

P.K. Yonge Developmental Research School

1080 SW 11TH ST, Gainesville, FL 32601

<http://www.pkyonge.ufl.edu/>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3) |
| Combination School KG-12 | Yes | 26% |
| Primary Service Type (per MSID File) | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 50% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
| Grade | A | A* | A | A |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the UF Lab Sch County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for P.K. Yonge Developmental Research School

| DA Region and RED | DA Category and Turnaround Status |
|---|-----------------------------------|
| Southwest - Jim Browder | Not In DA - None |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Design, test, and disseminate innovations for K-12 education.

Our 80-year tradition of preparing and educating the whole child at P.K. Yonge Developmental Research School is now supplemented with a concentrated effort to further develop our curriculums, programs and extracurricular opportunities to strengthen our students' STEAM educational experience (Science, Technology, Engineering, Arts/Athletics, and Mathematics). Collaborating to Meet the Needs of Each Child remains a central focus of our work and it is through collaboration with parents, students, faculty, alumni, and community members that we will continue engaging in this important work. It is our intention to continue the rich tradition of project-based curriculum, inquiry-based/hands-on science, mathematics instruction building both conceptual understanding and precision and fluency, literature-based language arts, and community/service learning as we nurture creativity and critical thinking at P.K. Yonge.

b. Provide the school's vision statement

P.K. Yonge's vision is to be an internationally-recognized leader in developing and disseminating tested educational practices that equip all students to succeed in the global economy.

- P.K. Yonge students are positioned to be creative, dedicated, and resilient learners and workers who embrace the power of diverse ideas, talents, and cultures to improve our world.
- P.K. Yonge faculty are creative, dedicated, collaborative practitioner scholars who design, test, and disseminate innovations that support the academic, social, emotional, and behavioral success of every student.
- P.K. Yonge partners support the achievement of our mission and vision.

Beginning with the 2013-2014 school year and continuing during 2014-15 and 2015-16 school years, P.K. Yonge's School Improvement Plan is organized around STEAM and Florida's required shifts in curriculum and instruction to support K-12 implementation of the Florida Standards for English Language Arts/ Literacy and Mathematics. The detailed School Improvement Plan is found at <http://pk Yonge.ufl.edu/modules/groups/homepagefiles/cms/1506775/File/Publications/School%20Publications/2013-14/>

PKY_SIP_Draft_Revised_11172013.pdf?bf180e&sessionid=fb686afa9f85a76ff37cfd88002bbaad

The Florida Standards demand more rigorous levels of reading, writing, speaking, listening, and language in all content areas and a more focused and coherent approach to mathematics. Students will be challenged across the grade levels to develop habits of mind that will prepare them for the future. It is our intention that every P.K. Yonge student emerges from high school as a self-directed learner, able to seek out resources, evaluate evidence, discern key points, ask relevant and probing questions, clearly articulate their understandings and conclusions, and provide evidence to support their reasoning. Students will learn to understand other perspectives and cultures, and use technology and digital media strategically and capably. As a graduate of P.K. Yonge, students will be prepared to successfully engage in mathematical processes (i.e., problem solving, reasoning and proof, communication, representation, connections) and demonstrate mathematical proficiency (i.e., adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, productive disposition) at the collegiate level and in their careers.

Given this pivotal moment in Florida's educational history and the statewide focus to implement the Florida Standards, we have focused our School Improvement Plan's goals, strategies, and professional learning around K-12 implementation of the core curriculum aligned to those standards. Specifically, the elementary faculty is focused on transforming their core programs in reading, writing, spelling, and mathematics as they collaborate to implement new curriculums in each of these content areas aligned with the goals of Florida Standards. Middle school math teachers are in year two of implementation with a new mathematics curriculum aligned with the Florida Standards (CMP3), and 6th-12th grade teachers are designing and implementing new learning modules in English/Language Arts and Social Studies aligned with the English Language Arts and Literacy Standards. Our new K-12 grade level benchmarks in English Language Arts and Literacy, as well as Mathematics, are clearly delineated in the Florida Standards. Florida grade level standards are being leveraged by our teaching faculty to design new grading rubrics that will provide specific feedback and coaching to our learners.

As our curricula evolve and standards for learning are increased at every level, we will continue our focus on developing our multi-tiered systems of support (MTSS) that provide the necessary academic interventions needed by our struggling students while also designing new opportunities to challenge and enrich our students who meet or exceed the grade level standards. Specific goals aligned with current areas under development are noted in the MTSS section of our School Improvement Plan.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The students enrolled in the K-12 school at P.K. Yonge benefit from the support services of a dedicated faculty and staff in all departments. Through academic advisement, student and family services, athletics, clubs, and core academics our K-12 program at P.K. Yonge responds to the diversity of our student body. The work of Collaborating to Meet the Needs of Each Child is accomplished through the development of lasting relationships between parents, students, faculty, and staff. These relationships are built through dedication to the achievement of all students across all areas of the curriculum.

Our elementary students, selected by lottery to be representative of Florida's demographic diversity, are organized in three learning communities: K-1, 2-3, and 4-5. Learning communities enable teachers and students to work together to meet the needs of every learner and collaborate to innovate and create. Because, furnishings, groupings, and instruction times are flexible, and technology is integrated, student and teacher instructional time is able to be most effectively geared to the needs of each child. Students master foundational skills in reading, writing, and mathematics as they are challenged through integrated, project-based learning units to be creative, innovative, self-directed learners who work with others to accomplish goals and solve challenging problems.

