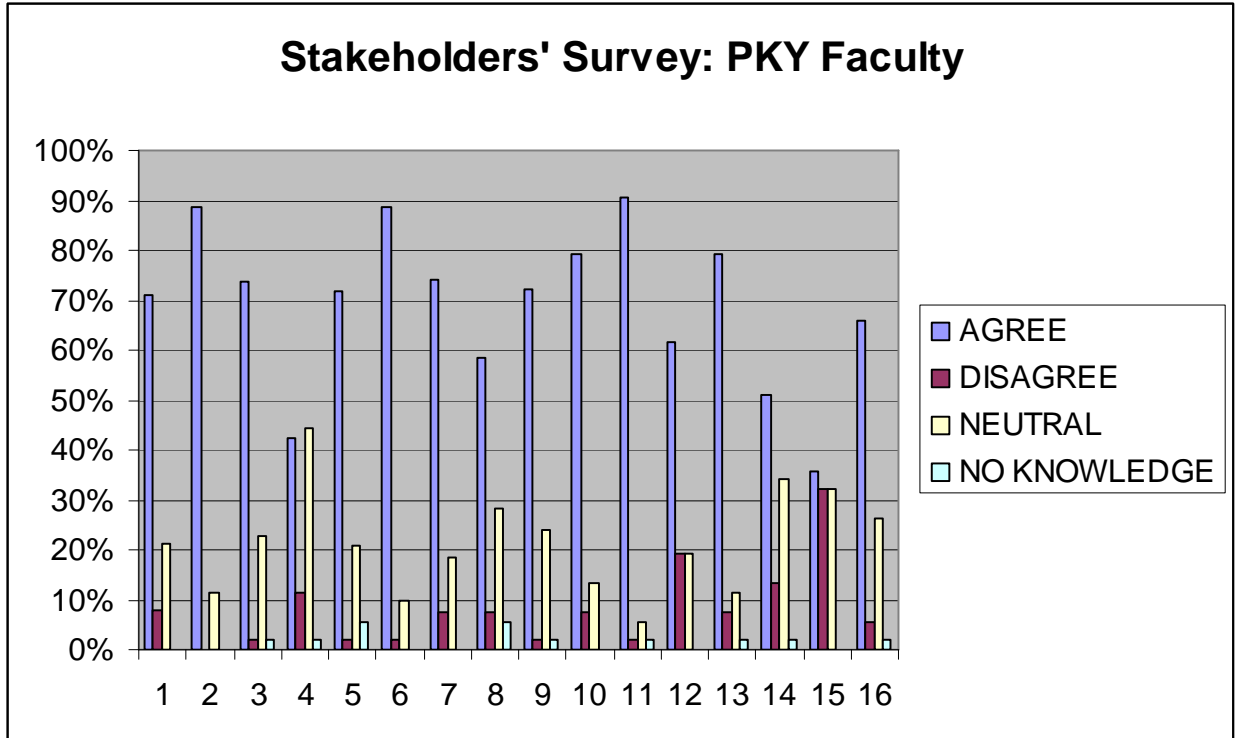
- Make the avenue of communication that already exists (web site, My Grade Book) more visible to students and parents
- Develop a system of notifying parents of student excellence
- Institute more cross-curriculum studies
- Incorporate the study of current issues across the curriculum
- Include the study of careers in the middle and high school programs

Many of these suggestions are included and expanded in the action plans that follow.





**Faculty:** P.K. Yonge Faculty also completed the NSSE Stakeholders’ Opinion Survey in March 2007. As is noted in the graph that follows, faculty opinions are more favorable than unfavorable on most items. Some of the areas of concern identified by faculty parallel those identified by students and parents. Namely, student preparedness to deal with issues and problems they will face in the future. The two areas with the strongest disagreement scores by faculty (with similar trends noted in secondary parent and student results) relate to adequacy of facilities and fair treatment for all students regardless on race and/or gender. Much of the focus in the SACS Action Plans that follow attempt to address gaps in achievement between different subgroups. In addition, beginning of the year, long range planning by the PKY Leadership Team also identified the need to increase faculty awareness and sensitivity to cultural and learning differences among our students.



## **Survey of Research-Based Strategies:**

As the 2006-2007 school year began, the PKY K-12 faculty met to examine research-based factors related to student performance and to identify areas of strength and areas of need. A series of five meetings were devoted to this process to ensure that various points of view and different sources of evidence were included in the development of our action plans for the next five years. Teachers, administrators, parents, and community members were organized in mixed groups to review research-based factors, list evidence of implementation, and to identify areas of need. This multi-step, interactive process revealed the following as future areas of focus:

### **ENSURE DESIRED RESULTS:**

- Improve reading achievement for minorities.
- Explore alternative, research-based, instructional strategies to address the learning needs of specific subgroups.
- Guarantee that students with identified needs for intervention receive targeted, effective instruction.
- Develop a comprehensive feedback system to improve instructional practices, and as a result, student achievement.

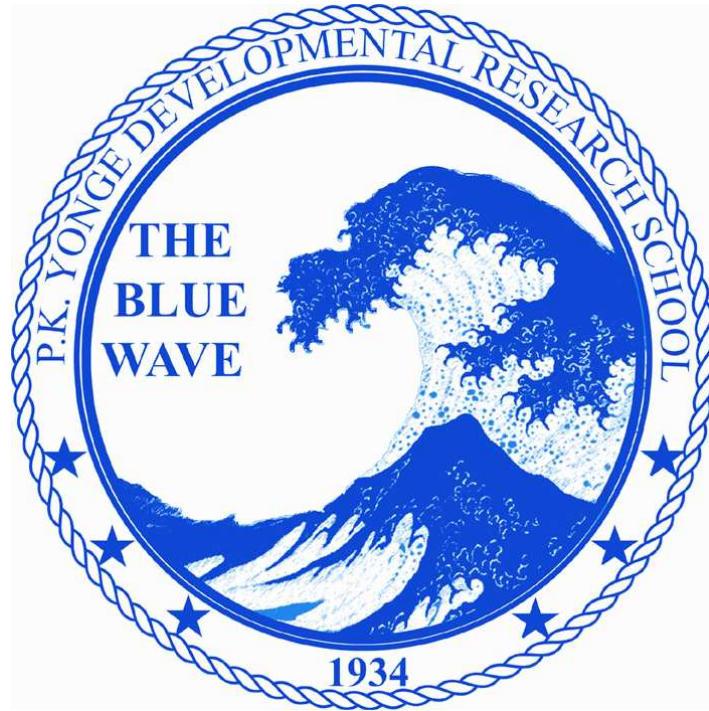
### **IMPROVE TEACHING AND LEARNING**

- Continue curriculum mapping and alignment efforts that include playful, meaningful integration of Sunshine State Standards and *Florida Reading Initiative* strategies.
- Increase time and create structures for *PKY teacher-to-PKY teacher* professional development.

### **FOSTER A CULTURE FOR IMPROVEMENT**

- Provide additional training on data analysis and using data to adjust instruction.
- Observe across divisions to better understand the K-12 spiral and to use available resources to greater advantage.
- Strive to hire early to increase success in hiring the most highly qualified teachers.
- Develop a better system for orienting and training new faculty.
- Develop a systematic approach for providing feedback to school leadership.
- Develop a process for student placement in classes that includes teachers, guidance, and administrators.
- Focus/streamline improvement and development efforts so teachers do not feel so overwhelmed.

The Action Plans developed by departments and divisions and included in this report reflect these priorities and focus areas for improvement.



**P.K. Yonge Developmental Research School  
Action Plans  
&  
Priorities for Improving  
Student Learning**



## **Action Plans & Priorities for Improving Student Learning**

Specific goals for improving student learning and action plans to accomplish identified goals were developed in a series of department and team meetings. Curriculum departments, led by the department chair, met to review and analyze recent trends in student achievement, identify specific learning targets, and develop an action plan to achieve identified targets. Specific action plans were developed for each division (elementary and secondary) in the following areas: reading, writing, mathematics, and science. These areas of focus were selected to align with current School Improvement efforts, NCLB Annual Yearly Progress measures, and high school graduation requirements. In addition, action plans reflect targeted areas for improving school performance and are aligned with P.K. Yonge's Mission and agreed upon Beliefs about student learning. Once data analysis was complete and action plans were drafted they were presented to the K-12 Leadership Team, the general faculty, and the School Advisory Council for feedback and suggestions. Additional stakeholders were invited to participate in the development of the action plans.

Data analysis and action plans are organized by subject area and division. First, data tables, data analysis, and action plans for reading and writing are presented. The elementary discussion and plan is followed by the secondary data discussion and action plan. Next, we present data analysis and action plans for mathematics. The elementary mathematics plan is followed by a middle school then high school action plans and data analysis. Finally, science data is presented and discussed by both the elementary and secondary faculty. The elementary science action plan is followed by the secondary discussion of data and action plan.

# ACTION PLAN

## Elementary Reading

### Chair

Lynda Hayes

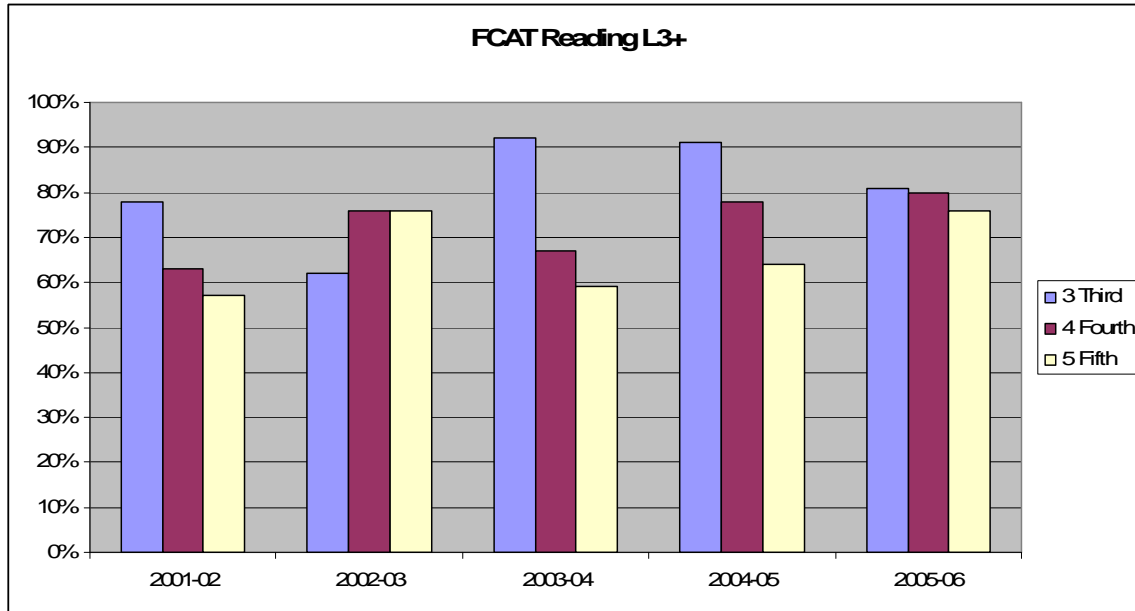
### Steering Committee

Amy Hollinger (Assistant Principal), Anna Sperring/Jill Cox (K-2 representatives), Ashley Pennypacker-Vogt (3<sup>rd</sup>-5<sup>th</sup> representative), Marisa Ramirez (Mathematics Teacher Leader), Cary Kirby (Social Studies Teacher Leader), Theda Buckley (Writing Teacher Leader), Griff Jones (Science Teacher Leader), Kathy Robertson (Specials Teachers representative)

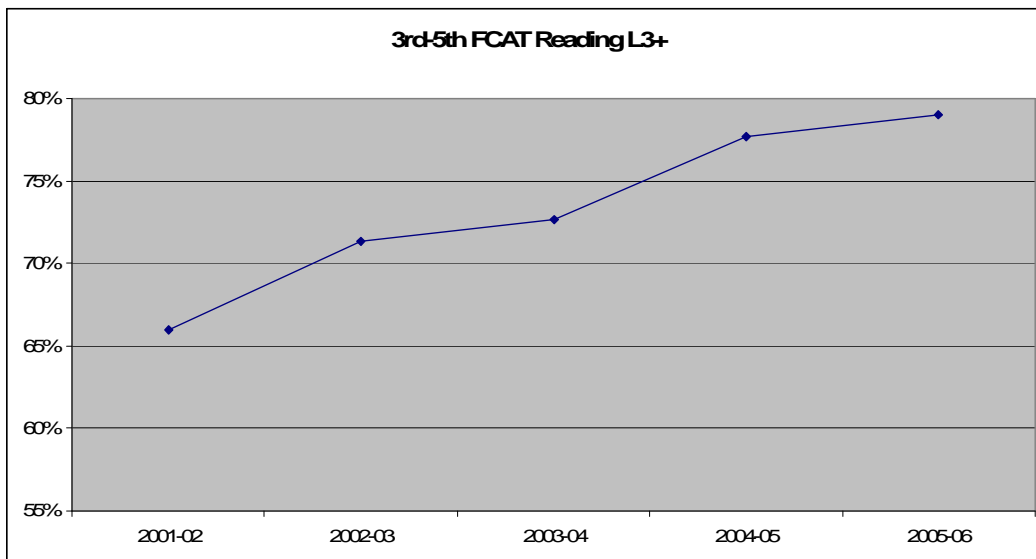
### Additional Committee Members

Margie Donnelly, Julie Johnson, Angie Flavin, Kelly Dolan, Lacy Basford, Heather Blowers, Sue McCoy, Bill Steffens, Danielle Smith, Adam Escue, Sarah Mueller, Amanda Adimoolah, Dawna Clough, Alisa Hanson, Carmen King, Andrea Zazo, Michael Roberts, Kisha Scott

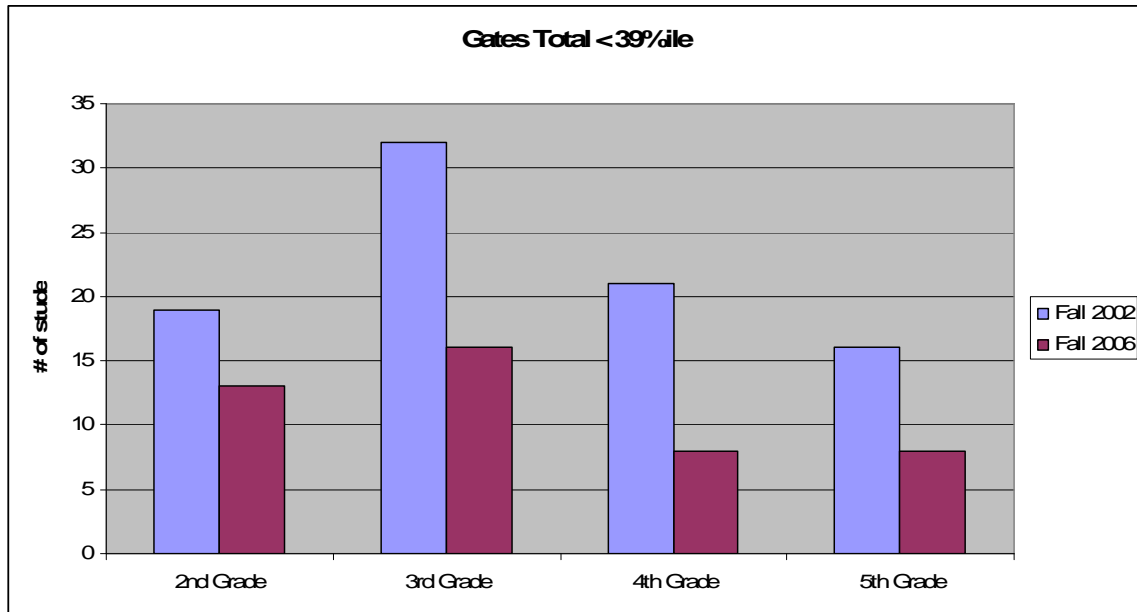
**ELEMENTARY READING**  
*Reading for purpose, passion, thought, and for life!*



Since our initial training with the *Florida Reading Initiative* in June 2001, we have observed a steady increase in the percentage of students scoring Level 3 and above on FCAT Reading. The elementary faculty has worked together to design and implement a comprehensive, research-based, assessment-driven reading program. On-site professional development and ongoing grade level team collaborative planning has been developed and led by the reading coach to address areas of need demonstrated by teacher practice and student performance. A strong reading intervention program that includes highly trained support teachers, research-tested intensive reading programs, and intensive summer reading instruction (*SAIL: Summer Adventures in Literacy*) has also contributed to our success.



