



elopmental Research School
e University of Florida

P.K. Yonge School Advisory Council

September 22, 2015

Member Attendance:

Diyonne McGraw; Jim Bice; Osmara Salas; Michelle Grant-Harris; Angela Kohnen; Lynda Hayes; Michael Poole; Mickey MacDonald; Brenda Breil; Meryl Klein; Paul Manning; Susan Cary; Jen Phegley; and Cathy Atria

Member Absences:

Rosa Williams; Stephen Tucker; Janie S. Williams

Guest Attendance:

Lizzie Rodriguez-Rios; Grisell Santiago; George Pringle; Paige Allison; Kate Colantonio-Yurko; Tredina Sheppard; Christy Gabbard; Julie Henderson; Mary Jordan

Meeting called to order by Diyonne McGraw at 5:30 pm

ADOPTION OF AGENDA

Motion by Michael Poole

Seconded by Brenda Breil

Moved to adopt the agenda for the September 22 SAC Meeting, as presented.

The question was called.

Upon vote: Motion passed 13 - 0

APPROVAL OF MINUTES

Motion by Michelle Grant-Harris

Seconded by Brenda Breil

Moved to adopt the minutes of the August 25 SAC Meeting, as presented.

The question was called.

Upon vote: Motion passed 13 - 0

REQUEST FOR TRAVEL FUNDING

Kate Colantonio-Yurko and Cody Miller requested \$500, each, in funds for registration, meals, lodging, and transportation for presentations at NCTE and NAME Conferences.

Motion by Meryl Klein

Seconded by Mickey MacDonald

Moved to provide funding as presented.

The question was called.

Upon vote: Motion passed 13 - 0

Grisell Santiago and Lizzie Rodriguez-Rios requested \$670 in funds for registration and lodging for presentation at FFLA Conference

Motion by Jim Bice

Seconded by Michelle Grant-Harris

Moved to provide funding as presented.

The question was called.

Upon vote: Motion passed 13 - 0

Paige Allison and George Pringle requested \$500, each, in funds for registration and lodging for presentation at FCTM Conference

P.K. Yonge Developmental Research School



2015-16 School Improvement Plan

P.K. Yonge Developmental Research School

1080 SW 11TH ST, Gainesville, FL 32601

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

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

24%

Alternative/ESE Center

No

Charter School

No

Minority

52%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

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 with a grade of F within the prior two years. 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	34
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	0

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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

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 curriculums, inquiry-based/hands-on science, problem-focused mathematics, meaningful uses of technology, and community/service learning as we nurture creativity and critical thinking at P.K. Yonge.

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/](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)

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 one 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.

School Environment

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 amazing 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.

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.

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.

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 Student and Family Services. 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.

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).

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, guidance 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.

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

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	
Attendance below 90 percent	4	3	4	1	1	2	2	2	4	7	7	12	49
One or more suspensions	0	0	1	2	7	8	4	3	9	9	5	3	51
Course failure in ELA or Math	0	0	0	0	0	2	2	2	2	4	13	8	33
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	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
Students exhibiting two or more indicators		

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.

Family and Community Involvement

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).

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).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/57837>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

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).

School Leadership Team

Membership:

Name	Title
Atria, Cathy	Principal
Hayes , Lynda	Other
Geiger, Carrie	Assistant Principal
Froman , Russell	Assistant Principal
Gabbard, Christy	Other
Jordan , Mary	Assistant Principal

Duties

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

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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Salas Osmara	Parent
Cathy Atria	Principal
Meryl Klein	Parent
Janie Williams	Parent
Jim Bice	Teacher
Paul Manning	Parent
Jennifer Phegley	Parent
Susan Cary	Parent
Rosa Williams	Business/Community
Diyonne McGraw	Business/Community
Brenda Breil	Teacher
Michael Poole	Teacher
Mickey MacDonald	Teacher
Angela Kohnen	Education Support Employee
Michelle Grant Harris	Parent
Robin Gregory	Education Support Employee
Stephen Tucker	Student

Duties

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

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.

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.

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.

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

see SAC approved budget

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Gabbard, Christy	Other
	Other
Kort, Tanya	Instructional Coach
Barba, Christy	Instructional Coach
Van Boven , Ross	Instructional Coach
Geiger, Carrie	Assistant Principal
Atria, Cathy	Principal

Duties

Describe how the LLT promotes literacy within the school

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.

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).

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.

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

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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.

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 organized by grade levels and learning communities

Strategy Rationale

support both intervention and enrichment

Strategy Purpose(s)

- Core Academic Instruction

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 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

Student Transition and Readiness

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).

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.

College and Career Readiness

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.

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.

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.

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.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

.

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.

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** P.K. Yonge will implement K-12 revised Mathematics Curriculum aligned to the Florida Standards focused both on content and conceptual understanding including providing differentiation for all learners.
- G2.** P.K. Yonge will implement a revised K-11 writing curriculum aligned to the Florida Standards. The success of the goal will be indicated in data collected from curriculum based measures in grades K-11 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"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. P.K. Yonge will implement K-12 revised Mathematics Curriculum aligned to the Florida Standards focused both on content and conceptual understanding including providing differentiation for all learners.