Our 330 middle school students are known for their diversity, acceptance, and willingness to stand apart as original thinkers. Students learn and work as grade-level groups facilitated by teams of teachers throughout the school day. We are proud to have middle school students who consistently demonstrate academic excellence, earning top marks on all state assessments. Our middle school students are known for their outstanding success and many talents in athletics, visual arts, performing arts, band, and extra-curricular clubs.

Grades 9-12 include 500 high school students representing the diversity of Florida, and the 30+ communities where they reside. The diversity among students and families provides a rich opportunity to understand and embrace differences while acquiring habits of collaboration and a

search for commonalities. The spirit of family among students, faculty, and alumni creates an atmosphere of safety and acceptance for all. Our students are genuinely happy at school. Achievement, diversity, and individuality characterize P.K. Yonge students. Our high school students excel in academics, arts, and athletics.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

Through academic advisement, student and family services, athletics, clubs, and core academics our K-12 program at P.K. Yonge responds to the diversity of our student body. The work of Collaborating to Meet the Needs of Each Child is accomplished through the development of lasting relationships between parents, students, faculty, and staff. These relationships are built through dedication to the achievement of all students across all areas of the curriculum. In addition to core programs which support the development of collaborative and respectful students who honor diverse viewpoints, our K-12 leadership and faculty sponsor over forty school clubs representing a variety of students interests. These clubs meet before, during, and after-school. The involvement of P.K. Yonge students in extracurricular clubs and activities is foundational to the ways in which we create an environment of respect across campus.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

P.K. Yonge Developmental Research School is committed to ensuring that our school is a safe, secure and orderly environment in which teaching and learning take place each day. A safe, supportive school environment depends on students, staff and parents demonstrating mutual respect. Included in this document is the Student Bill of Rights and Responsibilities that promotes responsible student behavior and an atmosphere of dignity and respect by establishing guidelines to help students as they strive to become productive citizens in a diverse society.

STANDARDS OF BEHAVIOR: ACCOUNTABILITY AND SUPPORT

All members of the school community — students, staff and parents — must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met. The Student Code of Conduct provides a comprehensive description of unacceptable behavior, including incidents involving drugs or weapons. The Student Code of Conduct applies to all students, including those with disabilities.

The standards set forth in the Student Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling on vehicles funded by P.K. Yonge Developmental Research School, at all school-sponsored events and on other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community. When misbehavior involves communication, gestures or expressive behavior, the infraction applies to oral, written or electronic communications, including but not limited to texting, e-mailing, and social networking. School officials are responsible for sharing the information contained in this document with students, staff and parents.

PARENTS AS PARTNERS

Students, parents and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or a written communication. As role models, parents and school staff should exhibit behaviors they would like to see students emulate. To ensure that

parents become active and involved partners in promoting a safe and supportive school environment, parents must be familiar with the Student Code of Conduct. Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child's teacher and other school staff issues that may affect student behavior and strategies that might be effective in working with the student. It is important that there be maximum consultation and communication between the school and the home. Conferences attended by a member of the administration, a school counselor, the student's parent, and one or more of the student's teachers are an effective means of encouraging parental input and should be held with students where appropriate. Parents who want to discuss counseling interventions in response to student behavior should contact PKY's Student and Family Services Department.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

P.K. Yonge DRS ensures the social-emotional needs of all students are being addressed through a robust system of services to students and families. P.K. Yonge K-12 DRS Student and Family Services Department is led by the Assistant Principal of Academic Advisement and School Counseling. The counselors, deans, MTSS specialist, and school psychologists, coordinate services in order to ensure that appropriate core and tiered services are being provided on a consistent basis to all K-12 students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The MTSS process is built on a foundation of quality core instruction. Educators and stakeholders consider the question "What do we want students to know and be able to do?" improved academic and behavioral outcomes result. This question is central when examining response to Tier 1 instruction/intervention (i.e., when considering response to class or grade-level academic and/or behavioral expectations).

When examining the effects of core instruction (Tier 1) or determining the need for more intensive supports for groups or individual students (Tier 2 and Tier 3), teams engage in and follow a systematic problem-solving process. At P.K. Yonge, Student Success Team (SST) meetings are held every six weeks. SST meetings are where learning community teachers, counselors, the school psychologist, the K-12 MTSS coordinator, and administrator(s) collaboratively engage in the problem-solving process. At these SST meetings, student data is discussed and decisions about tiered instruction are made. Florida's PS-Rtl model includes a four-step problem solving process. The four steps of the problem-solving process are as follows:

Step I: Problem Identification – What exactly is the problem?

Step II: Problem Analysis – Why is the problem occurring?

Step III: Intervention Design and Implementation – What exactly are we going to do about it?

Step IV: Response to Instruction/Intervention – Is the plan working?