Student performance on our fall screening measure, Gates-MacGinitie Reading Test, has improved as well. The number of students identified at the beginning of the school year as reading below grade level (below the 39<sup>th</sup> percentile) has decreased by 50%.



We regularly hear from our *Research in Action* visitors that the emphasis on reading strategy instruction is obvious and that teachers are clearly working together to provide a common core reading program for our students.

**Elementary Reading Action Plan:**

<b>Target Area for Improvement:</b> Elementary reading comprehension & analysis skills				
<b>Improvement Goal:</b> Further refine reading instruction to improve students' critical thinking and reasoning skills	<b>Expectations for Student Learning:</b> Students will read with purpose, passion, thought, and for life!		<b>Targeted participants:</b> All students K-5	
<b>Interventions:</b> 1. Continue development of PKY reading program as a demonstration model for other schools 2. Focus on deepening teacher understanding of the reading process and strategies 3. Refine reading intervention program for targeted students			<b>Evaluation:</b> Improvement in reading comprehension as measured by changes in FCAT SSS ReadingTest and FCAT Reading Subtest performance <b>Target:</b> 5% increase in the percentage of students scoring Level 3+ on FCAT Reading in 5 years.	
<b>Timeframe for implementation:</b> 4 years				
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
<b>Continue development of PKY reading program as a demonstration model for other schools</b>				
Continue focus on instruction and development of core reading strategies to promote common instructional language across grade levels	Fall 2006-Spring 2010	Reading Coach	Curriculum Maps; Agendas from ongoing PD; Classroom Walkthrough; Peer Observation & Coaching	Monthly extended planning sessions; professional books; Comprehension Toolkit; videos of model lessons
Continue integration of reading comprehension instruction across the content areas; identify appropriately leveled texts to coordinate with content area units	Fall 2006-Spring 2010	Reading Coach; Grade Level Teams	Curriculum Maps; Agendas from ongoing PD; Classroom Walkthrough; Peer Observation & Coaching	Team planning sessions; supplemental texts; <i>Planning Backwards by Design</i>
Integrate FCAT Reading "questioning" and content standards across the grade levels and across the curriculum	Fall 2006-Spring 2010	Reading Coach; Grade Level Teams	Lesson Plans; instructional materials development; teacher developed assessments	Team planning sessions; discussion protocols to examine student work

Refine K-5 Word Study Scope & Sequence	Fall 2006-Spring 2010	Reading Coach; Word Study development committee; Grade Level Teams	Grade Level Word Study Resource Notebook; Curriculum Map; bi-annual spelling & vocabulary assessment results	videotape Word Study demonstration lessons at each grade level; summer development days
Continue development of Research in Action days	Fall 2006-Spring 2010	Reading Coach/ Director of Research & Outreach	RIA Handouts & rosters	FRI grant support; Lastinger Center support
Develop "Saturday Series" in response to visiting teacher interest in additional training and information	Spring 2007 Spring 2010	Reading Coach/ Director of Research & Outreach; Classroom Teachers as Trainers	Handouts & rosters	FRI grant support
<b>Focus on deepening teacher understanding of the reading process and strategies</b>				
Develop focused FRI training for PKY new hires	Spring 2007	Reading Coach	Components & Agenda	Planning & development time; PKY teachers as trainers; 5 summer days for new hires
Increase teacher knowledge about how to teach students to use reading strategies flexibly and interchangeably to make sense of text and to accomplish their purpose for reading	Sum 2007-Spring 2010	Reading Coach	Student work; rubrics; lesson plans; videotape model lessons & students' discussions of texts	Stir FRI sponsored by FRI grant; resources for book study; Team planning sessions; discussion protocols to examine student work
Identify instructional strategies to promote greater depth of thinking before/during/after reading	Sum 2007-Spring 2010	Reading Coach	Lesson Plans; Curriculum Map; Peer Observation	Stir FRI sponsored by FRI grant; Professional resources for book study; Lesson Plan discussion protocol

Facilitate teacher planning for reading purposes, activities, and outcomes	Sum 2007-Spring 2010	Reading Coach	Lesson Plans; videotape demonstration lessons	Lesson Plan Guides; Team planning sessions; Lesson Plan discussion protocol
Identify expected outcomes for student thinking and reasoning for different genres	Sum 2008-Spring 2010	Reading Coach	Lesson Plans; Curriculum Map; Performance Measures & Rubrics	Resources for book study; discussion protocols to examine student work; planning time
<b>Refine reading intervention program for targeted students</b>				
Determine agenda and process for monthly Child Study Team meetings	Fall 2006-Fall 2007	Kim Dotts-Hoehnle; Nancy Waldron; Reading Coach	Agendas; Analysis of minutes	UF Professor-in-Residence (N. Waldron; school psych); School Psych & Guidance; monthly CST meetings; curriculum-based measures
Monitor development and implementation of Response to Intervention Model for K-2	Fall 2006-Spring 2010	Kim Dotts-Hoehnle; Nancy Waldron; Reading Coach; Christie Cavanaugh	Number of students identified for special services; 3 <sup>rd</sup> Grade FCAT	UF Professor-in-Residence (N. Waldron; school psych); School Psych grad students; C. Cavanaugh, UF, T&L; minutes from monthly CST meetings; curriculum-based measures
Continue development of benchmark and progress monitoring assessments	Fall 2006-Spring 2010	Nancy Waldron; Reading Coach	CBM Forms & Data spreadsheets	UF Professor-in-Residence (N. Waldron; school psych); School Psych grad students
Identify effective interventions for Tier 2 and Tier 3 support	Fall 2006-Spring 2010	Nancy Waldron; Reading Coach; Support Teachers	CBM Forms & Data spreadsheets; Support Teacher records	UF Professor-in-Residence (N. Waldron; school psych); School Psych grad students; Support Teachers; instructional materials

# ACTION PLAN

## Secondary Reading

### Chairs

Amy Murphy & John Bourn

### Committee

Greg Cunningham, Betsy Creveling, Crystal Van Cleef, Lawson Brown, Courtney Shannon, Thom Anderson, Jake Seymour, Jane Schmidt, Eric Lemstrom, Tom Beyer



## SECONDARY READING

### Data Analysis

The 2001 SACS reading goals aimed to increase the number of students earning levels 3, 4, and 5 on the FCAT reading test and decrease the number of students scoring levels 1 & 2. In the last five years our students have met those goals in grades 3-9. There has been a steady increase in the percentage of students passing the FCAT with a level 3 or higher up to the ninth grade. Correspondingly, there has been a steady decrease in the percentage of these same students scoring level 1. Students scoring at level 5 has remained somewhat consistent since 2001 and there are slight fluctuations in the percentages of students in level 4.

Tenth grade is an outlier; the number of students passing with a level 3 or higher has decreased since 2001, but is slowly rising. The committee sees a need for a stronger academic curriculum for the tenth grade year to support students' learning and reading comprehension.

There is an inverse relationship between grade level and success on the FCAT, with as much as a 32% difference between the number of 3<sup>rd</sup> graders and 10<sup>th</sup> graders passing the test. This trend corresponds with the increased focus on higher level questions and expository texts on the FCAT.

A longitudinal analysis of P.K. Yonge's FCAT SSS Reading results for 2004, 2005, and 2006 indicates that there is a correlation between the students' grade level and the importance and emphasis on the SSS standard "Reference/Research." (See Appendix E for FCAT Reading Item Analysis Results 2004-2006.) This trend is consistent with the higher order skills and the multi-text synthesis necessary to tackle the "Reference/Research" questions on the exam. The percentage of correct items in Research/Reference is lowest among the subskills in 6<sup>th</sup> through 10<sup>th</sup> grade levels in 2004 and among the lowest in 2005 and 2006. If we want to improve student performance on FCAT Reading, this subskill offers the largest potential growth opportunity.

Finally, P.K. Yonge uses a combination of FCAT scores and GPA to determine high school students' placements in honors and AP courses. As a result of using this criteria, there is a racial divide between the honors/AP classes and the regular classes. We also see predominately African-American students in the high school intervention classes. Increasing academic achievement among minority students is an area of focus for our action plan.

### Improvement Goals

The Target Area for Growth (SACS 2001):

- Each year the number of students in levels 1 & 2 will decrease by 3% each.
- Each year the number of students in levels 3, 4, & 5 will increase by 2% each.

The table below outlines the factors that contributed to the success of this target area and those that limited its success.

Factors Related to Success of Past Efforts	Factors Limiting Success of Past Efforts
<ul style="list-style-type: none"> <li>• Strong culture of reading—time in school for student-selected reading for pleasure; kids choosing books to read and talking about them</li> <li>• Block schedule to accommodate SSR</li> <li>• Increase the number of texts in both classroom &amp; library collection</li> <li>• Continue the development of instructional programs for reading intervention</li> <li>• Communication to parents: grade-level conferences; reading logs, daily/weekly agenda, calendars; evening parent programs; modify parent meetings</li> <li>• SAIL program</li> <li>• Focus on FRI &amp; Essential Six—explicit instruction in reading strategies &amp; consistent use of strategies across content area classes</li> <li>• Increase software &amp; computer access for the content area classes, esp. in intervention classes</li> <li>• Using Stanford as pre/post in MS intervention classes</li> <li>• Teacher modeling reading strategies &amp; meta-cognition</li> </ul>	<ul style="list-style-type: none"> <li>• Have not focused enough on high interest informational texts</li> <li>• Lack of personalized programs to ensure student growth in reading</li> <li>• Lack of alternate standardized tests that allow for pre/post in grades 6-12</li> <li>• SSR time is mostly used in English classes, which makes it difficult to meet the goal of 90 minutes per week, except in middle school which uses Study Skills time</li> <li>• Beginning in 2003, Civics class was dropped from the 9<sup>th</sup> grade curriculum and replaced with World History. Now the 10<sup>th</sup> grade curriculum does not include a required social studies class, and thus is less academically rigorous and lacks a strong reading focus.</li> </ul>

There is a significant gap in the reading achievement levels of students as they increase grade levels. In particular, the tenth graders' reading levels have been steadily decreasing since 2001. Below are possible contributions to this gap.

### Establishing expectations

- While P.K. Yonge has a school-wide focus on strategies to improve reading comprehension, they are not explicitly and consistently taught throughout the school.

The focus on the Essential Six strategies (started in 2006) has helped teachers use a common language to discuss reading.

- Silent sustained reading (SSR) time is inconsistent among the grade levels. This is a time for students to read self-selected texts for pleasure and to identify what and who they enjoy reading, however it causes a conflict with the amount of material that Language Arts teachers need to cover. When expectations for SSR are not consistent from year to year, students have difficulty with motivation and familiarity with authors they enjoy reading.
- High school English classroom libraries are sparse and limit student choice of novels.
- Faculty turnover over the past three years challenges our efforts to establish and maintain reading expectations.

### **Monitoring student performance in achieving them**

- The FCAT requires students to answer high-level questions about long, often expository texts outside of a classroom context that provides background knowledge. Teachers have not been giving students practice reading longer texts and answering questions about them without teacher support. Without this sort of monitoring tool, we have an inaccurate view of how students might perform on FCAT with new texts.

### **Supporting students in their learning**

- We are not giving students regular opportunities to answer critical thinking, high level questions and to analyze longer pieces of text.
- There is not enough explicit teaching of *how* to format written answers (i.e. Read, Think, Explain).
- While students use and understand multiple reading strategies when they are asked to use them, we do not see independent use of reading strategies. Related to this, students rarely apply a reading strategy they learned in one content area class to another class without explicit direction to do so by the teacher.

### **Maximizing teachers' effectiveness**

- The FCAT increasingly tests students on expository texts. However, much of the reading instruction and practice still occurs in the Language Arts classes, rather than in the other content area classes (social studies and science).

### **Developing a learning community**

- Our data and observations show that African-American students tend to struggle on the FCAT reading test. We have also observed that among the African-American culture at P.K. Yonge, there is an attitude among some students that academic success isn't cool. We fear that this keeps students from achieving what they are capable of achieving.

**Secondary Reading Action Plan:**

**Main Idea/Author's Purpose**

<b>Target Area for Improvement:</b> Reading Comprehension				
<b>Improvement Goal:</b>  All students will improve their FCAT subscores for <b>main idea/author's purpose</b> .		<b>Expectations for student learning:</b> <ul style="list-style-type: none"> <li>• Students will identify main idea &amp; supporting details</li> <li>• Students will identify author's purpose</li> </ul>		<b>Targeted participants:</b>  All students in grades 6-10.
<b>Interventions:</b> <b>Curriculum:</b> Modify the curricula to reinforce development of reading comprehension skills.  <b>Assessment:</b> Incorporate FCAT-style reading comprehension into classroom assessments.			<b>Evaluation:</b>  Reading comprehension on FCAT subscores in Main Idea/Author's Purpose.	
<b>Timeframe for implementation: 2006-2009</b>				
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
1. Focusing on main idea/purpose, English & Social Studies departments meet to analyze reading comprehension questions from most recent two weeks of curriculum to establish baseline	January 2007	<ul style="list-style-type: none"> <li>• Department chair coordinates</li> <li>• English teachers gather and share reading comprehension questions from their class(es)</li> </ul>	n/a	n/a
2. Beginning with the findings from the 1 <sup>st</sup> meeting, set goals for improving levels of questioning related to main idea/purpose.	Spring 2007	English teachers will consciously include main idea/purpose questioning in planning and will model how to answer questions	Sharing at department meetings & curriculum coordinator walkthroughs.	Textbooks' questions & supplementary questions.

3. Continue to use related E6 strategies (QAR, summary frames) to assist students with understanding of main idea/purpose	Begin Spring 2007, continuing into the 2007-2008 school year	English teachers will use E6 strategies, with coaching from dept. chair and curriculum coordinator	Sharing at department meetings & curriculum coordinator walkthroughs.	n/a
4. Develop progress monitoring measures	Fall 2007	English teachers participate in professional development		<ul style="list-style-type: none"> <li>• Release day for professional development with department</li> <li>• Work with expert facilitator</li> </ul>
5. Reexamine action steps to check for progress	Midterm in years 2-3	Department members will continue to examine and improve practice related to main idea/purpose	Department chairs and curriculum coordinator will work with teachers	n/a
6. Analyze FCAT questions related to main idea/purpose	January 2007	Department chair collects related FCAT prompts & department members meet to discuss them	n/a	FCAT web resources
7. Develop FCAT style questions and implement into regular curriculum	Years 2-3	Department members continue to improve questioning	Department chairs and curriculum coordinator will work with teachers	FCAT web resources, texts

**Research/Reference**

<b>Target Area for Improvement:</b> Reading Comprehension				
<b>Improvement Goal:</b>  All students will improve their FCAT subscores for <b>research/reference</b> .		<b>Expectations for student learning:</b> <ul style="list-style-type: none"> <li>• Students will be able to gather &amp; synthesize information from different kinds of texts.</li> <li>• Students will be able to make connections between current course content and materials previously presented in order to increase comprehension</li> </ul>		<b>Targeted participants:</b>  All students in grades 6-10.
<b>Interventions:</b> <b>Curriculum:</b> Modify the curricula to reinforce development of reading comprehension skills.  <b>Assessment:</b> Incorporate FCAT-style reading comprehension into classroom assessments.			<b>Evaluation:</b> Reading comprehension on FCAT subscores in Reference/Research.	
<b>Timeframe for implementation: 2006-2009</b>				
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
1. Focusing on research/reference, English & Social Studies departments meet to analyze reading comprehension questions from most recent two weeks of curriculum to establish baseline	January 2007	<ul style="list-style-type: none"> <li>• Department chair coordinates</li> <li>• English teachers gather and share reading comprehension questions from their class(es)</li> </ul>	n/a	n/a
2. Beginning with the findings from the 1 <sup>st</sup> meeting, set goals for improving levels of questioning	Spring 2007	English teachers will consciously include main idea/purpose questioning in planning and will	Sharing at department meetings & curriculum coordinator walkthroughs.	Textbooks' questions & supplementary questions.

reference/research.		model how to answer questions for students.		
3. Create a bank of curriculum-related texts (expository, fiction, poetry, etc.) that can be used to help students in research/reference skills	Summer 2007	Social studies, English, and science teachers research and find materials for their classes	Department chairs review identified materials	Stipend for summer work, texts
4. Continue use of E6 strategies (QAR, summary frames) to assist students with understanding of research/reference	Spring 2007- Spring 2008	English teachers will use E6 strategies, with coaching from dept. chair and curriculum coordinator	Sharing at department meetings & curriculum coordinator walkthroughs.	n/a
5. Develop progress monitoring measures	Fall 2007	English teachers participate in professional development		<ul style="list-style-type: none"> <li>• Release day for professional development with department</li> <li>• Work with knowledgeable facilitator</li> </ul>
6. Reexamine action steps to check for progress	Midterm in years 2-3	Dept. members will continue to examine and improve practice related to main idea/purpose	Department chairs and curriculum coordinator will work with teachers	n/a
7. Analyze FCAT questions related to main idea/purpose	January 2007	Department chair collects related FCAT prompts & members meet to discuss them	n/a	FCAT web resources
8. Develop FCAT style questions and implement into regular curriculum	Years 2-3	Department members continue to improve questioning	Department chairs and curriculum coordinator will work with teachers	FCAT web resources, texts

### Underachieving Students

<b>Target Area for Improvement:</b> Reading Comprehension				
<b>Improvement Goal:</b>  Improve reading comprehension among underachieving student groups.	<b>Expectations for student learning:</b> PK Yonge will decrease the achievement gap in reading among underachieving student groups.	<b>Targeted participants:</b>  All underachieving students in grades 6-12.		
<b>Interventions:</b> <b>Professional Development:</b> Identify best practices for accelerating achievement for underachieving students.  <b>Curriculum:</b> To implement and reinforce best practices related to underachieving students.  <b>Assessment:</b> Disaggregate FCAT/SAT/ACT data to examine subgroup trends.			<b>Evaluation:</b>  Reading comprehension on FCAT, SAT/ACT results, course grade.	
<b>Timeframe for implementation: 2006-2009</b>				
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
1. Disaggregate FCAT/SAT/ACT/course grade data to examine trends for different student groups	Summers 2007-2009	Guidance provides disaggregated data to department chairs, administration, and curriculum team	Curriculum coordinator collects information from guidance	Released FCAT scores
2. Identify professional development opportunities for reducing the achievement gap for underachieving students	Spring 2007-Spring 2009	Randy Scott, assistant principal, will help department chairs identify professional development opportunities	n/a	n/a
3. Implement professional development, including speakers, conferences, book clubs, etc.	Spring 2007-Spring 2009	<ul style="list-style-type: none"> <li>• Faculty participates in inservice trainings</li> <li>• Members of each department attends conferences/</li> </ul>	Administrative team facilitates professional development and monitors implementations	Money for conferences, professional development



		sessions related to closing the achievement gap <ul style="list-style-type: none"> <li>Faculty shares best practices in faculty/department/ division meetings</li> </ul>		
4. Implement recommendations from professional development	Fall 2007-Spring 2009	All faculty implements best practices for underachieving students	Administrative team facilitates professional development and monitors implementations	Curricular materials, as needed
5. Share best practices through teacher exchange program	Spring 2008-Spring 2009	Leadership team coordinates schedule for teacher exchange	Leadership team facilitates and monitors program	Substitutes for teacher release
6. Continue to monitor data and check for implementation of best practices	Years 2-3	Leadership team facilitates and monitors program	Leadership team facilitates and monitors program	

# ACTION PLAN

## Elementary Writing

### Chair

Lynda Hayes

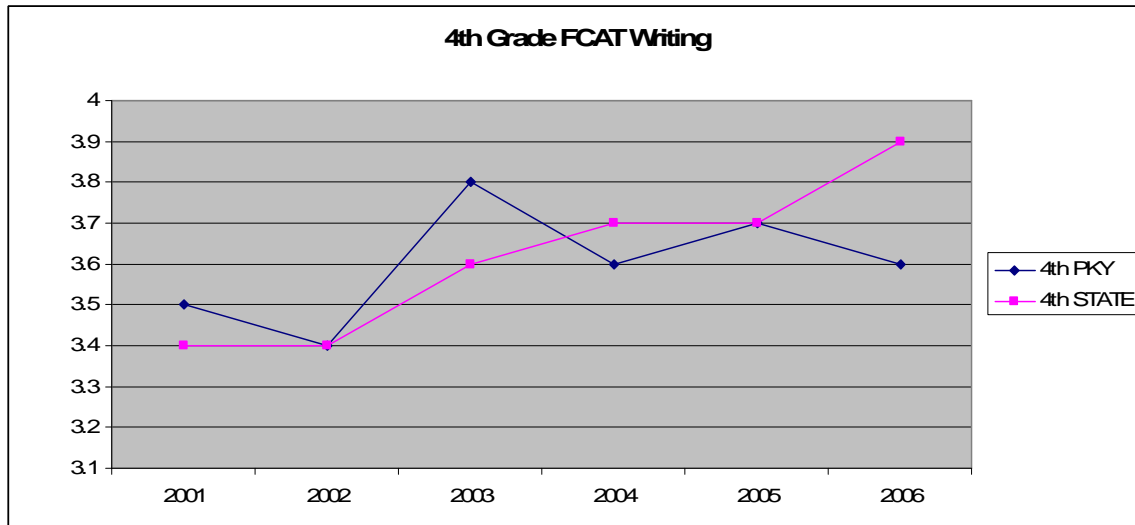
### Steering Committee

Amy Hollinger (Assistant Principal), Anna Sperring/Jill Cox (K-2 representatives), Ashley Pennypacker-Vogt (3<sup>rd</sup>-5<sup>th</sup> representative), Marisa Ramirez (Mathematics Teacher Leader), Cary Kirby (Social Studies Teacher Leader), Theda Buckley (Writing Teacher Leader), Griff Jones (Science Teacher Leader), Kathy Robertson (Specials Teachers representative)

### Additional Committee Members

Margie Donnelly, Julie Johnson, Angie Flavin, Kelly Dolan, Lacy Basford, Heather Blowers, Sue McCoy, Bill Steffens, Danielle Smith, Adam Escue, Sarah Mueller, Amanda Adimoolah, Dawna Clough, Alisa Hanson, Carmen King, Andrea Zazo, Michael Roberts, Kisha Scott

## ELEMENTARY WRITING



An analysis of 4<sup>th</sup> grade median writing scores over time indicates that student performance has gone up and down; that is, there is no strong directional trend over time. As we compared student performance in reading over time to writing over time we were able to identify steps we must take if we are to steadily improve 4<sup>th</sup> grade writing performance:

- Develop a common language of instruction
- Teach the “thinking processes” associated with good writing
- Identify strategies and/or critical writing skills we need to teach our students over time; do not wait until 4<sup>th</sup> grade to prepare students for FCAT Writes
- Teach students how to think about themselves as writers
- Increase professional development about teaching writing
- Facilitate ongoing conversations about writing instruction and students’ writing skills
- Ensure that teachers develop deeper content knowledge about writing; teachers are not confident about how to help children improve their writing skills

### Elementary Writing Action Plan:

<b>Target Area for Improvement:</b> Elementary writing				
<b>Improvement Goal:</b> Improve quality of daily writing instruction across all grade levels	<b>Expectations for Student Learning:</b> Students will use writing craft skills to organize and express their thinking across content areas		<b>Targeted participants:</b> All students K-5	
<b>Interventions:</b> 1. High-fidelity implementation of CraftPlus Writing Curriculum 2. Develop a viable system for monitoring student progress in writing			<b>Evaluation:</b> Improvement in writing skills as measured by changes in FCAT Writes+ <b>Target:</b> 20% increase in the percentage of students scoring Level 3.5+ on FCAT Writing in 5 years.	
<b>Timeframe for implementation:</b> 4 years				
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
<b>High-fidelity implementation of CraftPlus Writing Curriculum</b>				
Continue monthly professional development and team planning in CraftPlus	Fall 2006-Spring 2010	Writing Coordinator; Grade Level Writing Leaders	Agendas; Rosters; Lesson Plans	Monthly planning sessions; CraftPlus videos & curriculum materials; Maupin House Publishers & consultants
Create a teacher resource notebook for organizing writing curriculum resources	Fall 2006-Spring 2010	Writing Coordinator	Teacher Resource Notebooks	Professional resources on writing craft; shared lesson plans
Continue daily instruction in writing craft skills	Fall 2006-Spring 2010	Teachers; Assistant Principal; Writing Coordinator	Classroom Walkthrough; Daily Schedules	Monthly planning sessions; CraftPlus curriculum materials;
Develop grade-appropriate YES tests for writing assignments	Sum 2007-Spring 2010	Writing Coordinator; Grade Level Writing Leaders	YES test handouts & classroom posters; student work	Planning time for writing organization & articulation committee
Identify metacognitive strategies for writers	Sum 2007-Spring 2010	Writing Coordinator; Grade Level Writing Leaders	Craft Skills & Questions writers can ask themselves; classroom posters & writing notebooks	Planning time for writing organization & articulation committee; CraftPlus target skills

Integrate meaningful, application (higher order) writing assignments in the content areas	Fall 2007-Spring 2010	Assistant Principal; Grade Level Teams	Curriculum Maps; Lesson plans	<i>Planning Backwards by Design</i>
Plan culminating writing projects for different units of study at each grade level	Fall 2007-Spring 2010	Writing Coordinator; Grade Level Writing Leaders	Curriculum Maps; Lesson plans & rubrics for writing projects	Writing Target Skills; RAFT; monthly team planning time
<b>Develop a viable system for monitoring student progress in writing</b>				
Identify CraftPlus grade level target skills as beginning/developing/secure	Summer 2007	Writing Coordinator; Grade Level Writing Leaders	Coded CraftPlus target skills lists for each grade level	Grade Level CraftPlus Target Skills Lists; planning committee time
Use CraftPlus grade level target skills to create an <i>Individual Profile of Progress</i> for each grade level	Sum 2007-Spring 2010	Writing Coordinator; Grade Level Writing Leaders	Writing Individual Profile of Progress for each grade level	Grade Level CraftPlus Target Skills Lists; planning committee time
Identify struggling writers at the beginning of 4 <sup>th</sup> grade and provide additional, intensive instruction	Fall 2007-Fall 2009	Writing Coordinator; 4 <sup>th</sup> Grade Team	3 <sup>rd</sup> grade Writing Individual Profile of Progress; Fall 4 <sup>th</sup> grade writing prompts	Identify faculty resources to support writing intervention

# ACTION PLAN

## Secondary Writing

### Chairs

Amy Murphy & Nancy Dean

### Committee

Greg Cunningham, Betsy Creveling, Crystal Van Cleef, Lawson Brown, Courtney Shannon, Thom Anderson, Jake Seymour, Jane Schmidt, Eric Lemstrom, Tom Beyer

## SECONDARY WRITING

### Data Analysis

We have high rates of students consistently passing the FL Writes test in the 8<sup>th</sup> & 10<sup>th</sup> grades. While we are pleased with this, we notice that there is a minimal amount of students earning the highest possible scores on the test, 5.0-6.0.

### Secondary Writing Action Plan:

#### Writing: FL Writes Scores

<b>Target Area for Improvement: Writing</b>				
<b>Improvement Goal:</b> Increase the number of students earning 4.5+ on FL Writes.		<b>Expectations for student learning:</b> Students will improve their level of detail, focus, voice, organization, and understanding of conventions.		<b>Targeted participants:</b> All students grades 6-12
<b>Interventions:</b> Provide practice, feedback, and models			<b>Evaluation:</b> FL Writes scores for 8 <sup>th</sup> & 10 <sup>th</sup> grade, practice essays for other grades	
<b>Timeframe for implementation: 2006-2009</b>				
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
1. Administer a practice essay to select benchmark papers for instruction and to get a baseline	Fall 2007, 2008, 2009	English teachers administer the essay	Curriculum coordinator monitors practice	Released prompts & anchor papers
2. Score essays	Fall 2007, 2008, 2009	Teachers work in teams to score essays using anchor papers	Team leaders & curriculum coordinator organize scoring	Release time
3. Identify targeted areas for improvement	Fall 2007, 2008, 2009	Teams, through discussion and analysis, will identify areas of need	English teachers at each team level provide support	Release time
4. Develop & implement curriculum to address identified areas needed for improvement	2007-2009	English teachers will lead efforts, but other content area teachers will include writing in their curricula	Department chairs and curriculum coordinators will review	Texts, as needed

5. Continue to encourage students' use of details to support their points through modeling, think alouds, and student practice	2007-2009	English teachers will lead efforts, but other content area teachers will include writing in their curricula	Department chairs and curriculum coordinators will review	Texts, as needed
6. Students read and analyze examples of writing excellence in order to understand and make conscious choices as a writer	2007-2009	English teachers will lead efforts, but other content area teachers will include writing in their curricula	Department chairs and curriculum coordinators will review	Texts, as needed



**Writing: AP Scores**

<b>Target Area for Improvement: Writing</b>				
<b>Improvement Goal:</b>  Improve passing rate in AP courses (intersects with reading goals)		<b>Expectations for student learning:</b>  Students will improve in analysis and writing about a variety of texts.		<b>Targeted participants:</b>  Advanced Placements students in 11 <sup>th</sup> & 12 <sup>th</sup> grades
<b>Interventions:</b>  Provide practice, feedback, and models			<b>Evaluation:</b>  AP Test results	
<b>Timeframe for implementation: 2006-2009</b>				
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
1. Administer a practice exam to select benchmark papers for instruction and to get a baseline	Fall 2007, 2008, 2009	AP teachers administer the essay	Curriculum coordinator monitors practice	Released prompts & anchor papers
2. Score essays	Fall 2007, 2008, 2009	Teachers work in departments to score essays using anchor papers	Team leaders & curriculum coordinator organize scoring	Release time
3. Identify targeted areas for improvement	Fall 2007, 2008, 2009	AP teachers will identify areas of need	Department chairs provide support	Release time
4. Develop & implement AP-approved curriculum to address identified areas needed for improvement	2007-2009	AP teachers will lead effort	Department chairs and curriculum coordinators will review	Texts, as needed
5. Provide explicit instruction in writing about text, grades 8-12	2007-2009	English teachers will lead efforts, but other content area teachers will include writing about text in their curricula	Department chairs and curriculum coordinators will review	Texts, as needed

6. Students read and analyze examples of writing excellence in order to understand and make conscious choices as a reader & writer	2007-2009	English teachers will lead efforts, but other content area teachers will include writing in their curricula	Department chairs and curriculum coordinators will review	Texts, as needed
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**Writing across Content Areas**

<b>Target Area for Improvement: Writing</b>				
<b>Improvement Goal:</b> Students will write across the curriculum		<b>Expectations for student learning:</b> Students will regularly write in all content area classes.		<b>Targeted participants:</b> All students grades 6-12.
<b>Interventions:</b> Incorporate writing in all content areas by providing practice, feedback, and models				<b>Evaluation:</b> Curriculum based writing assessment
<b>Timeframe for implementation: 2006-2009</b>				
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
1. Develop a PKY “Yes Test” for ALL written assignments for each grade level, with standards that cross content and grade levels (Standard criteria: 12 pt. font, centered title, name & date in top right corner)	Spring 2007	<ul style="list-style-type: none"> <li>•Each teacher develops “Yes Test” using standard criteria for particular assignments’ needs</li> <li>•Curriculum coordinator collects &amp; disseminates sample “Yes Tests”</li> </ul>	Curriculum coordinator monitors practice	Sample “Yes Tests”
2. Investigate and participate in professional development opportunities for writing in the content area	Spring 2007-2009	Department chairs research opportunities, encourage teachers to attend and share best practices	Department chairs & curriculum coordinator	Funds for travel, professional development facilitator for PD day at school
3. Implement the writing process, including modeling and scaffolding instruction, across the curriculum culminating in the completion of the senior project	Spring 2007-2009	•Teachers will develop writing assignments related to their curriculum and explicitly teach the steps for successful completion of the assignment	Department chairs & curriculum coordinator	n/a

		<ul style="list-style-type: none"> <li>English teachers on each team will provide guidance in the writing process</li> </ul>		
4. Develop a set of model/anchor papers across the curriculum	Spring 2007-Fall 2007	Teachers assign writing projects related to curriculum, and will collect examples to use in future years	Department chairs	n/a