At P.K. Yonge DRS the MTSS problem solving team engages in a collaborative problem solving process. Members include, but are not limited to, administration, K-12 MTSS coordinator, guidance counselor(s), grade-level representation, learning community leaders, and parents. Collaboration among administrators, content area specialists, data specialists, and other school and district staff should represent instructionally relevant team membership. Problem-solving teams should be

identified or created and used to problem solve at different levels (school level, grade level, class level, subgroup level, or student level) and may include various members, depending on the need. The students discussed at SST are determined based on early warning indicators listed below. Each grade level cohort of students' data is examined and those students demonstrating two or more indicators are then listed on an SST list in order for the SST team to engage in the Problem Solving Process specific to the identified student. In addition to the early warning indicators required by statute, P.K. Yonge's early warning system uses the following indicators: student has a 504, IEP, or EP, student has a course grade of "D" considered approaching failure, student has a failing grade in any course other than ELA or mathematics, student has a behavior referral.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|----|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 18 | 40 | 54 | 73 | 40 | 51 | 291 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 0 | 1 | 0 | 1 | 0 | 7 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 19 | 9 | 24 | 5 | 1 | 63 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 19 | 12 | 11 | 17 | 11 | 0 | 91 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|----|----|----|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 14 | 21 | 12 | 15 | 14 | 9 | 93 |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

P.K. Yonge DRS uses tier 2 and tier 3 interventions designed specific to the needs of the student. The intervention strategies used most frequently as a part of our MTSS and early warning systems include: small group supplemental instruction in reading and/or math provided by the classroom teacher, individualized instruction in any core academic area where the student demonstrates need provided by the classroom teacher or an instructional support provider, small group time dedicated to developing executive functioning skills needed for academic success, individualized mentoring provided by a core academic teacher, counselor, or instructional support provider, mandatory help session (extended school day) minimum one day per week for secondary students, small group and/or individualized supplemental instruction in vocabulary acquisition strategies, comprehension strategy instruction, note-taking strategies, and study or knowledge acquisition strategies, instructor assisted or led preview of content prior to the instructional activity in the classroom, small group and individualized instruction specific to research and writing process, and other specific interventions as determined by the problem solving team.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

2. Description

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

PK Yonge builds and sustains partnerships throughout the local community through the work of both the Alumni Association and the School Advisory Council. Our School Advisory Council provides a structure through which parents, students, faculty, and staff can work together in support of student achievement at P.K. Yonge. Monthly meetings, task force committees, and ongoing review of the school's current areas of need allow for collaboration in support of all students at P.K. Yonge DRS.

PKY Alumni Association is to support and inspire today's PKY students. Its purpose is to bring together P.K. Yonge alumni, faculty, and students and to provide a home for all members of our school family who are always welcome to return. Through involvement in the PKY Alumni Association you will stay informed about what is happening at P.K. Yonge today. We do this by:

- Maintaining an accurate contact list of P.K. graduates, retired faculty and friends
- Encouraging the development of mentor relationships between current students and alumni
- Informing our alumni and friends about the school
- Participating in school and alumni events
- Raising funds to meet special school needs

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|------------------|---------------------|
| Atria, Cathy | Principal |
| Hayes , Lynda | Other |
| Geiger, Carrie | Assistant Principal |
| Froman , Russell | Assistant Principal |
| Gabbard, Christy | Other |
| Henderson, Julie | Other |
| Hill, Ashley | Other |

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Leadership Team at P.K. Yonge DRS is comprised of the Principal, Assistant Principal(s), Supervisor of Instructional Practice, MTSS Specialist, Learning Community Leaders, Program Development and Outreach Specialist, Communication and Media Relations, and school counselors.

These educators collaborate in weekly meetings to promote the success of each student at P.K. Yonge.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

At P.K. Yonge we are dedicated to the academic, social, and emotional success of every student. In an effort to ensure this success, the leadership structure is designed with students at the core. Our collective focus is that every student leaves P.K. Yonge college and/or career ready. College and/or career ready in the 21st century means that every student develops strong skills in communication and collaboration, critical thinking, and creativity. The reorganization of resources to provide for an Assistant Principal of Academic Advisement and School Counseling, an MTSS Specialist, and Learning Community Leaders speaks to our commitment to guarantee to the best of our ability that each child's academic, behavioral, and social/emotional needs are met. The Assistant Principal of Academic Advisement and School Counseling will provide targeted work in the areas of monitoring student progress through the pupil progression plan as well as assisting with post-graduation goals and identifying pathways to support those goals. The AP of Academic Advisement and School Counseling will work in conjunction with the MTSS Specialist to monitor compliance in regard to federal and state policies for students with special needs and will work closely with School Counseling and School Psychology to ensure that students' social/emotional health supports academic success.

Through continued self-study and analysis of student achievement, the MTSS Specialist is dedicated to leading and collaborating with Learning Community Leaders (LCLs) to close persistent achievement gaps, implement MTSS with fidelity and identify students in need of ongoing support and assistance through the RtI process, prepare all students for post-secondary success, ensure the success of first generation students, and assist in implementing the Gifted and Talented Support Facilitation Model in collaboration with the Supervisor of Instructional Practice. This work is carried out with instructional leadership provided in all areas by the K-12 Principal.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-----------------------|----------------------------|
| Carly Labrada | Parent |
| Cathy Atria | Principal |
| Meryl Klein | Parent |
| Janie Williams | Business/Community |
| Susan Cary | Parent |
| Diyonne McGraw | Business/Community |
| Brenda Breil | Teacher |
| Michael Poole | Teacher |
| Mickey MacDonald | Teacher |
| Angela Kohnen | Education Support Employee |
| Michelle Grant Harris | Parent |
| Adam Maxwell | Student |
| Joseph Locke | Education Support Employee |
| Salas Osmara | Parent |
| Kristin Weller | Teacher |
| Mickey MacDonald | Teacher |
| Wantanisha Morant | Parent |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The P.K. Yonge School Advisory Council has reviewed and evaluated the past goals in the historical School Improvement Plans and determined those goals relevant for the 2015-16 school year. It is the intent of the School Advisory Council to continue to move forward with the goals addressed in the 2013-14 plan while also intensifying efforts in the areas of mathematics and writing as described in the 2014-15 and 2015-16 School Improvement Plans.

b. Development of this school improvement plan

The 2015-16 School Improvement Plan was developed with support and consultation from the P.K. Yonge faculty and the School Advisory Council. Data from the 2004-2011 school years, 2012-13, 2013-14 school years were reviewed in establishing the specific goals in the area of writing and mathematics.

c. Preparation of the school's annual budget and plan

The P.K. Yonge School Advisory Council reviews and approves the SAC budget during the August/September timeframe annually. The School Advisory Council budget allocates funds to support teacher professional learning, and additional expenditures in support of the School Improvement Goals. The School Advisory Council's annual budget also reflects the allocation of P.K. Yonge's activity fees.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

see SAC approved budget

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|------------------|---------------------|
| Gabbard, Christy | Other |
| Barba, Christy | Instructional Coach |
| Van Boven , Ross | Instructional Coach |
| Geiger, Carrie | Assistant Principal |
| Atria, Cathy | Principal |
| Hill, Ashley | Other |
| Janicke, Kathryn | Instructional Coach |
| Cooke, Erin | Instructional Coach |
| Ozog, Jill | Instructional Coach |
| Flavin, Angie | Instructional Coach |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team established at P.K. Yonge DRS is made up of ten faculty members including the Program Development and Outreach Specialists for each division and K-12 Learning Community Leaders. The Learning Community Leaders are positioned in teaching and leadership roles in K-1, 2-5, 6-7,8-9, and 10-12. Each of these faculty members receives ongoing training in literacy leadership and best practice in literacy instruction and will continue to both receive training and lead faculty wide professional learning. The Program Development and Outreach Specialists provide annual professional learning opportunities specifically focused on ensuring that text complexity, along with close reading and rereading of texts, is central to lessons, providing instruction that does not preempt or replace text reading by students, developing and asking text dependent questions from a range of question types, emphasizing students supporting their answers based upon evidence from the text, providing extensive research and writing opportunities (claims and evidence). Ongoing training institutes, lesson study groups, and instructional rounds work is used to create capacity of reading knowledge specific to the instructional shifts demanded by Florida Standards. A portion of the original training was conducted as part of a grant project funded through the Florida Academic Literacy Network. This ongoing in-depth training will provide the Literacy Leadership Team the professional opportunity needed to consult with school-based coaches and College of Education partners in planning for faculty-wide professional learning and revisions to existing curricula where needed.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

P.K. Yonge Developmental Research School values collaborative relationships between all K-12 Faculty. P.K. Yonge DRS faculty participate in multiple collaborative teams designed to support continuous improvements in curriculum, instruction, and response to student need.

Teams of teachers are organized into learning communities K-1, 2-3, 4-5, 6-7, 8-9, and 10-12. Each learning community has dedicated time for collaboration on instructional design, tiered instruction, and the development of systems to support student success. As needed the learning communities organize themselves as grade level teams to support intensive planning for meeting student needs. Secondary faculty members are also members of departments organized around curricular areas. The academic and elective departments at PKY also have dedicated job-embedded time for collaboration, specifically focused on the development and implementation of curriculum within the department. Common planning time in grades K-8 at each grade level is an additional layer of support for collaboration among grade level teams of teaching faculty. Hours spent in collaborative planning is upwards of five per week for P.K. Yonge teaching faculty. These structures for collaboration support P.K. Yonge faculty in their efforts to Collaborate to Meet the Needs of Each Child.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

P.K. Yonge DRS faculty are rated as 100% highly qualified.

New to PKY teachers are assigned a Professional Learning Partner

Induction meetings for new-to-PKY teachers

Ongoing professional learning and support for newly hired PKY teachers

Immersion in PKY Professional Learning Communities

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The goal of the Induction Program is to help new-to-PKY teachers develop a successful foundation at PKY by providing support structures to help them acclimate to the PKY community and enhance their ongoing professional development. Beginning teachers (i.e., Professional Learning Partners) are provided a mentor (i.e., Professional Learning Partner-Assigned) for three years; teachers with three or more years of experience are assigned a Professional Learning Partner-A for just one year.