# ACTION PLAN

## Elementary Mathematics

### Chair

Marisa Ramirez

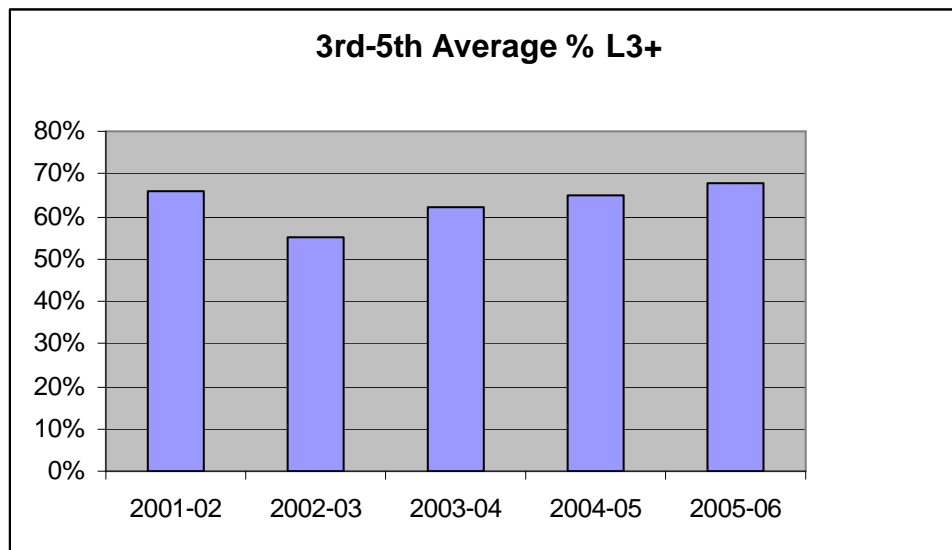
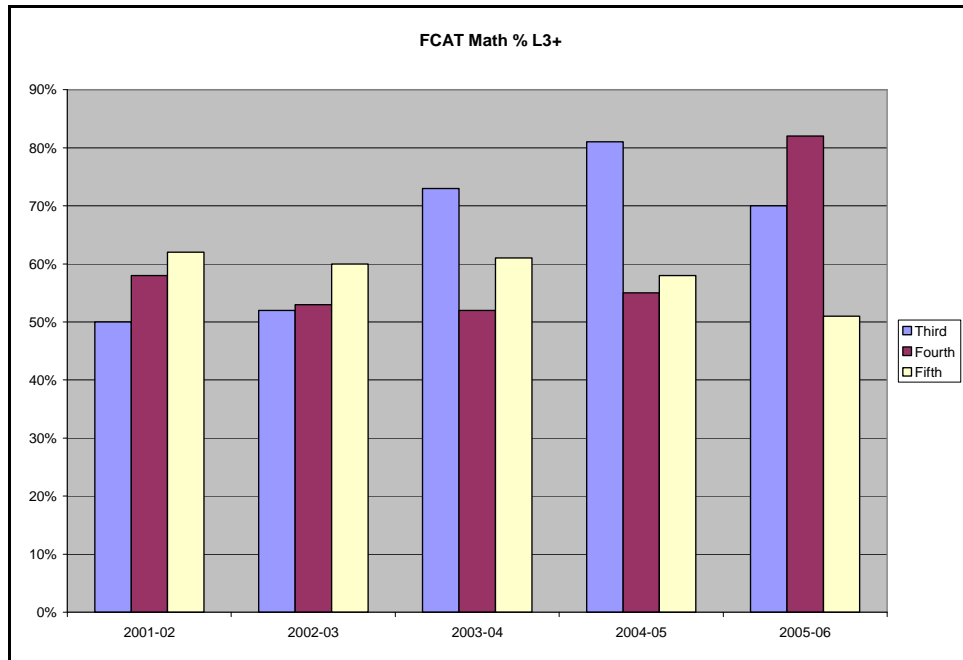
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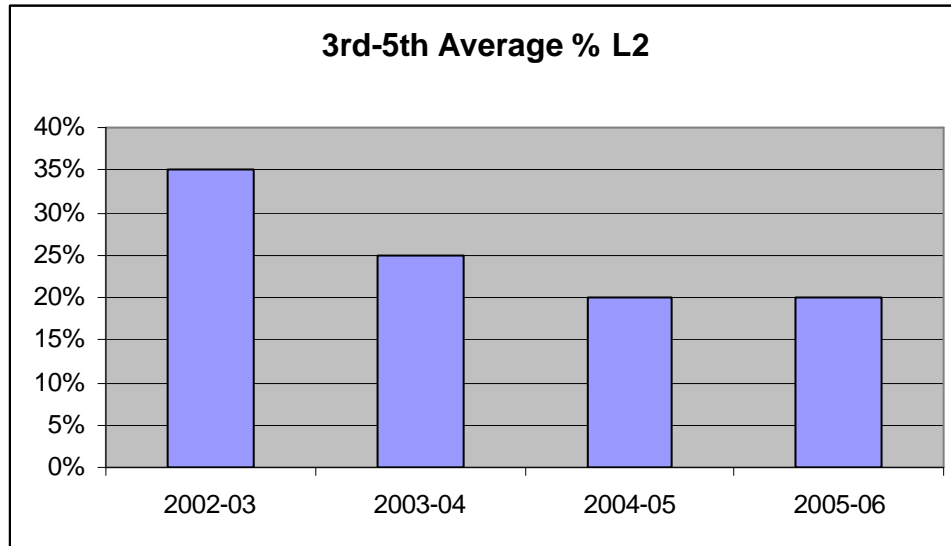
Margie Donnelly, Julie Johnson, Angie Flavin, Kelly Dolan, Lacy Basford, Heather  
Blowers, Sue McCoy, Bill Steffens, Danielle Smith, Adam Escue, Sarah Mueller,  
Amanda Adimoolah, Dawna Clough, Alisa Hanson, Carmen King, Andrea Zazo, Michael  
Roberts, Kisha Scott

## ELEMENTARY MATHEMATICS

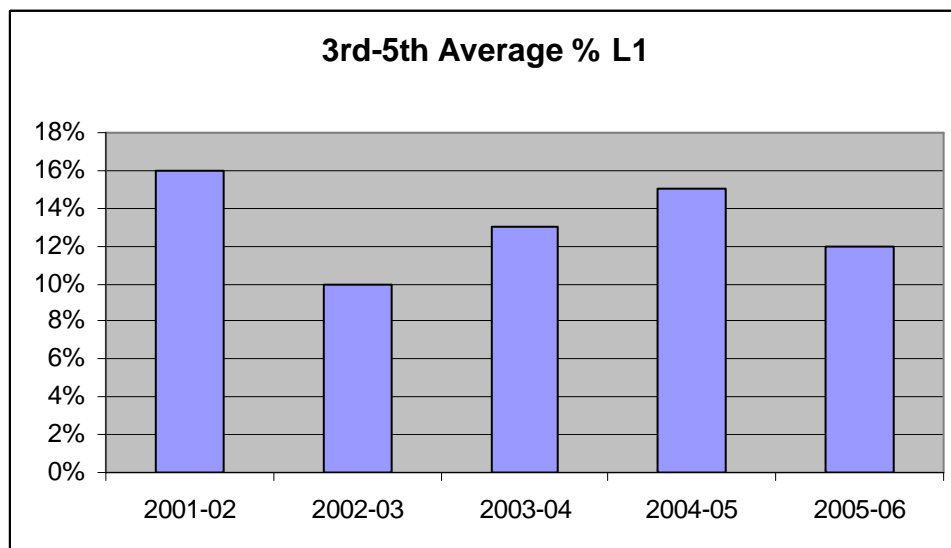


An analysis of the 3<sup>rd</sup>-5<sup>th</sup> grade FCAT Mathematics data indicates a steady increase in the percentage of students scoring level 3 and above since 2003. (We noted unusually high achievement in the 2002 third grade class which accounts for the higher percentage of L3+ in 2001-02.) In 2004-2005 we began full implementation of *Everyday Mathematics* in grades K-5. *Everyday Mathematics*, developed by researchers at the University of Chicago, focuses on sophisticated mathematical knowledge and skills that extends far beyond basic computational skills. Distinguishing features include a focus on real life problem solving, balanced instruction, multiple methods for basic skills practice (including games), an emphasis on communicating mathematical understandings,

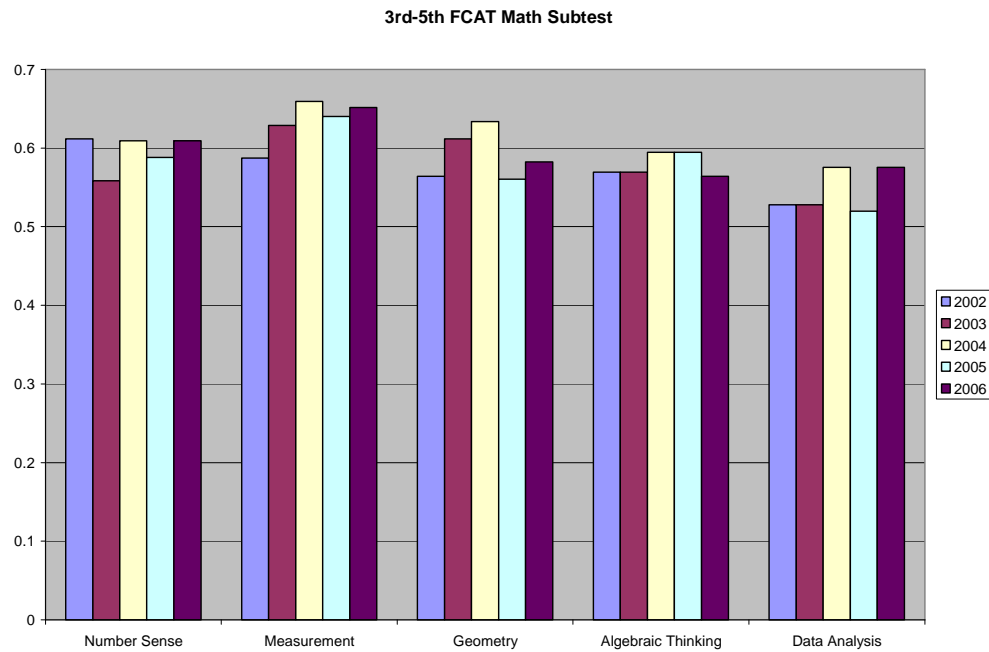
enhanced home/school partnerships, and appropriate use of technology. During the first year of implementation teachers faced difficulties in understanding the program, skill mastery levels, and pacing. Students in grades 3-5 faced a whole new approach and use of language in mathematics instruction; students in 5<sup>th</sup> grade were at the greatest disadvantage. However, we also noted gains in math achievement in 5<sup>th</sup> grade that same year.



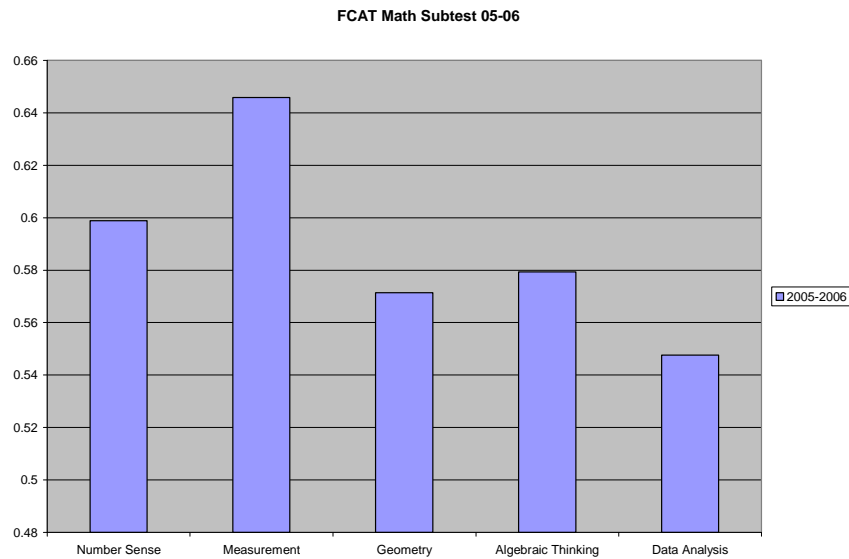
Trends in Level 2 over the past four years suggests that full implementation of *Everyday Mathematics* will help us to continue to increase the percentage of students scoring Level 3+ and decrease the percentage scoring at Level 2. Our challenge is to continue to decrease the percentage of Level 2 while increasing the percentage of students scoring Level 3 and above.



Overall we have had decreasing percentages of students scoring in Level 1 in grades 3-5. At the same time there are outliers such as 2003 5<sup>th</sup> grade group had only 2% scoring Level 1; in 2004 only 3% in 3<sup>rd</sup> grade scored Level 1.



FCAT measures students' mathematical performance in five areas (Data Analysis, Algebraic Thinking, Number Sense, Measurement, and Geometry). While overall student performance has steadily improved, an analysis of performance by strand indicates that Number Sense and Measurement are our areas of strength.





**Elementary Mathematics Action Plan:**

<b>Target Area for Improvement:</b> Elementary mathematical reasoning skills				
<b>Improvement Goal:</b> Improve quality and depth of math instruction at all grade levels and across all content strands	<b>Expectations for Student Learning:</b> Students will utilize mathematical reasoning skills to solve challenging problems		<b>Targeted participants:</b> All students K-5	
<b>Interventions:</b> <ol style="list-style-type: none"> <li>1. Continue full implementation of <i>Everyday Mathematics</i> K-5 to become a national demonstration site</li> <li>2. Focus on content strands to increase teacher mathematical content knowledge and awareness of content strand instruction in the EM program</li> <li>3. Continue development of mathematics progress monitoring system (formative assessments to guide instructional planning)</li> <li>4. Develop a viable intervention program for targeted students</li> </ol>			<b>Evaluation:</b> Improvement in mathematical reasoning skills as measured by changes in FCAT SSS Mathematics Test and FCAT Mathematics Subtest performance <b>Target:</b> 10% increase in the percentage of students scoring Level 3+ on FCAT Mathematics in 5 years.	
<b>Timeframe for implementation:</b> 4 years				
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
<b>Continue full implementation of <i>Everyday Mathematics</i> K-5 to become a national demonstration site</b>				
EM consultant will observe math blocks and provide feedback and suggestions regarding implementation	Fall 2006- Fall 2007	Math Coordinator will contact publisher & consultant to make arrangements	EM Walk-Through Forms	Consultant provided by publisher; additional visits contracted by PKY
Work on daily lesson pacing (75 minutes per day)	Fall 2006- Spring 2010	Math Coordinator; EM consultant; Peer Coaching	Peer Coaching Forms; Lesson Plan pacing; videotaped lessons	Demonstration lesson by outside consultant; Videotaped lesson bank at each grade level for every skill level (B, D, S)
Elementary AP & Elementary Math Coordinator will observe math blocks	Fall 2006- Spring 2010	AP & Math Coordinator	Twice yearly with EM Walk-Through Forms	Calendar & Checklist
Elementary teachers will observe colleague's math blocks (same grade level; cross grade level)	Spring 2007- Spring 2010	Math Coordinator	Once yearly with EM Walk-Through Forms & Peer Observation Protocol	PKY/EM National Demonstration Site Indicators List; Substitutes as needed

Grade Level Team Planning (pacing check; instructional delivery planning; small group planning; assessment development)	Monthly Fall 2006- Spring 2010	Math Coordinator; Elementary Leadership Team	Unit Lesson Plans	EM Materials; Pacing Guides; Assessment Materials
Grade Level Team ½ day professional development sessions dedicated to increasing understanding of EM curriculum materials	Bi-annual Fall 2006 Spring 2010	Math Coordinator	Unit Lesson Plans; Discussion Protocols for analyzing student work	Substitutes; EM Materials
Work with Wright Group Publishers to establish PKY Elementary as an EM National Demonstration Site	Spring 2007- Spring 2010	Director; Math Coordinator; Leadership Team	Scheduled observation days for teachers from other schools	New edition of EM materials; EM Program Training for Math Coordinator
<b>Focus on content strands to increase teacher mathematical content knowledge and awareness of content strand instruction in the EM program</b>				
Submit a teacher leadership grant proposal to NCTM	Fall 2006	Math Coordinator	Completed proposal	NCTM website; NCTM content strands
Math Academy 2007: Data Analysis & Algebraic Thinking	August 2007- May 2008	Math Coordinator; Dr. Thomesina Adams, UF	Coded Teacher Manual; Lesson Plans; Classroom Observations	NCTM Curriculum Focal Points; applying for grant support
Math Academy 2008: Number & Operation	August 2008- May 2009	Math Coordinator; Dr. Thomesina Adams, UF	Coded Teacher Manual; Lesson Plans; Classroom Observations	Applying for grant support
Math Academy 2009: Geometry & Measurement	August 2009- May 2010	Math Coordinator; Dr. Thomesina Adams, UF	Coded Teacher Manual; Lesson Plans; Classroom Observations	Applying for grant support
<b>Continue development of mathematics progress monitoring system (formative assessments to guide instructional planning)</b>				
Training, use, and analysis of <i>EM Individual Profiles of Progress</i>	Fall 2006- Spring 2010	Math Coordinator	Completed IPP's	Wednesday Planning & ½ day release (substitutes)