PLPs receive Professional Development through monthly Induction Meetings. These meetings focus on familiarizing new teachers with school personnel, procedures, expectations, professional development initiatives, and observation/evaluation models. PLP-As receive Professional Development through monthly PLP-A meetings. These meetings are designed to provide training in the area of coaching/mentoring, providing feedback, conducting peer observations, and facilitating communication. At the beginning of the school year, both groups meet together to begin to develop a sense of community and to review expectations of the program (see attached). There are periodic meetings with mentor, mentee, and the Supervisor of Instructional Practice to monitor the success the partnership and provide additional support as needed. Ongoing communication between the mentor, mentee, and Supervisor of Instructional Practice ensures that any issues are dealt with expeditiously.

At the mid-year point, PLP-As complete a mid-year self-evaluation, and PLPs complete a confidential evaluation of their PLP-As to ensure that they are receiving quality and timely support.

At the end of the year, both groups come together once again for a time of reflection and celebration.

During the summer, the Supervisor of Instructional Practice reflects and evaluates the effectiveness of the program, making adjustments toward continuous improvement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

P.K. Yonge Developmental Research School reviews, selects, adopts and/or develops, and implements high quality instructional materials aligned to the Florida Standards. The process of curriculum selection and/or development and implementation at P.K. Yonge DRS is done in coordination with Program Development and Outreach Specialists, Department Chairs, Learning Community Leaders, and K-12 faculty depending on course specificity. P.K. Yonge's Supervisor of Instructional Practice and Program Development and Outreach Specialists conduct an ongoing review of the curriculum and instructional materials implemented in each course in order to ensure alignment with the Florida Standards. Following initial review, the K-12 Curriculum Council, with membership comprised of all department chairs, review materials and plans specific to their department in order to conduct meaningful revision and ensure alignment with Florida Standards and K-12 program goals.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

P.K. Yonge DRS uses a process of data driven decision making in order to differentiate instruction to meet the needs of diverse learners. P.K. Yonge K-12 courses use formative, self, and summative assessments to gauge student proficiency in relation to learning goals and continuously monitor student progress. In grades 2-5, portfolios of student writing support teams of teachers in designing instruction to meet the the needs of individual learners. These portfolios which indicate the ways in which students are meeting the demands in the standards, continue to inform instruction as students move through the learning communities. Teachers use formative assessments to inform the way in which they differentiate instruction to support learners with diverse needs. In addition to data driven decision making taking place in individual courses, K-12 teaching teams and/or learning communities collaborate to analyze student data and make action plans. Those in need of additional academic support are identified, and interventions are planned and monitored. Additionally, opportunities for students exceeding benchmarks or needing additional challenge are developed and implemented within each learning community.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

published help sessions and office hours organized by grade levels and learning communities

Strategy Rationale

support both intervention and enrichment

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Atria, Cathy, catria@pky.ufl.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

help session logs and office hour logs to determine frequency and duration of the intervention

Strategy: After School Program

Minutes added to school year:

Academic Hour

Strategy Rationale

supporting all scholar athletes with academic success

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Froman , Russell, rfroman@pky.ufl.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

attendance in academic hour, gpa data from athletes, eligibility data

Strategy: After School Program

Minutes added to school year:

Extended Media Center Hours

Strategy Rationale

provide support for access to web based resources; homework support

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Froman , Russell, rfroman@pky.ufl.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

rosters from library/media center attendance

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Counselors at each level work to provide individualized transition services that are differentiated to meet the students unique needs of each student socially, emotionally and academically. The high school counselor facilitates one on one meet and greet consultations with incoming students and families to discuss but not limited to scheduling, campus layout, extracurricular activities, community services, graduation requirements, transcript review, and post-secondary options. The counselor hosts exit interviews of outgoing members of the PK Yonge student body.

The middle school counselor hosts one on one consultations with students and families. Collaborating with the ninth grade instructional team, the middle school counselor co-organizes and executes an after school new student gathering that includes; personalized invitations, lemonade and pizza, ice breaker activity, "getting to know you bingo," scavenger hunt and prizes.

The elementary counselor works to build a rapport with new students at the beginning of the year open house. The counselor meets and greets with new families, ensures students are aware of the location of the counseling office, and encourages students to take time exploring the items within her office. The elementary counselor can be found observing the new students in their respective classrooms, hosting new student lunch bunch sessions, and completing weekly checkin services.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The counselors work to ensure the success of each and every student as they collaborate with teachers, parents, and administration to identify the most effective path for every student. College and career readiness activities include but not limited; to individualized and comprehensive one on one consultative services to discuss and plan for post secondary options, transition planning, scheduling

and hosting on campus college admission visits, participation in local college fairs, creation of monthly newsletters where content is driven by college and career ready text, scholarship awareness, classroom lessons, award opportunities, college application labs, summer college workshop, data collection, after school sessions with topics specific to college fit, financial aid, and writing the college essay.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

P.K. Yonge students have access to technical education programs focused in engineering and digital design certification.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

P.K. Yonge DRS incorporates career and technical education within our core academic courses. Courses including middle grades engineering, middle grades social studies, physics, intro to engineering, and digital design have components of career and technical education embedded to meet the needs of P.K. Yonge students.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

P.K. Yonge will continue to focus on college and career readiness throughout our K-12 program. An indicator for improvement is in the number of students who earn college credit and maintain a GPA of 2.0 or higher in the fall semester following graduation. This percentage is based on the number of students enrolled and therefore, P.K. Yonge should seek to improve that percentage annually and maintain an improved percentage above 90%.