Administer and analyze Mad Minute Probes (3 times per year)	Fall 2006-Spring 2007	Curriculum Coordinator; Math Coordinator; School Psychologist	Data spreadsheets; longitudinal graphs	Graduate research assistant; Work Study student
Analyze G-MADE results from Fall 2004 to Spring 2006	Spring 2007	Curriculum Coordinator; Math Coordinator; School Psychologist	Data spreadsheets; longitudinal graphs	Graduate research assistant; Work Study student
Continue research to identify alternative, valid & reliable math assessments	Spring 2007	Curriculum Coordinator; Math Coordinator; School Psychologist	Math assessment samples	School Psychologist; NCTM website
<b>Develop a viable intervention program for targeted students</b>				
Pilot 4 <sup>th</sup> & 5 <sup>th</sup> grade math intervention programs	Fall 2006-Spring 2007	Math Coordinator; 4/5 Support Teacher	Monitor student performance on IPP's	Additional EM curriculum materials; modify support teacher schedule and responsibilities
Use IPP results to target instructional coaching with targeted students K-5	Fall 2006-Spring 2010	Math Coordinator; Grade Level Teams; Classroom Teachers	Monitor student performance on IPP's	Wednesday Planning Sessions and ½ day release
Review data to analyze effectiveness of initial intervention efforts to plan for 07-08 school year	Summer 2007	Math Coordinator; Curriculum Coordinator; CST	Analysis of available data sources at end of 06-07 school year	Summer Math Program teaching faculty
Develop & pilot a parent program for targeted students (coaching on new algorithms; EM program; "make & take")	Summer 2007-Spring 2008	Math Coordinator; grade level teacher representatives	Parent Program Agenda; parent feedback; IPP results 07-08	Stipend for math parent night providers; materials for make & take

# ACTION PLAN

## Secondary Mathematics

### Chair

Gloria Weber

### Committee

Middle School:

Gail Stewart, Kristin Weller, Stephanie Harrell

High School:

Jim Bice, Catherine Porter, Cindy King, David Young

## SECONDARY MATHEMATICS

### Middle School Mathematics

#### Data Analysis

Presently, the middle school mathematics department at PK Yonge is comprised of three diverse ability levels which include intensive, regular, and high school accredited courses.

Students at Level 1 or Level 2, as identified by the Florida Comprehensive Assessment Test (FCAT), are placed in an intensive math class to target areas of deficiency, and to assist in the development of higher math skills. Math teachers utilize numerous strategies to actively engage these students in the learning process.

PK Yonge middle school students match or outperform the state average in each of the math strands on the FCAT. In 6<sup>th</sup> grade, 47% of students statewide are performing below grade level compared to 38% of PK Yonge students. Statewide only 1 out of 2 sixth graders perform at or above grade level as compared to 3 out of 5 at PK Yonge. In 7<sup>th</sup> grade, almost half of the students statewide are performing below grade level compared to less the one-fourth of PK Yonge students. Three out of four of our seventh grade students are performing at or above grade level. In 8<sup>th</sup> grade, over double the amount of students statewide are performing below grade level compared to PK Yonge students. Four out of five of our eighth grade students are performing at or above grade level. The following chart shows a comparison between middle school students in both the state and at PK Yonge on the 2006 FCAT.

#### 8<sup>th</sup> Grade

	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
<b>PK Yonge</b>	4	14	37	25	20
<b>State</b>	20	20	33	16	11

#### 7<sup>th</sup> Grade

	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
<b>PK Yonge</b>	10	14	38	30	9
<b>State</b>	23	22	30	18	7

#### 6<sup>th</sup> Grade

	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
<b>PK Yonge</b>	20	18	28	27	6
<b>State</b>	26	21	28	17	8

Based on the percentage of African-American students enrolled at PK Yonge, a disproportionate number of this group of students are placed in intensive mathematics classes due to performing below grade level and not meeting adequate yearly progress on the FCAT. In addition, an analysis of strand performance on FCAT Math indicates that

algebraic thinking and measurement are the weakest strands in 6<sup>th</sup> grade, while geometry is the lowest strand in 7<sup>th</sup> and 8<sup>th</sup> grades.

Students in seventh and eighth grades that are at Level 4 and higher, as indicated by the FCAT, have the opportunity to enroll in high school credit courses such as Algebra and Geometry. Additional criteria must be met for students pursuing the more challenging math classes. For Algebra, students must pass the Orleans-Hanna Diagnostic Test and must have maintained a high grade point average in all areas of study. Once students have successfully passed the Orleans-Hanna Diagnostic Test and met the other requirements, they are allowed to take this high school credit course. Students enrolled in Geometry must have successfully passed Algebra.

**Middle School Mathematics Action Plan:  
7% increase in FCAT Mathematics Levels 4 & 5**

<b>Target Area for Improvement:</b> Higher level mathematical reasoning skills				
<b>Improvement Goal:</b> Improve quality and depth of math instruction at all grade levels and across all content strands		<b>Expectations for Student Learning:</b> Students will utilize mathematical reasoning skills to solve challenging problems		<b>Targeted participants:</b> All students 6-8
<b>Interventions:</b> <ol style="list-style-type: none"> <li>1. Focus curriculum development in the content strands to develop a spiraling, hands-on, manipulatives based, real life activities for teaching the most challenging math concepts with ongoing review for FCAT testing</li> <li>2. Systematically incorporate writing into the curriculum to increase students' metacognitive processing</li> <li>3. Increase teacher collaboration and professional development opportunities for the math department</li> <li>4. Develop a differentiated instructional model that addresses instructional needs of the highest performing students in 6<sup>th</sup> and 7<sup>th</sup> grade and maintains intervention classes for lowest performing students</li> </ol>			<b>Evaluation:</b> Improvement in mathematical reasoning skills as measured by changes in FCAT SSS Mathematics Test and FCAT Mathematics Subtest performance	
<b>Timeframe for implementation:</b> 4 years				
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
<b>Focus curriculum development in the content strands to develop a spiraling, hands-on, manipulatives based, real life activities for teaching the most challenging math concepts with ongoing review for FCAT testing</b>				
Identify content strands that need greater emphasis at each grade level	Fall 2006	Math Department	Ongoing analysis of FCAT subtest results	FCAT School/District Reports
Develop daily warm-up activities/questions for each grade level to address weakest mathematics content strand (6 <sup>th</sup> grade Algebraic Thinking; 7 <sup>th</sup> & 8 <sup>th</sup> grade Geometry)	Spring 2007- Summer 2008	6 <sup>th</sup> -8 <sup>th</sup> grade math teachers	Daily Warm-Up Resource Notebook for each grade level	Alternative & Core Curriculum instructional materials and resources; NCTM; 5 summer planning days
Develop spiraling, hands-on, real life activities for difficult concepts in Geometry & Measurement	Spring/Fall 2007	6 <sup>th</sup> -8 <sup>th</sup> grade math teachers	Curriculum Maps; Lesson Plans; Student Work	2 planning days
Develop spiraling, hands-on, real life activities for difficult concepts in Algebraic Thinking	Summer 2008	6 <sup>th</sup> -8 <sup>th</sup> grade math teachers	Curriculum Maps; Lesson Plans; Student Work	5 summer planning days

Develop spiraling, hands-on, real life activities for difficult concepts in Data Analysis & Number Sense	Summer 2009	6 <sup>th</sup> -8 <sup>th</sup> grade math teachers	Curriculum Maps; Lesson Plans; Student Work	5 summer planning days
<b>Systematically incorporate writing into the curriculum to increase students' metacognitive processing</b>				
Identify appropriate strategies and opportunities for incorporating writing in the mathematics curriculum	Spring 2007-Fall 2010	Math Department Chair; Math Department	Department Meeting minutes; Revised curriculum map; Instructional Resource Notebook	Math Department Meetings; Extended Planning Session; Planning Time; professional resources; NCTM
Share and discuss specific classroom examples of writing in mathematics	Spring 2007-Fall 2010	Math Department Chair; Math Department	Instructional Resource Notebook for each grade level; student work	Examining student work discussion protocols; department meetings; planning; professional resources; NCTM
Include key writing activities on the mathematics curriculum map	Spring 2007-Fall 2010	Math Department Chair; Math Department	Revised curriculum map	Extended planning session
Develop rubrics for giving students feedback about their writing in mathematics	Spring 2007-Fall 2010	Math Department Chair; Math Department	Rubrics	professional resources; NCTM
<b>Increase teacher collaboration and professional development opportunities for the math department</b>				
Conduct peer observations once per semester	Spring 2007-Fall 2010	Math Department Chair; Math Department	Observation notes	CFG Observation Protocol; subs if needed
Sharing, discussion, and analysis of mathematics best practices/strategies for FCAT preparation	Spring 2007-Fall 2010	Math teachers	student work; Meeting Minutes	Extended planning session once per semester; CFG discussion protocols



Discussion and analysis of new Sunshine State Standards and curricular/instructional implications	Release Date TBA	Math Department Chair; Math Department	Revised curriculum maps	New Sunshine State Standards; NCTM support materials; department meetings over time
<b>Develop a differentiated instructional model that addresses instructional needs of the highest performing students in 6<sup>th</sup> and 7<sup>th</sup> grade and maintains intervention classes for lowest performing students</b>				
Maintain math intervention classes (students are asking more questions, are more engaged, are provided more repetitions and repeated practice; and they are experiencing success)	in place; maintain	Administration & Guidance	Student performance on FCAT and curriculum-based measures	Curriculum-based progress monitoring & pre/post measures
Explore models for differentiating instruction for high achieving 6 <sup>th</sup> & 7 <sup>th</sup> grade students	Summer 2007-Fall 2010	Math teachers	Improved student performance and engagement	Research review; NCTM; planning
Professional development focused on development and implementation of challenging math curriculum for high achieving students	Summer 2007-Fall 2010	Math Department Chair; Math Teachers	Instructional Resource Notebook; Revised curriculum map; improved student performance	professional resources; workshops; professional conferences

## High School Mathematics

### Data Analysis

Presently, the high school mathematics department at PK Yonge is comprised of three diverse ability levels which include remedial, regular, and honors courses.

Students at Level 1 or Level 2, as identified by the Florida Comprehensive Assessment Test (FCAT), are placed in an intensive math class to target areas of deficiency. These students are also placed in another math class to earn credits needed for graduation and close the mathematics achievement gap. Math teachers utilize numerous strategies to actively engage these students in the learning process. By placing the lowest performing 9<sup>th</sup> and 10<sup>th</sup> grade students in intervention with a maximum class size of 15, over 50% score Level 3 at the end of the year, and 99% of students pass the math portion of FCAT.

PK Yonge high school students outperform the state average in each of the math strands on the FCAT. In 9<sup>th</sup> grade, 41% of students statewide are performing below grade level compared to 16% of PK Yonge students. Statewide 60% of the ninth graders perform at or above grade level as compared to 84% at PK Yonge. In 10<sup>th</sup> grade, 34% of the students statewide are performing below grade level compared to 13% of PK Yonge students. Seven out of eight of our tenth grade students are performing at or above grade level. The following chart shows a comparison between high school students in both the state and at PK Yonge on the 2006 FCAT.

#### 9<sup>th</sup> grade

	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>	<b>% Level 4</b>	<b>% Level 5</b>
<b>PK Yonge</b>	2	14	36	35	14
<b>State</b>	18	23	30	20	9

#### 10<sup>th</sup> grade

	<b>% Level 1</b>	<b>% Level 2</b>	<b>% Level 3</b>	<b>% Level 4</b>	<b>% Level 5</b>
<b>PK Yonge</b>	2	11	31	46	10
<b>State</b>	15	19	26	31	8

As we examined PK Yonge student performance on the SAT we noted that in the last seven years the PK Yonge mean mathematics scores have been above the state average three times.

#### SAT mean scores in mathematics

	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-2000
<b>PK Yonge</b>	489	486	499	485	512	503	495
<b>State</b>	497	498	499	498	499	499	500

Compared to the nation, our state and our school are low performing on SAT Mathematics. State performance on SAT Mathematics has remained relatively constant over time; however, P.K. Yonge's scores fluctuate with changes in our small student

population. Upon closer examination of the data, we noted that the standard deviation for P.K. Yonge is much smaller than that of the state suggesting that we have a larger percentage of students scoring near the mean. It should also be noted that P.K. Yonge's 75<sup>th</sup> percentile cutoff score is lower than national and state, but our 25<sup>th</sup> percentile cutoff score is above the nation and the state. Therefore, our lower kids are performing above their state and national peers, however, our high achieving students are not. We also noted that our African American mean score is 454 while the state mean is 424 for African American students.

Finally, we examined student performance on the ACT Mathematics Test. We noted that our average ACT scores over time are below the nation and the state. However, we also have fewer students taking the ACT than the SAT. In 2006, 75 students took the SAT while only 40 took the ACT. Again, we noted the disparity between white student performance and the achievement of our black students.

### **Improvement Goals**

Could student performance in mathematics improve? Yes...we see the obvious impact on the reading scores resulting from the positive emphasis and resource allocation. We believe that mathematics scores could be improved through similar resource allocation and positive, school-wide emphasis. There are common skills inherent with problem solving and logical thinking in all disciplines that could support a focus on mathematical thinking across the content areas.

### High School Mathematics Action Plan

<b>Target Area for Improvement:</b> Higher level mathematical reasoning skills				
<b>Improvement Goal:</b> Improve students' mathematical performance by differentiating instruction to address instructional needs of targeted subgroups	<b>Expectations for Student Learning:</b> Students will utilize mathematical reasoning skills to solve challenging problems		<b>Targeted participants:</b> All students 9-12	
<b>Interventions:</b> <ol style="list-style-type: none"> <li>1. Develop new high school math classes to address instructional needs of targeted subgroups</li> <li>2. Develop a better coordinated, multi-grade approach to math intervention</li> <li>3. Focus curriculum development on a coordinated, systematic approach to SAT preparation in high school</li> <li>4. Identify and implement strategies for improving black students' math achievement</li> </ol>			<b>Evaluation:</b> Improvement in mathematical reasoning skills as measured by increasing percentages of students scoring Level 4+ on FCAT SSS Mathematics Test and student performance on SAT Mathematics	
<b>Timeframe for implementation:</b> 4 years				
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
<b>Develop new high school math classes to address instructional needs of targeted subgroups</b>				
Revisit course assignments based on academic performance and test scores; are the right students being assigned to the right course?	Summer 2007	Math Department; Guidance; Administrators	Test Performance; Grades	FCAT & SAT Data; department meeting
Develop and implement a summer bridge class for students moving from intensive mathematics to Algebra I	Summer 2008	algebra teacher, intensive teacher, technology teacher	Success in algebra 1	Spring/Fall 2007, 6 weeks split among 2-3 teachers
Develop and implement a "Liberal Arts Math" class for students who have successfully completed Algebra 2 and need SAT/ACT math preparation				
<b>Develop a better coordinated, multi-grade approach to math intervention</b>				
Examine instructional materials and strategies being used in intervention classes; look for overlap and gaps	Spring 2007-Fall 2010 (once per semester)	High School Math Intervention Teachers	Student assessment-driven unit plans; Course Outlines	Curriculum materials
Identify and implement strategies for increasing mathematical retention and engagement by intervention students	Spring 2007-Fall 2010	Math Department Chair; Math Department	Minutes from department meetings; FCAT results	dept. meetings, tech training, professional development, software, planning with department

<b>Focus curriculum development on a coordinated, systematic approach to SAT Mathematics preparation in high school</b>				
Develop and incorporate daily warm-up activities to prepare students for SAT Analysis of PSAT scores	Spring 2007-Fall 2010	High School Math Teachers	SAT Instructional Resource Notebook	instructional resources; 2 days planning time for 4 teachers
Collaborate with science & social studies teachers to identify assignments where higher mathematical reasoning skills can be incorporated	Fall 2007-Fall 2010	Math Department Chair; High School Math Teachers and teachers in other departments	Student work, unit plans	Team Planning Sessions; Target mathematical reasoning skills; Planning time
<b>Identify and implement strategies for improving black students' math achievement</b>				
Professional development to review research and identify possible strategies	Summer 2007-Fall 2010	Math Department	Training Rosters; handouts; strategy plans	consultant; professional resources; professional development time
Develop pilot/inquiry projects to examine potential impact of new strategies	Summer 2007-Fall 2010	Math Department Chair; Math Teachers	Strategy Action Plans	consultant; professional resources; professional development time

# ACTION PLAN

## Elementary Science

### Co-Chairs

Griff Jones & Ashley Pennypacker-Vogt

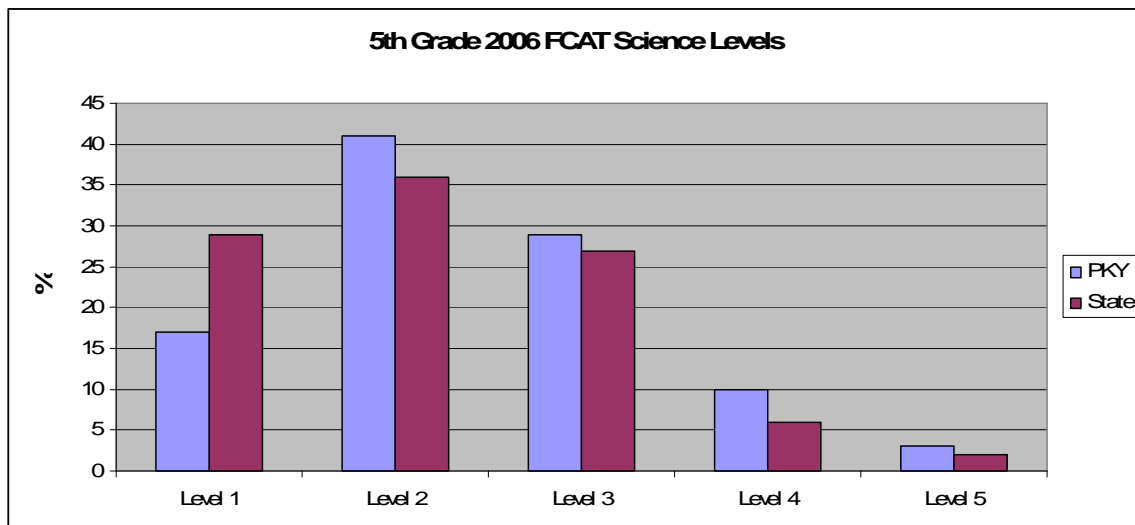
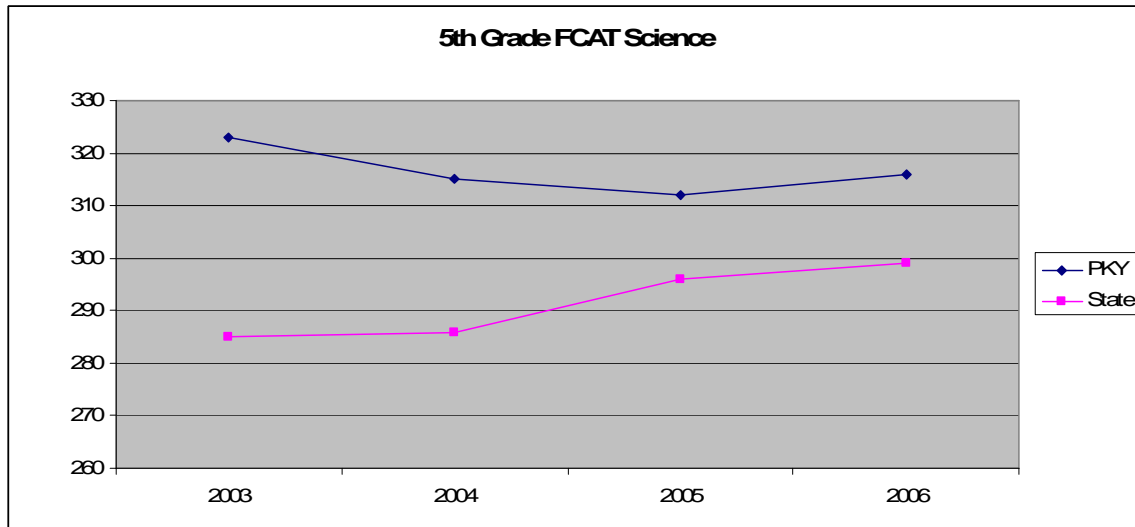
### Steering Committee

Amy Hollinger (Assistant Principal), Anna Sperring/Jill Cox (K-2 representatives),  
Marisa Ramirez (Mathematics Teacher Leader), Cary Kirby (Social Studies Teacher  
Leader), Theda Buckley (Writing Teacher Leader), Kathy Robertson (Specials Teachers  
representative)

### Additional Committee Members

Margie Donnelly, Julie Johnson, Angie Flavin, Kelly Dolan, Lacy Basford, Heather  
Blowers, Sue McCoy, Bill Steffens, Danielle Smith, Adam Escue, Sarah Mueller,  
Amanda Adimoolah, Dawna Clough, Alisa Hanson, Carmen King, Andrea Zazo, Michael  
Roberts, Kisha Scott

## ELEMENTARY SCIENCE



While we notice a slight dip in our median 5<sup>th</sup> grade FCAT science scores over time, we continue to exceed the state average. An analysis of the 2006 FCAT Science Level percentages suggests that we have a large percentage of students scoring in Level 2, and that a K-5 focus on science instruction and careful attention to the spiraling science curriculum in 3<sup>rd</sup>-5<sup>th</sup> grades should result in decreasing the percentage of students scoring at Level 2 and increasing the percentage of students scoring at Level 3 and above. Presently, 42% of our 5<sup>th</sup> grade students scored at Level 3+ while the state average in 5<sup>th</sup> grade was 35%.

Our challenge is to generate a strong sense of responsibility for the 5<sup>th</sup> grade science scores by every elementary teacher. Again, as we examined this question and previously, successful efforts at curriculum reform, we identified the following essential components to improving student achievement in a curriculum area:

- Provide initial and ongoing in-depth professional development related to both the content and research-based instructional strategies; teachers are not confident about what and how to teach science
- Develop a common language of instruction
- Teach thinking processes
- Identify strategies and/or critical skills we need to teach our students over time; do not wait until 5<sup>th</sup> grade to prepare students for FCAT Science
- Teach kids how to think like scientists
- Facilitate ongoing conversations about science instruction and students' science skills and knowledge

Our vision is to become a demonstration site for hands-on, inquiry-based science instruction!



**Elementary Science Action Plan:**

<b>Target Area for Improvement:</b> Elementary science inquiry & reasoning skills				
<b>Improvement Goal:</b> Increase developmentally appropriate inquiry-based teaching and learning at all ability and grade levels	<b>Expectations for Student Learning:</b> Students will exhibit critical thinking skills associated with scientific literacy		<b>Targeted participants:</b> All students K-5	
<b>Interventions:</b> <ol style="list-style-type: none"> <li>1. Focus on science content strands to increase teacher content knowledge in science and to develop a K-5 science spiral</li> <li>2. Continue to dedicate instructional time for science inquiry</li> <li>3. Develop a stronger science inquiry-writing connection</li> </ol>			<b>Evaluation:</b> Improvement in scientific literacy and critical thinking skills as measured by FCAT Science <b>Target:</b> 10% increase in the percentage of students scoring Level 3+ on FCAT Science in 5 years.	
<b>Timeframe for implementation:</b> 4 years				
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
<b>Focus on science content strands to increase teacher content knowledge in science and to develop a K-5 science spiral</b>				
Expose K-5 teachers to the FCAT Science test and assist with identifying curricular and instructional implications	Spring 2007	Science Coordinator; Grade Level Teams	Agenda; Roster; Handouts	FCAT Science Released and Sample Items
Develop and implement a spiraling science “professional development mini-series” on science content strands for K-5 teachers	Sum 2007- Spring 2010	Science Coordinator; Elementary Science Committee	Agendas; Rosters; Handouts	Planning time for elementary science committee; professional resources; video demonstrations
Develop an inquiry-based science curriculum spiral organized around science content strands	Summer 2007	Science Coordinator; Elementary Science Committee	Curriculum Map; PKY Science Resource Notebook	Planning time for elementary science committee; Materials & resources to support classroom inquiry; Extended science planning sessions; Quarterly planning release days for science unit development

Identify essential, grade level vocabulary for each content strand	Sum 2007-Spring 2010	Science Coordinator; Elementary Science Committee	Curriculum Map; PKY Science Resource Notebook	Curriculum resource materials; Sunshine State Standards; FCAT Released and Sample Items
Increase coordination between science labs and in-class inquiry and assessments	Fall 2007-Spring 2010	Science Coordinator; Science Lab teacher; Grade Level Teams	Curriculum Map includes specific labs	Regular meeting time with the Science Lab Teacher
<b>Continue to dedicate instructional time for science inquiry</b>	Fall 2006-Spring 2010	Classroom Teachers; AP	Daily Schedule; Lesson Plans	
<b>Develop a stronger science inquiry-writing connection</b>				
Continue integration and use of science journals	Fall 2006-Spring 2010	Science Coordinator; Classroom Teachers	Lesson Plans; Students' science journals	Science Journals; Professional resources to support planning and use; Discussion protocols for examining student work
Incorporate FCAT-style question prompts to expand scientific thinking and reasoning	Sum 2007-Spring 2010	Science Coordinator; Grade Level Teams	Curriculum Map; PKY Science Resource Notebook; Lesson Plans	Extended science planning sessions; Quarterly planning release days for science unit development; Discussion protocols for examining student work
Incorporate at least one in-depth reading/writing/reasoning task per unit of study to apply newly learned scientific understandings	Sum 2007-Spring 2010	Science Coordinator; Elementary Science Committee; Grade Level Teams	Curriculum Map; PKY Science Resource Notebook; Lesson Plans	Extended science planning sessions; Quarterly planning release days for science unit development; Discussion protocols for examining student work

# ACTION PLAN

## Secondary Science

### Chairperson

Renee Andrews

### Committee

Griff Jones, Jere Steele, Randy Hollinger, Teddi Bearman,  
Michelina MacDonald, Stephen Burgin

## SECONDARY SCIENCE

### Data Analysis

The science department recognizes that FCAT Science is a relatively new assessment, and because it is only given three times (5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grades), there is inadequate data for a thorough analysis of trends over time. However, we do note the following for the three years that the test has been administered:

- Though our scores compare favorably to the rest of the State, most PKY students in grades 5, 8 and 11 scored below level 3 ("passing") on FCAT Science.
  - Part of this (scores below level 3) is due to the high cut score.
- Improvement at each grade level is needed so that all students score a 3 or greater on FCAT Science in grades 5, 8 and 11.
- Because the data presently available to us is not broken into strands, it is not possible to target specific areas for improvement of science instruction.
- Because a large portion of FCAT Science deals with reading in science, improving literacy school-wide should lead to gains in FCAT Science scores.
- Because FCAT Science requires critical thinking skills, increased use of appropriate, inquiry-based teaching and learning should also lead to gains in FCAT Science scores.
- Until more complete data from FCAT Science is available to us, we need to use other assessment tools for evaluation of specific student learning.

### Impact of Prior Improvement Efforts

Factors that contributed to success of the Improvement Effort	<ul style="list-style-type: none"> <li>• Aligning curriculum to SSS</li> <li>• Cohesiveness of department</li> <li>• Quality of faculty</li> <li>• FRI and Essential Six</li> <li>• Commitment to quality work from students</li> <li>• Grants obtained by faculty (Tapestry and other) to supplement resources and curriculum</li> </ul>
Factors that limited the success of the Improvement Effort	<ul style="list-style-type: none"> <li>• Faculty turn-over</li> <li>• Lack of divisional meetings within science department</li> <li>• Insufficient faculty to offer AP and other advanced courses</li> <li>• Inadequate lab space and equipment</li> <li>• Reading levels of some students</li> <li>• Many middle school students coming to PKY from elsewhere have had no elementary science</li> </ul>

### Improvement Goals

Improvement Goal	Expectations for Student Learning	Targeted Participants
1. Increase developmentally appropriate inquiry-based teaching and learning at all ability and grade levels	<ul style="list-style-type: none"> <li>• Students will develop scientific literacy and habits of mind</li> <li>• All students will participate in laboratory activities</li> </ul>	All students K-12
2. Provide access for all students to appropriate and sufficient resources	<ul style="list-style-type: none"> <li>• Students will develop scientific literacy and habits of mind</li> <li>• Students will have appropriate and challenging curriculum at their level of learning</li> <li>• Student weaknesses in science will be identified and remediated</li> </ul>	All students K-12
3. Incorporate a K-12 environmental science strand into the science program	<ul style="list-style-type: none"> <li>• Students will make interdisciplinary connections</li> <li>• Student enthusiasm for science will increase</li> </ul>	All students K-12

### **Inquiry-Based Teaching**

<b>Improvement Goal</b>	Increase developmentally appropriate inquiry-based teaching and learning at all ability and grade levels.
<b>Student Performance Problem (GAP)</b>	Students are not being provided enough inquiry based teaching/learning K-12 because of high student to teacher ratios and lack of laboratory facilities.
<b>Ensure desired results: establishing expectations</b>	Increase inquiry-based teaching and learning shall be integral part of every science course.
<b>Ensure desired results: monitoring student performance in achieving them</b>	Develop a spiraling rubric for inquiry-based learning.
<b>Improve teaching and learning: supporting students in their learning</b>	Increase the relevance of science in students' lives
<b>Improve teaching and learning: maximizing teachers' effectiveness</b>	Reduce class size to maximize safety and effectiveness in the laboratory
	Schedule like preparations together to increase efficiency of laboratory preparation
<b>Foster a culture for improvement: developing a learning community</b>	Collaborate with University of Florida science faculty, government agencies and laboratories, and museums
	Collaborate with local businesses
<b>Foster a culture for improvement: leading for improvement</b>	Provide professional development opportunities for inquiry-based teaching
<b>Effective Leadership</b>	Provide time for science chair to support the inquiry-based process
<b>Quality Information</b>	Encourage membership and participation in professional organizations
<b>Policies and Procedures</b>	Allow time at departmental meetings for both divisions of the secondary to meet separately as well as together to develop collegiality and collaboration
<b>Resources and Support Systems</b>	Seek grants to fund increased laboratory activities and lab space

**Access to Resources**

<b>Improvement Goal</b>	Provide access for all students to appropriate and sufficient resources.
<b>Student Performance Problem (GAP)</b>	a) Some students do not have a laboratory for a laboratory science b) Higher level students do not have appropriately challenging curriculum (e.g. AP courses) available c) Gaps in student learning have not been fully identified; resources are required in order to accomplish this
<b>Ensure desired results:</b> establishing expectations	Offer advanced and AP science courses in the high school
	Increase lab space so that three science labs are available in the high school
<b>Ensure desired results:</b> monitoring student performance in achieving them	Identify student weaknesses through data collection
<b>Improve teaching and learning:</b> supporting students in their learning	Utilize data to inform instruction
	Continue to develop and improve a spiraling curriculum K-12
<b>Improve teaching and learning:</b> maximizing teachers' effectiveness	Increase high school science faculty by one full time teacher in order to provide majors for students as required by the state of Florida
<b>Foster a culture for improvement:</b> developing a learning community	Encourage collegiality among science faculty
	Utilize community resources
<b>Foster a culture for improvement:</b> leading for improvement	Work on interdisciplinary connections
<b>Quality Information</b>	Encourage all department members to remain abreast of current research-based practices through conferences and in-services
<b>Resources and Support Systems</b>	Practice safe science (Number of students per classroom should not be greater than science laboratory is designed to accommodate)