We can accomplish this goal through the strengthening of our core academic program and supplemental educational programs focused on post-secondary success and transition. Our school counseling department along with our teaching faculty can work together to support student success in this area.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** P.K. Yonge will increase the percentage of students accessing and demonstrating successful outcomes in rigorous high school mathematics courses including Algebra 2, Statistics, Pre-Calculus, and Calculus.
- G2.** P.K. Yonge will increase the percentage of students demonstrating successful outcomes in literacy, with a specific focus on writing in grades 4-12. The success of the goal will be indicated in data collected from curriculum based measures in grades 4-12 in addition to the statewide standardized indicators listed below.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. P.K. Yonge will increase the percentage of students accessing and demonstrating successful outcomes in rigorous high school mathematics courses including Algebra 2, Statistics, Pre-Calculus, and Calculus.

1a

G087011

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| Algebra II EOC Pass Rate | 80.0 |
| Algebra I EOC Pass Rate | 82.0 |
| Middle School Participation in EOC and Industry Certifications | 100.0 |
| Math Gains | 85.0 |
| Math Lowest 25% Gains | 75.0 |
| AMO Math - SWD | 71.0 |

Targeted Barriers to Achieving the Goal 3

- professional learning time, content knowledge in mathematics

Resources Available to Help Reduce or Eliminate the Barriers 2

- Investigations curriculum, CMP3 curriculum, COE partnerships, collaborative partnerships with other schools, ongoing professional learning in both content and pedagogy for teachers, increase in digital device access in mathematics classrooms, partnership and professional learning provided in coordination with NEFEC STEM partners

Plan to Monitor Progress Toward G1. 8

Examination of data from both state and local assessments along with observation data from classrooms

Person Responsible

Cathy Atria

Schedule

Annually, from 6/1/2017 to 6/1/2018

Evidence of Completion

G2. P.K. Yonge will increase the percentage of students demonstrating successful outcomes in literacy, with a specific focus on writing in grades 4-12. The success of the goal will be indicated in data collected from curriculum based measures in grades 4-12 in addition to the statewide standardized indicators listed below. **1a**

G087012

Targets Supported **1b**

| Indicator | Annual Target |
|---|---------------|
| FSA ELA Achievement | 80.0 |
| 4-Year Grad Rate (Standard Diploma) | 100.0 |
| Writing Achievement District Assessment | 80.0 |

Targeted Barriers to Achieving the Goal **3**

- professional learning time and funding available for supporting extended professional learning in support of implementation
- Limited school day; limited student access to resources and feedback needed for writing instruction

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Implementation of Being a Writer Curriculum K-5
- Implementation of LDC Writing Modules 6-11
- Writing partnerships 4-12 supporting creating of rubrics and ongoing examination of student work
- academic writing instruction in content area classrooms K-12

Plan to Monitor Progress Toward G2. **8**

Student performance on mid-year and end of year writing tasks (state and local assessments)

Person Responsible

Christy Gabbard

Schedule

Evidence of Completion

FSA Assessment Data and Student performance tasks on local assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. P.K. Yonge will increase the percentage of students accessing and demonstrating successful outcomes in rigorous high school mathematics courses including Algebra 2, Statistics, Pre-Calculus, and Calculus. 1

G087011

G1.B1 professional learning time, content knowledge in mathematics 2

B231300

G1.B1.S1 Professional learning in mathematics content knowledge and pedagogy for teachers grades K-8. Specifically focusing on learning progressions in mathematics. 4

S244036

Strategy Rationale

Increased content knowledge and pedagogy among professional teachers will increase opportunities for precision in mathematics instruction in classrooms.

Action Step 1 5

Professional learning provided on Wednesday for K-12 faculty

Person Responsible

Cathy Atria

Schedule

Monthly, from 1/25/2017 to 6/9/2017

Evidence of Completion

Action Step 2 5

Implementation of CMP3 and Investigations curriculum

Person Responsible

Cathy Atria

Schedule

Weekly, from 9/1/2015 to 6/9/2017

Evidence of Completion

observations, student artifacts, monthly math department artifacts

Action Step 3 5

Targeted professional learning and implementation support in grades 3-8

Person Responsible

Cathy Atria

Schedule

Monthly, from 3/1/2017 to 6/1/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom observations in partnership with teachers, program development specialists, and NEFEC partners

Person Responsible

Cathy Atria

Schedule

Monthly, from 10/1/2015 to 6/1/2018

Evidence of Completion

observation evidence of integrity in implementation to mathematical practices and depth of understanding in learning progressions

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Examination of student data and artifacts from mathematics lessons with teacher groups and NEFEC STEM partners

Person Responsible

Cathy Atria

Schedule

Semiannually, from 6/1/2017 to 6/1/2018

Evidence of Completion

student data and student artifacts

G2. P.K. Yonge will increase the percentage of students demonstrating successful outcomes in literacy, with a specific focus on writing in grades 4-12. The success of the goal will be indicated in data collected from curriculum based measures in grades 4-12 in addition to the statewide standardized indicators listed below. 1

G087012

G2.B1 professional learning time and funding available for supporting extended professional learning in support of implementation 2

B231301

G2.B1.S1 Partnerships with COE faculty and NLP partners with expertise in writing instruction 4