**Environmental Science Strand**

<b>Improvement Goal</b>	Incorporate a K-12 environmental science strand into the science program
<b>Student Performance Problem (GAP)</b>	a) Students often do not make connections from one area of science to another b) Secondary students often lack enthusiasm for science; science is feared and considered "hard"
<b>Ensure desired results:</b> establishing expectations	Encourage connections between scientific disciplines
<b>Ensure desired results:</b> monitoring student performance in achieving them	Incorporate use of rubric for assessment of inquiry-based learning
<b>Improve teaching and learning:</b> supporting students in their learning	Increase enthusiasm for science among secondary students
	Reduce anxiety about science courses
<b>Improve teaching and learning:</b> maximizing teachers' effectiveness	Provide enhanced facilities for learning in the field
	Provide enhanced facilities for learning in the laboratory
<b>Foster a culture for improvement:</b> developing a learning community	Serve as ambassadors for environmental education in north-central Florida
	Utilize the expertise of the University and local scientific (e.g. USGS, USDA...) community
<b>Foster a culture for improvement:</b> leading for improvement	Teach others in north-central Florida
	Involve other subject areas
<b>Quality Teachers</b>	Provide adequate professional development in environmental science
<b>Effective Leadership</b>	Provide leadership by department members in their specialty so that the interdisciplinary nature of environmental science is realized



## Secondary Science Action Plan

### Goal #1:

<b>Target Area for Improvement:</b> Student Inquiry and Critical Thinking Skills					
Improvement Goal: Increase developmentally appropriate inquiry-based teaching and learning at all ability and grade levels		<b>Expectations for Student Learning:</b> Students will exhibit critical thinking skills associated with scientific literacy; Student performance on standardized and subject area assessments will therefore improve	<b>Targeted participants:</b> All students K-12		
<b>Interventions:</b> Increase inquiry-based instruction in the science curriculum; implement a spiraling rubric for assessing inquiry-based activities; incorporate lab preparation time as part of the science teacher's schedule; collaborate with UF and others; provide professional development opportunities for inquiry-based teaching			<b>Evaluation:</b> Improvement in scientific literacy and critical thinking skills as documented by inquiry-based rubric, Science FCAT, pre/post tests		
<b>Timeframe for implementation:</b> 1-4 years					
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>	
Identify current use of inquiry in the classroom	Year one	All science faculty	Add inquiry activities to existing scope-and-sequence and unit plans	Time during department meetings and planning time	
Create spiraling rubric for assessing inquiry-based activities	Year one	Middle and high school faculty should collaborate so rubric will spiral appropriately	Production of rubric	Time during department meetings and release time if needed	
To increase efficiency of lab preparation, we will schedule like preparations together as part of the science teacher's schedule	Spring 2007	Spring 2007 meeting with guidance department and administration with direction from science faculty re: needs	Modified schedule that accommodates laboratory set-up time	A maximum of 3 P.K. Yonge student aides to assist in laboratory preparation	

Develop a data-base of contacts at UF and other agencies	Ongoing	All science faculty	Ongoing production of database	Existing contacts at UF, USDA, USGS, etc.
Continued participation by science faculty in professional development related to use of inquiry	Years one through four and beyond	All science faculty	Attendance at and participation in in-service as well as FAST, NSTA and other professional organizations	Release time and funding as necessary including Florida D.O.E. grant
Creation and use of appropriate inquiry-based activities	Beginning year one, continuing indefinitely (science changes constantly)	All science faculty	Presence of inquiry-based teaching and learning as an integral part of all science curricula	Planning time

**Goal # 2**

<b>Target Area for Improvement: Student Inquiry and Critical Thinking Skills</b>				
<b>Improvement Goal:</b> Incorporate a K-12 environmental science strand into the science program		<b>Expectations for Student Learning:</b> Students will make connections from one area of science to another; Students will exhibit improved attitudes toward science		<b>Targeted participants:</b> All students K-12
<b>Interventions:</b> Provide enhanced facilities for learning in the field and laboratory; infuse science curricula with relevant inquiry-based environmental activities by grade level			<b>Evaluation:</b> Demonstration of an improved attitude toward science as measured by an attitude survey; Improvement in scientific literacy and critical thinking skills as documented by inquiry-based rubric, Science FCAT, pre/post tests	
<b>Timeframe for implementation: 3-4 years</b>				
<b>Actions</b>	<b>Schedule</b>	<b>Responsibilities</b>	<b>Monitoring</b>	<b>Resources</b>
Research the design for a mobile lab	Fall 2006	Divide responsibilities for research among science faculty finding the bus retrofitting the bus, seek guidance on equipment purchase,	Creation of a plan to present to Board of Trustees	Horner Environmental Science Fund
Expand curricula by division to fully utilize mobile lab to include field activities that each teacher can incorporate into the science curricula	Fall 2007-Spring 2008	All science faculty	Expanded curriculum as evidenced by plans	Planning time; Science Department Meetings

Purchase vehicle to retrofit	Spring 2007	Purchase completed through bookkeeping and administration	Paperwork as needed	Horner Environmental Science Fund
Retrofit bus as mobile lab	Spring/Summer 2007	Science department locates reliable contractor and provides plans	Completed mobile lab	Horner Environmental Science Fund
Provide students with inquiry-based instruction in environmental science	Beginning in 2007-08 school year (year 2)	All science faculty	Inquiry-based rubric for spiraling curriculum	Technical assistance from UF, USGS and other agencies; financial support from Horner Fund
Develop a “notebook” of curriculum by grade level	Fall 2009-Spring 2010	All science faculty	Completion of notebook	Department meetings and planning time
Develop “pilot program” with NEFEC schools	Fall 2008-Spring 2009	Collaboration between NEFEC and P.K. Yonge science department	Workshop evaluations	NEFEC support; Horner Environmental Fund



# Appendices

## APPENDIX A

Over the past five years K-12 Leadership Team Members have reviewed the action plan from the 2001-2002 SACS report to assess progress toward achieving identified school improvement and student learning goals. In January 2007, the K-12 Leadership Team completed a final review of the previous action plan to identify any areas that needed to be addressed or included in the current SACS action plan.

**READING:** A review of the SACS action plans for improving PKY K-12 reading achievement over the past five years found that of the 53 action items, 25 items are completed, or established and in place, and seem to be highly successful. 19 items were rated as being in place but would benefit from small adjustments or improvements. The following items were rated as being not implemented or needing improvement (some have been combined to communicate needs more clearly):

- (E) Monthly parent newsletter promoting age-appropriate home reading experiences.
- (S) Literature groups using leveled texts across content areas.
- (S) Curriculum-based measures in the content areas.
- (S) Reading mentors for struggling students who score below level 3 on FCAT.
- (S) Administration and use of formative assessments to plan for reading strategy instruction and intervention.

**MATHEMATICS:** A review of the SACS action plans for improving PKY K-12 mathematics achievement over the past five years found that of the 36 action items, 18 items are completed, or established and in place, and seem to be highly successful. 9 items were rated as being in place but would benefit from small adjustments or improvements. The following items were rated as being not implemented or needing improvement (some have been combined to communicate needs more clearly):

- (E) Implement an after school tutorial in mathematics.
- (S) Time to preview and incorporate software into instructional or learning activities.
- (S) Application of math concepts and reasoning across the curriculum.

**WRITING:** A review of the SACS action plans for improving PKY K-12 writing achievement over the past five years found that of the 65 action items, 17 items are completed, or established and in place, and seem to be highly successful. 30 items were rated as being in place but would benefit from small adjustments or improvements. The following items were rated as being not implemented or needing improvement (some have been combined to communicate needs more clearly):

- (S) Revise and complete curriculum guidelines and writing expectations; share guidelines at grade-level meetings and implement across the content areas.

- (S) Monitor student writing progress (includes use of appropriate curriculum-based assessments; includes focus on students scoring below 3.5), the writing curriculum, instruction and materials across content areas during monthly, grade-level team meetings. Use results of assessments and instructional/curricular analysis to plan for instruction.
- (S) Provide writing mentors for students scoring below 3.5 on Florida Writes!
- (S) Provide professional development opportunities on dynamic, successful instructional strategies for teaching writing.

## APPENDIX B

### PROJECT FACT SHEET FOR PROFESSIONAL CONSULTANT

**PROJECT:** MP-311, PKY Developmental Research School Site Master Plan  
**LOCATION:** University of Florida, Main Campus (Gainesville)

#### A. PROJECT DESCRIPTION:

This project will prepare a physical campus master plan for P. K. Yonge Developmental Research School (PKY) at the University of Florida situated on roughly thirty-one acres with an enrollment of approximately 1,150 students. The project will update the *P. K. Yonge Developmental Research School Master Plan Report* of December 2000 using the recently completed Educational Plant Survey, University of Florida Campus Master Plan and other relevant information. Some of this information is readily available, while other data will need to be collected as part of the project. The Site Master Plan shall provide recommendations for future buildings, building locations and site infrastructure including access/circulation, parking, utilities, security, lighting, stormwater, landscaping, recreation fields and playgrounds. The Site Master Plan should also consider and make recommendations regarding the need for additional land assignment or acquisition to accommodate the mission and goals of PKY. Project deliverables shall include site maps indicating locations and phasing of the recommendations as well as cost estimates for each recommendation and phase.

Future facility needs will be based upon the Educational Plant Survey, which has recommended major replacement of facilities rather than renovations to obsolete buildings. Additionally, facility recommendations must consider enrollment trends, maximum class size requirements, and programmatic goals of the school including increased collaboration in community and technology education. Because PKY is designated as a Florida public K-12 school, it is subject to the class size constitutional amendment to reduce teacher-to-student ratios. This requirement will create additional space needs at the PKY campus in addition to need created by modest increases in enrollment that have occurred. Recent enrollment trends at PKY reveal an increase of 208 students (21.6%) between 1997 and 2005. This increase is primarily in the middle and high school grades, while the elementary grade enrollment has remained virtually unchanged. The growth resulted from an intentional increase in the middle school grades to reach full teaching loads that support the academic teaching team and accurately reflect typical middle school enrollment (i.e. 110 students per grade rather than 60 students per grade). The school also slightly increased ninth and tenth grade enrollment to offset the number of upper level high school students who transfer to dual enrollment programs. Looking forward, PKY does not anticipate significant enrollment growth, but new facility needs will be driven by class size requirements and new partnerships within the community and the University.

The P. K. Yonge Developmental Research School (PKY), a unit in the University of Florida's College of Education, was established in 1934 to be a center of educational innovation for students, K-12. The primary role of the school is to develop, evaluate and disseminate exemplary programs of education. As described in the Sidney Martin Developmental Research School Act, the mission of the school is to serve as a vehicle for research, demonstration and evaluation regarding teaching and learning while utilizing the resources available on a state university campus. The PKY school's primary research goal is to enhance instruction in mathematics, science, computer science and foreign languages in a program that utilizes state of the art educational technology. As a K-12 public school, PKY is recognized by the State of Florida as its own school district and is eligible for Public Education Capital Outlay (PECO) monies beyond those available to the University of Florida. The school also is required to maintain an Educational Plant Survey consistent with the requirements of Chapter 1013.31, Florida Statutes. The school has recently engaged in an update of its Educational Plant Survey. The space on this K-12 campus is not evaluated in the University's Educational Plant Survey; however, it is addressed in the University's Campus Master Plan for 2005-2015.



As PKY considers its future, the physical master plan should reflect the school's evolving strategic mission and goals to emphasize math, science and technology in a context of community partnerships. PKY desires to reach out to its host community, private enterprise, and diverse academic programs across the University. Adult education and advanced technology job training will become a more important role for PKY within the community. Collaboration in community redevelopment and economic diversity initiatives will be important factors to consider for future facility needs and locations. Similarly, expanded collaborations with University academic programs will impact the type and amount of space required on the PKY campus to accommodate faculty, graduate students and shared classroom space.

The selected architect/engineer (A/E) team will provide planning, site design, preliminary programming, final report and map documents, and administration services. Basic Services – and, therefore, proposed teams – shall include the following disciplines and experience: communication and strategic visioning, cost estimating, site planning, landscape design, architecture, civil engineering, stormwater analysis, security & access control, and K-12 facilities (laboratory, classroom, library, cafeteria, recreation fields, high-technology innovation, etc.).

The project site design shall be required to follow the guidance of LEED (Leadership in Energy and Environmental Design) and seek appropriate accreditation by the US Green Building Council. The LEED for Schools (K-12) pilot program shall be used for basic certification if available. LEED for Neighborhood Development and LEED for Multiple Buildings/On-Campus Projects shall also be consulted as applicable. The design team shall work with the University to analyze the appropriate LEED rating system and possibility of achieving a higher level of certification. The proposed team shall include at least one LEED-certified design professional.

Recommendations and site concept design shall be accomplished onsite in an interactive, charrette-style format. It is expected that two or more concept options will be presented for initial consideration. The design team shall prepare graphic illustrations of design concepts for review by both internal and external stakeholders, and will participate in the presentation of those concepts. See the *UF Design Services Guide* for additional information on expectations and standards for work at UF.

#### **B. SELECTION CRITERIA and PROCESS:**

Design teams will be evaluated during the shortlist phase in the following areas: experience & personnel, design quality and performance, and past performance (including work at UF). Scores – **for the team of professionals proposed to manage and execute this project** – will be based on the following non-prioritized criteria as illustrated in the (10) past project examples provided in the PQS submittal. Additional criteria may be outlined for short-listed applicants. Project specific selection criteria include the following:

- Experience in design and site layout for K-12 educational campus
- Experience in preliminary programming and cost estimating for K-12 educational facilities including classrooms, support facilities, recreational fields and technology-based learning environments
- Experience in preliminary design and cost estimating for site infrastructure including, but not limited to, parking, lighting, security, utilities, stormwater facilities, bicycle/pedestrian access, vehicular access and landscaping
- Communication skills and experience in conducting charrettes and other techniques for community visioning and consensus-building
- Experience in strategic planning, “reinventing/retooling” and creative problem solving in a K-12 educational environment
- Experience in LEED rating systems for projects that are not building-specific (i.e. neighborhood, campus and K-12 master planning)

- Experience with education facilities design and construction in the State of Florida and at the University of Florida
- Applicant’s past performance and experience working with proposed sub-consultants (if applicable)
- Team’s understanding of the project’s intent, goals, and objectives

A portion of the shortlist phase score will be devoted to the applicant’s past performance rating on work at, or for, the University of Florida. The University will use either the cumulative average score of the applicant(s) or the current average score of all firms for an applicant who does not have a performance evaluation history with the University. For Joint Venture applicants, the proportionate average of scores for JV partners shall be used.

Scores from the shortlist phase are not additive with scores from the interview phase, but the Committee reserves the right to consider information provided in the PQS submittal during the interview phase.

**C. ARCHITECT/ENGINEER SELECTION & CERTIFICATION COMMITTEE:**

1. Fran Vandiver, Director  
P. K. Yonge Developmental School, University of Florida
2. Carol J. Walker, Assistant Vice-President  
Facilities Planning & Construction, University of Florida
3. Linda Dixon, Assistant Director  
Facilities Planning & Construction, University of Florida
4. Harold Barrand, Assistant Director  
Physical Plant Division, University of Florida
5. David Young, Technology Coordinator  
P. K. Yonge Developmental School, University of Florida

**D. SELECTION SCHEDULE:**

The anticipated schedule for selection, award, and negotiation is as follows:

Applications Due:	Friday, March 30, 2007, 3:00 PM Local Time
Shortlist Meeting:	Week of April 9, 2007 to April 13, 2007
Final Interviews:	Week of April 23, 2007 to April 27, 2007
Selection Recommendation Approval:	Week of April 30, 2007 to May 11, 2007
Contract Negotiation & Execution:	Week of May 14, 2007 to May 18, 2007
Kickoff Workshops / Charrettes	June 6, 2007

**E. PROCESS INFORMATION:**

1. See the MP-311 Professional Qualifications Supplement (PQS) and PQS Instructions for detailed information on the required submittal.
2. **Five (5)** copies of the signed submittal must be delivered to the FP&C Office prior to the designated date and time. Late submittals, unsigned submittals, or those on a form other than the project-specific UF Professional Qualifications Supplement, will be disqualified. Misrouting or late delivery by courier service or other delivery means are unacceptable grounds for waiver of this stipulation.
3. Typically three applicants will be selected for the interview phase. In the event of a tie in the shortlist ranking, when the margin between two applicants among the top scores is less than one-tenth (0.1), the Committee may select additional applicants for interview.

4. All applicants will be notified of the results of the short-listing in writing. The short-listed applicants will be informed of the results via the quickest means possible (phone, fax, e-mail) and will be provided with additional project information as needed. Unsuccessful applicants will be notified via letter only.
5. Following the interview phase, the committee will make a recommendation to the University Vice-President. All finalists will be notified in writing of the Vice-President's action. Upon approval by the Vice-President, negotiations will be conducted in accordance with Section 287.055, Florida Statutes.
6. If negotiations with the top-ranked and approved firm are unsuccessful, negotiations will be conducted with the second-ranked firm, upon approval by the Vice-President.
7. **Applicants shall direct all questions regarding the process or the results of short-listing and interviews to the FP&C Project Manager, not to User Group representatives or other Selection Committee members. Opportunities for direct interaction with the User Group(s) may be provided for finalists between the short-listing and interview phases.**

**F. GENERAL INFORMATION:**

1. The entity responsible for all aspects of project management is:

Facilities Planning & Construction (FP&C)  
University of Florida  
232 Stadium / PO Box 115050  
Gainesville, FL 32611-5050  
Phone: (352) 392-1256

Fax: (352) 392-6378

Internet: [www.facilities.ufl.edu](http://www.facilities.ufl.edu)

2. Direct all inquiries to the FP&C Project Manager:

Linda B. Dixon, AICP

Phone: (352) 392-8799

E-Mail: [ldixon@ufl.edu](mailto:ldixon@ufl.edu)

3. Interested applicants should register with FP&C as a potential applicant for the project in order to be notified of information, changes, updates, etc. Visit the FP&C website for more information.
4. All project-related information, including the facilities program and PQS submittal forms and instructions, may be viewed or downloaded at the FP&C website.
5. Site utilities system information can be viewed or downloaded from the Physical Plant Division (PPD) FTP server site: [www.ppd.ufl.edu/request](http://www.ppd.ufl.edu/request).
6. Applicants are strongly encouraged to also review the UF *Design Services Guide*, template Owner/Professional contract, UF Construction Standards, and other forms, guidelines, standards, and documents that pertain to work at the University of Florida.

## APPENDIX C

### Survey of Beliefs Results

<b>Students and Their Performance</b>					
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>1.</b>	<b>92%</b>	6%	2%		
2.	52%	44%	4%		
3.	64%	32%	4%		
<b>4.</b>	<b>82%</b>	18%			
5.	74%	22%	4%		
6.	58%	30%	12%		
7.	72%	18%	10%		
<b>School Effectiveness</b>					
8.	62%	28%	10%		
<b>9.</b>	<b>86%</b>	14%			
10.	60%	34%	4%		2%
<b>11.</b>	<b>76%</b>	24%			
12.	67%	29%	4%		
13.	72%	26%	2%		
14.	72%	26%	2%		
<b>School and Community Contexts</b>					
15.	73%	27%			
16.	58%	35%	4%	2%	
<b>17.</b>	<b>82%</b>	16%	2%		
18.	74%	22%	4%		
19.	75%	23%	2%		

## APPENDIX D

### Florida Reading Initiative: *Literacy Initiative Survey Instrument*

Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

<b>ADMINISTRATORS as rated by faculty</b>	
<b>ADMINISTRATORS: Building Learning Communities</b>	
The School Administrator operates in collaboration with the rest of the Instructional leadership team (assistant principal(s), reading coach and principal) to set the literacy reform direction for the school.	3.41
The School Administrator operates in collaboration with the reading coach to set direction for the school.	3.37
The School Administrator facilitates the development of the Literacy Plan.	3.22
The School Administrator fosters collaboration on the Instructional leadership team.	3.44
The School Administrator shares decision-making with the literacy council.	3.26
<b>ADMINISTRATORS: Accountability</b>	<b>3.34</b>
The School Administrator sets high expectations for student learning.	3.48
The School Administrator sets high expectations for adult learning.	3.44
The School Administrator monitors implementation of the Literacy Plan.	3.15
The School Administrator ensures the creation of a school-wide plan for continued professional development.	3.37
The School Administrator ensures that teachers act on feedback regarding their use of scientifically-based reading research instructional practices.	3.26
<b>ADMINISTRATORS: Instructional Leadership</b>	<b>3.34</b>
The School Administrator promotes a vision for literacy reform to relevant stakeholders.	3.37
The School Administrator uses data as a resource for determining the school mission regarding reading.	3.41
The School Administrator uses data as a resource for determining literacy needs.	3.37
The School Administrator uses research to inform decisions.	3.44
The School Administrator encourages faculty to use research to inform decisions.	3.52
<b>ADMINISTRATORS: Professional Development</b>	<b>3.42</b>
The School Administrator collaborates with teachers to develop Individual Professional Development Plans.	3.41
The School Administrator ensures that the school-wide professional development plan is guided by student data.	3.26
The School Administrator promotes the development of the school as a learning community.	3.52
The School Administrator assesses the impact of professional development on school culture to inform school improvement plans.	3.33
The School Administrator assesses the impact of professional development on organization to inform school improvement plans.	3.26
<b>ADMINISTRATORS: Administrative Leadership</b>	<b>3.36</b>
The School Administrator allocates resources for intensive interventions for struggling readers.	3.41
The School Administrator prioritizes resources to support the literacy reform effort in the school.	3.33
The School Administrator's scheduling decisions are driven by student achievement data.	3.04
The School Administrator's staffing decisions are driven by student achievement data.	3.19
The School Administrator ensures the maintenance of a school-wide plan for continued professional development.	3.37
<b>Number Responding</b>	<b>27.00</b>

<b>READING COACH as rated by faculty</b>	
<b>READING COACH: Instructional Leadership</b>	
Reading Coaches direct the implementation of the Literacy Plan.	3.41
Reading Coaches monitor the implementation of the school-wide reading plan.	3.28
Reading Coaches evaluate the implementation of the school-wide reading plan.	3.24
Reading Coaches communicate the implementation status of the school-wide reading plan to faculty members.	3.34
Reading Coaches use current information regarding the status of the school-wide reading program to inform decision making.	3.41
<b>READING COACH: Professional Development</b>	
Reading Coaches assist in the maintenance of a school-wide plan for ongoing professional development.	3.38
Reading Coaches regularly participate in ongoing professional development activities for reading coaches.	3.52
Reading Coaches continually develop their knowledge of scientifically based reading research. (e.g., instructional practices, theories, and trends)	3.62
Reading Coaches use analytic coaching methods to increase teacher implementation of scientifically based reading instructional practices.	3.38
Reading Coaches provide teachers with instruction in the effective analysis of student data.	3.21
<b>READING COACH: Learning Communities</b>	
Reading Coaches regularly collaborate with teachers to analyze student data.	3.21
Reading Coaches regularly work with teachers to implement data driven instructional modifications.	3.10
Reading Coaches communicate implications of student achievement data to relevant stakeholders.	3.21
Reading Coaches articulate programmatic goals to relevant stakeholders.	3.17
Reading Coaches build trusting relationships among the faculty.	3.52
<b>READING COACH: Intervention</b>	
Reading Coaches are knowledgeable about effective interventions for student deficiencies in the decoding area.	3.48
Reading Coaches are knowledgeable about effective strategies for increasing vocabulary.	3.66
Reading Coaches provide assistance to teachers in how to implement interventions for struggling readers.	3.41
Reading Coaches assist teachers in differentiating instruction	3.07
Reading Coaches assist teachers in how to efficiently use the comprehensive core reading program (when applicable).	3.21
<b>Number Responding</b>	<b>29.00</b>

<b>ELEMENTARY TEACHERS RATING OTHER ELEMENTARY TEACHERS</b>	
<b>Other Teachers' Instructional Strategies</b>	
Teachers ask questions in ways that develop higher levels of thinking.	3.48
Teachers ask questions that require students to analyze.	3.48
Teachers ask questions that require students to synthesize.	3.43
Teachers design lessons that require students to analyze.	3.48
Teachers design lessons that require students to synthesize.	3.38
<b>Other Teachers' Reading Intervention Instruction</b>	
Teachers are knowledgeable about the sequence of skills involved in the decoding process.	3.48
Teachers are knowledgeable about effective interventions for student deficiencies in the decoding area.	3.43
Teachers are knowledgeable about effective strategies for increasing comprehension.	3.52
Teachers are knowledgeable about effective interventions for student deficiencies in the comprehension area.	3.52
Teachers are knowledgeable about effective strategies for increasing fluency.	3.38
<b>Other Teachers as Members of the Learning Community</b>	
Teachers regularly collaborate with other teachers to plan instructional activities.	3.62
Teachers regularly collaborate with other teachers to analyze data to plan instructional activities.	3.62
Teachers regularly collaborate with other teachers to make instructional decisions.	3.71
Teachers share instructional ideas in a professional manner.	3.76
Teachers engage in cooperative teaching.	3.48
<b>Other Teachers as Reading Teachers</b>	
Teachers provide struggling readers with assessment driven reading interventions.	3.57
Teachers arrange classrooms to facilitate small flexible groups.	3.62
Teachers arrange the schedule to meet with small flexible groups.	3.57
Teachers use a comprehensive core reading program.	3.19
Teachers supplement the comprehensive core reading program with additional scientifically based reading research strategies to meet the needs of students.	3.67
<b>Number Responding</b>	<b>21.00</b>

<b>ELEMENTARY TEACHERS RATING SELF AS TEACHER</b>	
<b>Instructional Strategies</b>	
I ask questions in ways that develop higher levels of thinking.	3.35
I ask questions that require students to analyze.	3.40
I ask questions that require students to synthesize.	3.35
I design lessons that require students to analyze.	3.25
I design lessons that require students to synthesize.	3.20
<b>Reading Intervention Instruction</b>	
I am knowledgeable about the sequence of skills involved in the decoding process.	3.35
I am knowledgeable about effective interventions for student deficiencies in the decoding area.	3.30
I am knowledgeable about effective strategies for increasing comprehension.	3.75
I am knowledgeable about effective interventions for student deficiencies in the comprehension area.	3.55
I am knowledgeable about effective strategies for increasing fluency.	3.40
<b>Self as Member of the Learning Community</b>	
I regularly collaborate with other teachers to plan instructional activities.	3.55
I regularly collaborate with other teachers to analyze data to plan instructional activities.	3.50
I regularly collaborate with other teachers to make instructional decisions.	3.70
I share instructional ideas in a professional manner.	3.85
I engage in cooperative teaching.	3.30
<b>Self as Reading Teacher</b>	
I provide struggling readers with assessment driven reading interventions.	3.50
I arrange classrooms to facilitate small flexible groups.	3.75
I arrange the schedule to meet with small flexible groups.	3.60
I use a comprehensive core reading program.	2.96
I supplement the comprehensive core reading program with additional scientifically based reading research strategies to meet the needs of students.	3.50
<b>Number Responding</b>	<b>20.00</b>



<b>SECONDARY TEACHERS RATING OTHER SECONDARY TEACHERS</b>	
<b>Other Teachers as Members of the Learning Community</b>	
Teachers reflect on their own instructional practice.	3.52
Teachers modify their instructional practice based on student data.	3.24
Teachers modify their instructional practice based on empirical research.	2.96
Teachers differentiate instruction.	3.08
Teachers regularly collaborate with other teachers to plan instructional activities.	3.32
<b>Other Teachers' Instructional Strategies</b>	
Teachers ask questions that require students to synthesize.	3.24
Teachers use writing activities to support reading instruction.	3.32
When delivering explicit instruction, teachers regularly tell students what they will be learning during the lesson before they start teaching.	3.20
When delivering explicit instruction, teachers regularly tell students the method that will be used to teach them new skills or concepts.	3.04
When delivering explicit instruction, teachers regularly provide independent practice.	3.32
<b>Other Teachers' Professional Development</b>	
Teachers participate in ongoing professional development activities.	3.76
Teachers select professional development activities that are appropriate to their individual level of instructional mastery.	3.44
<b>Number Responding</b>	<b>23.00</b>
<b>SECONDARY TEACHERS RATING SELF AS TEACHER</b>	
<b>Member of the Learning Community</b>	
I reflect on their own instructional practice.	3.65
I modify their instructional practice based on student data.	3.26
I modify their instructional practice based on empirical research.	3.04
I differentiate instruction.	2.96
I regularly collaborate with other teachers to plan instructional activities.	2.96
<b>Instructional Strategies</b>	
I ask questions that require students to synthesize.	3.57
I use writing activities to support reading instruction.	3.43
When delivering explicit instruction, I regularly tell students what they will be learning during the lesson before they start teaching.	3.61
When delivering explicit instruction, I regularly tell students the method that will be used to teach them new skills or concepts.	3.22
When delivering explicit instruction, I regularly provide independent practice.	3.35
<b>Professional Development</b>	
I participate in ongoing professional development activities.	3.65
I select professional development activities that are appropriate to their individual level of instructional mastery.	3.30
<b>Number Responding</b>	<b>25.00</b>

**APPENDIX E**

**Secondary FCAT Reading Item Analysis**

**2006**

**Words/Phrases**

<u>Grade</u>	<u>Pts Possible</u>	<u>State Average</u>	<u>PK Yonge</u>	<u>PKY Percent Correct</u>
10	6	3	4	67%
9	4	2	3	75%
8	6	4	5	83%
7	7	5	5	71%
6	11	7	8	73%

**Main Idea/Purpose**

<u>Grade</u>	<u>Pts. Possible</u>	<u>State Average</u>	<u>PK Yonge</u>	<u>PKY Percent Correct</u>
10	16	10	12	75%
9	20	12	14	70%
8	19	12	14	74%
7	20	13	15	75%
6	15	9	10	67%

**Comparison**

<u>Grade</u>	<u>Pts. Possible</u>	<u>State Average</u>	<u>PK Yonge</u>	<u>PKY Percent Correct</u>
10	13	8	10	77%
9	10	6	8	80%
8	8	6	7	88%
7	9	6	7	78%
6	11	7	8	73%

**Ref/Research**

<u>Grade</u>	<u>Pts. Possible</u>	<u>State Average</u>	<u>PK Yonge</u>	<u>PKY Percent Correct</u>
10	16	9	11	69%
9	11	7	9	82%
8	18	9	12	67%
7	9	6	6	67%
6	8	5	5	63%

**2005**

**Words/Phrases**

<u>Grade</u>	<u>Pts Possible</u>	<u>State Average</u>	<u>PK Yonge</u>	<u>PKY Percent Correct</u>
10	7	4	5	71%
9	6	4	4	67%
8	7	5	6	86%
7	6	4	5	83%
6	7	5	5	71%

**Main Idea/Purpose**

<u>Grade</u>	<u>Pts. Possible</u>	<u>State Average</u>	<u>PK Yonge</u>	<u>PKY Percent Correct</u>
10	19	11	12	63%
9	16	10	12	75%
8	24	15	17	71%
7	21	14	16	76%
6	20	12	14	70%

**Comparison**

<u>Grade</u>	<u>Pts. Possible</u>	<u>State Average</u>	<u>PK Yonge</u>	<u>PKY Percent Correct</u>
10	10	6	7	70%
9	11	8	9	82%
8	13	8	9	69%
7	10	6	7	70%
6	11	7	7	64%

**Ref/Research**

<u>Grade</u>	<u>Pts. Possible</u>	<u>State Average</u>	<u>PK Yonge</u>	<u>PKY Percent Correct</u>
10	15	8	10	67%
9	12	7	8	67%
8	7	4	5	71%
7	8	5	5	63%
6	7	4	5	71%

**2004**

**Words/Phrases**

<u>Grade</u>	<u>Pts Possible</u>	<u>State Average</u>	<u>PK Yonge</u>	<u>PKY Percent Correct</u>
10	9	6	6	67%
9	7	5	5	71%
8	8	6	7	88%
7	8	5	6	75%
6	10	7	8	80%

**Main Idea/Purpose**

<u>Grade</u>	<u>Pts. Possible</u>	<u>State Average</u>	<u>PK Yonge</u>	<u>PKY Percent Correct</u>
10	20	13	14	70%
9	17	11	12	71%
8	26	15	17	65%
7	18	12	14	78%
6	15	10	12	80%

**Comparison**

<u>Grade</u>	<u>Pts. Possible</u>	<u>State Average</u>	<u>PK Yonge</u>	<u>PKY Percent Correct</u>
10	8	5	6	75%
9	11	7	8	73%
8	11	8	9	82%
7	12	9	10	83%
6	14	10	11	79%

**Ref/Research**

<u>Grade</u>	<u>Pts. Possible</u>	<u>State Average</u>	<u>PK Yonge</u>	<u>PKY Percent Correct</u>
10	14	8	9	64%
9	10	6	7	70%
8	6	3	3	50%
7	7	4	5	71%
6	6	4	4	67%