S244037

Strategy Rationale

Additional in classroom support for direct services and feedback to students; support for the creation of rubrics used in grades 4-11 aligned to the FSA rubrics for writing; job-embedded support for teacher professional learning

Action Step 1 5

Professional Learning Communities engage in examination of student work

Person Responsible

Cathy Atria

Schedule

Monthly, from 1/4/2017 to 6/1/2017

Evidence of Completion

rosters, artifacts, rubrics, student work samples, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monthly check-in with partnership participants

Person Responsible

Christy Gabbard

Schedule

Monthly, from 12/1/2015 to 6/2/2017

Evidence of Completion

rosters, PLC notes, artifacts

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student work analysis ongoing as a component of the PLC

Person Responsible

Christy Gabbard

Schedule

Biweekly, from 12/1/2015 to 6/2/2017

Evidence of Completion

student artifacts

G2.B1.S2 Implementation of CCC Being a Writer Curriculum 4

 S244038

Strategy Rationale

Curriculum is aligned with the Florida Standards and exemplifies the K-12 program goals at P.K. Yonge DRS (collaboration and opportunities for authentic writing tasks)

Action Step 1 5

Provide materials and resources needed to implement new curriculum aligned to the Florida Standards

Person Responsible

Cathy Atria

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

classroom walk-throughs, informal and formal observations

Person Responsible

Cathy Atria

Schedule

Evidence of Completion

observation data, implementation data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Student Assessment Data

Person Responsible

Cathy Atria

Schedule

Annually, from 1/31/2015 to 6/2/2017

Evidence of Completion

Student Data examined through Curriculum Council as a component of program analysis

G2.B2 Limited school day; limited student access to resources and feedback needed for writing instruction

2

 B231302

G2.B2.S1 Increase the way in which digital learning/ technology supports flexible learning opportunities, increases access to resources before, during, and after school, and provides an opportunity for increased feedback and revision in the writing process 4

 S244040

Strategy Rationale

Increases in feedback, revision, and access to high quality resources will create more opportunity for student learning

Action Step 1 5

Increase access to digital devices in ELA and other content area classrooms

Person Responsible

Schedule

Annually, from 2/1/2015 to 6/2/2017

Evidence of Completion

access to digital device during instruction

Action Step 2 5

Provide ongoing Waves of Innovation professional learning to increase instructional capacity using digital devices

Person Responsible

Christy Gabbard

Schedule

Annually, from 4/1/2015 to 6/2/2017

Evidence of Completion

Action Step 3 5

Provide embedded professional learning for 4-5 teachers specific to providing feedback to students in writing

Person Responsible

Christy Gabbard

Schedule

Evidence of Completion

Writing experts in secondary provide job-embedded professional learning

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor technology integration through Integration matrix (annual spring evaluation observation)

Person Responsible

Christy Gabbard

Schedule

Annually, from 3/1/2016 to 6/2/2017

Evidence of Completion

observation evidence, annual report

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

effectiveness of instruction and impact on writing outcomes

Person Responsible

Christy Gabbard

Schedule

Annually, from 4/1/2015 to 6/2/2017

Evidence of Completion

student artifacts and local and state assessments

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|------------------|-------------------------------|---|--------------------------|
| 2014 | | | | | |
| G2.B1.S2.A1 A315946 | Provide materials and resources needed to implement new curriculum aligned to the Florida Standards | Atria, Cathy | 8/1/2014 | | No End Date annually |
| G2.B1.S2.MA1 M327677 | classroom walk-throughs, informal and formal observations | Atria, Cathy | 9/1/2014 | observation data, implementation data | No End Date one-time |
| 2015 | | | | | |
| G2.B1.S2.MA1 M327676 | Student Assessment Data | Atria, Cathy | 1/31/2015 | Student Data examined through Curriculum Council as a component of program analysis | 6/2/2017 annually |
| G2.B2.S1.A1 A315949 | Increase access to digital devices in ELA and other content area classrooms | | 2/1/2015 | access to digital device during instruction | 6/2/2017 annually |
| G2.B2.S1.A2 A315950 | Provide ongoing Waves of Innovation professional learning to increase instructional capacity using... | Gabbard, Christy | 4/1/2015 | | 6/2/2017 annually |
| G2.B2.S1.MA1 M327680 | effectiveness of instruction and impact on writing outcomes | Gabbard, Christy | 4/1/2015 | student artifacts and local and state assessments | 6/2/2017 annually |
| G1.B1.S1.A2 A315944 | Implementation of CMP3 and Investigations curriculum | Atria, Cathy | 9/1/2015 | observations, student artifacts, monthly math department artifacts | 6/9/2017 weekly |
| G1.B1.S1.MA1 M327672 | Classroom observations in partnership with teachers, program development specialists, and NEFEC... | Atria, Cathy | 10/1/2015 | observation evidence of integrity in implementation to mathematical practices and depth of understanding in learning progressions | 6/1/2018 monthly |
| G2.B1.S1.MA1 M327674 | Student work analysis ongoing as a component of the PLC | Gabbard, Christy | 12/1/2015 | student artifacts | 6/2/2017 biweekly |
| G2.B1.S1.MA1 M327675 | Monthly check-in with partnership participants | Gabbard, Christy | 12/1/2015 | rosters, PLC notes, artifacts | 6/2/2017 monthly |
| 2016 | | | | | |
| G2.B2.S1.MA1 M327681 | Monitor technology integration though Integration matrix (annual spring evaluation observation) | Gabbard, Christy | 3/1/2016 | observation evidence, annual report | 6/2/2017 annually |
| 2017 | | | | | |
| G2.B1.S1.A1 A315945 | Professional Learning Communities engage in examination of student work | Atria, Cathy | 1/4/2017 | rosters, artifacts, rubrics, student work samples, lesson plans | 6/1/2017 monthly |
| G2.B2.S1.A3 A315952 | Provide embedded professional learning for 4-5 teachers specific to providing feedback to students... | Gabbard, Christy | No Start Date | Writing experts in secondary provide job-embedded professional learning | No End Date semiannually |
| G2.MA1 M327682 | Student performance on mid-year and end of year writing tasks (state and local assessments) | Gabbard, Christy | No Start Date | FSA Assessment Data and Student performance tasks on local assessments | 6/2/2017 semiannually |
| G1.B1.S1.A1 A315943 | Professional learning provided on Wednesday for K-12 faculty | Atria, Cathy | 1/25/2017 | | 6/9/2017 monthly |
| G1.B1.S1.A3 A315951 | Targeted professional learning and implementation support in grades 3-8 | Atria, Cathy | 3/1/2017 | | 6/1/2018 monthly |
| G1.B1.S1.MA1 M327671 | Examination of student data and artifacts from mathematics lessons with teacher groups and NEFEC... | Atria, Cathy | 6/1/2017 | student data and student artifacts | 6/1/2018 semiannually |
| G1.MA1 M327673 | Examination of data from both state and local assessments along with observation data from... | Atria, Cathy | 6/1/2017 | | 6/1/2018 annually |

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. P.K. Yonge will increase the percentage of students accessing and demonstrating successful outcomes in rigorous high school mathematics courses including Algebra 2, Statistics, Pre-Calculus, and Calculus.

G1.B1 professional learning time, content knowledge in mathematics

G1.B1.S1 Professional learning in mathematics content knowledge and pedagogy for teachers grades K-8. Specifically focusing on learning progressions in mathematics.

PD Opportunity 1

Professional learning provided on Wednesday for K-12 faculty

Facilitator

LCL, NEFEC partners, department leadership

Participants

K-12 faculty

Schedule

Monthly, from 1/25/2017 to 6/9/2017

G2. P.K. Yonge will increase the percentage of students demonstrating successful outcomes in literacy, with a specific focus on writing in grades 4-12. The success of the goal will be indicated in data collected from curriculum based measures in grades 4-12 in addition to the statewide standardized indicators listed below.

G2.B1 professional learning time and funding available for supporting extended professional learning in support of implementation

G2.B1.S1 Partnerships with COE faculty and NLP partners with expertise in writing instruction

PD Opportunity 1

Professional Learning Communities engage in examination of student work

Facilitator

Writing experts in secondary ELA departments and external partners

Participants

ELA faculty 6-12 and SS faculty grades 8-12

Schedule

Monthly, from 1/4/2017 to 6/1/2017

G2.B2 Limited school day; limited student access to resources and feedback needed for writing instruction

G2.B2.S1 Increase the way in which digital learning/ technology supports flexible learning opportunities, increases access to resources before, during, and after school, and provides an opportunity for increased feedback and revision in the writing process

PD Opportunity 1

Increase access to digital devices in ELA and other content area classrooms

Facilitator

Claire Robinson/Christy Gabbard

Participants

K-12 faculty

Schedule

Annually, from 2/1/2015 to 6/2/2017

PD Opportunity 2

Provide ongoing Waves of Innovation professional learning to increase instructional capacity using digital devices

Facilitator

Claire Robinson/Jon Mundorf/Christy Gabbard

Participants

All faculty

Schedule

Annually, from 4/1/2015 to 6/2/2017

PD Opportunity 3

Provide embedded professional learning for 4-5 teachers specific to providing feedback to students in writing

Facilitator

Jennifer Cheveallier

Participants

Elementary writing teachers

Schedule

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

| | | | |
|---------------|-------------|--|---------------|
| 1 | G1.B1.S1.A1 | Professional learning provided on Wednesday for K-12 faculty | \$0.00 |
| 2 | G1.B1.S1.A2 | Implementation of CMP3 and Investigations curriculum | \$0.00 |
| 3 | G1.B1.S1.A3 | Targeted professional learning and implementation support in grades 3-8 | \$0.00 |
| 4 | G2.B1.S1.A1 | Professional Learning Communities engage in examination of student work | \$0.00 |
| 5 | G2.B1.S2.A1 | Provide materials and resources needed to implement new curriculum aligned to the Florida Standards | \$0.00 |
| 6 | G2.B2.S1.A1 | Increase access to digital devices in ELA and other content area classrooms | \$0.00 |
| 7 | G2.B2.S1.A2 | Provide ongoing Waves of Innovation professional learning to increase instructional capacity using digital devices | \$0.00 |
| 8 | G2.B2.S1.A3 | Provide embedded professional learning for 4-5 teachers specific to providing feedback to students in writing | \$0.00 |
| Total: | | | \$0.00 |