1a

 G066256

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
College Readiness Mathematics	81.0
Middle School Participation in EOC and Industry Certifications	100.0
Math Gains	85.0
Math Lowest 25% Gains	75.0
AMO Math - SWD	

Resources Available to Support the Goal 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

Targeted Barriers to Achieving the Goal 3

- time, funding, content knowledge in mathematics


Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. P.K. Yonge will implement a revised K-11 writing curriculum aligned to the Florida Standards. The success of the goal will be indicated in data collected from curriculum based measures in grades K-11 in addition to the statewide standardized indicators listed below. 1a

 G066257

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0
4-Year Grad Rate (Standard Diploma)	100.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- 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

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

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 implement K-12 revised Mathematics Curriculum aligned to the Florida Standards focused both on content and conceptual understanding including providing differentiation for all learners. **1**

 **G066256**

G1.B1 time, funding, content knowledge in mathematics **2**

 **B171472**

G1.B1.S1 Professional learning in mathematics content knowledge and pedagogy for teachers grades K-8 **4**

 **S182921**

Strategy Rationale

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

Action Step 1 **5**

Professional learning provided on Wednesday for K-12 faculty

Person Responsible

Cathy Atria

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Action Step 2 5

Implementation of CMP3 and Investigations curriculum

Person Responsible

Cathy Atria

Schedule

Weekly, from 9/1/2015 to 6/1/2016

Evidence of Completion

observations, student artifacts, monthly math department artifacts

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

Classroom observations

Person Responsible

Cathy Atria

Schedule

Weekly, from 10/1/2015 to 6/6/2016

Evidence of Completion

observation evidence of fidelity to implementation

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

Examination of student data and artifacts from mathematics lessons

Person Responsible

Ross Van Boven


Schedule

Semiannually, from 1/4/2016 to 6/1/2016


Evidence of Completion

student data and student artifacts

G2. P.K. Yonge will implement a revised K-11 writing curriculum aligned to the Florida Standards. The success of the goal will be indicated in data collected from curriculum based measures in grades K-11 in addition to the statewide standardized indicators listed below. 1

 G066257

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

 B171473

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

 S182922

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 Community Partnerships

Person Responsible

Christy Gabbard

Schedule

Biweekly, from 10/5/2015 to 6/1/2016

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 6/1/2016

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 6/1/2016

Evidence of Completion

student artifacts

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

 S182923

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

On 6/1/2015

Evidence of Completion

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

G2.B1.S3 Design and implementation of ELA and cross-curricular LDC modules 4

 S182924

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

Annual LDC Summer Institute

Person Responsible

Cathy Atria

Schedule

Evidence of Completion

LDC Modules

Action Step 2 5

Ongoing job-embedded support for the writing and revision of modules and examination of student work

Person Responsible

Cathy Atria

Schedule

Quarterly, from 11/12/2014 to 6/1/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

classroom walk-throughs, informal and formal observations

Person Responsible

Cathy Atria

Schedule

Evidence of Completion

LDC modules


Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Person Responsible


Schedule

Evidence of Completion

G2.B2 Limited school day; limited student access to resources and feedback needed for writing instruction 2

 B171474

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

 S182925

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

Julie Henderson

Schedule

Annually, from 2/1/2015 to 6/1/2016

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

Julie Henderson

Schedule

Annually, from 4/1/2015 to 8/1/2016

Evidence of Completion

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 8/1/2016

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

Cathy Atria

Schedule

Monthly, from 4/1/2015 to 6/1/2015

Evidence of Completion

student artifacts

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional learning provided on Wednesday for K-12 faculty	Atria, Cathy	9/1/2015		6/1/2016 monthly
G2.B1.S1.A1	Professional Learning Community Partnerships	Gabbard, Christy	10/5/2015	rosters, artifacts, rubrics, student work samples, lesson plans	6/1/2016 biweekly
G2.B1.S2.A1	Provide materials and resources needed to implement new curriculum aligned to the Florida Standards	Atria, Cathy	8/1/2014		annually
G2.B1.S3.A1	Annual LDC Summer Institute	Atria, Cathy	6/12/2014	LDC Modules	annually
G2.B2.S1.A1	Increase access to digital devices in ELA and other content area classrooms	Henderson, Julie	2/1/2015	access to digital device during instruction	6/1/2016 annually
G1.B1.S1.A2	Implementation of CMP3 and Investigations curriculum	Atria, Cathy	9/1/2015	observations, student artifacts, monthly math department artifacts	6/1/2016 weekly
G2.B1.S3.A2	Ongoing job-embedded support for the writing and revision of modules and examination of student work	Atria, Cathy	11/12/2014		6/1/2015 quarterly
G2.B2.S1.A2	Provide ongoing Waves of Innovation professional learning to increase instructional capacity using digital devices	Henderson, Julie	4/1/2015		8/1/2016 annually
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Examination of student data and artifacts from mathematics lessons	Van Boven , Ross	1/4/2016	student data and student artifacts	6/1/2016 semiannually
G1.B1.S1.MA1	Classroom observations	Atria, Cathy	10/1/2015	observation evidence of fidelity to implementation	6/6/2016 weekly
G2.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Student work analysis ongoing as a component of the PLC	Gabbard, Christy	12/1/2015	student artifacts	6/1/2016 biweekly
G2.B1.S1.MA1	Monthly check-in with partnership participants	Gabbard, Christy	12/1/2015	rosters, PLC notes, artifacts	6/1/2016 monthly
G2.B2.S1.MA1	effectiveness of instruction and impact on writing outcomes	Atria, Cathy	4/1/2015	student artifacts	6/1/2015 monthly
G2.B2.S1.MA1	Monitor technology integration though Integration matrix (annual spring evaluation observation)	Gabbard, Christy	3/1/2016	observation evidence, annual report	8/1/2016 annually
G2.B1.S2.MA1	Student Assessment Data	Atria, Cathy	1/31/2015	Student Data examined through Curriculum Council as a component of program analysis	6/1/2015 one-time
G2.B1.S2.MA1	classroom walk-throughs, informal and formal observations	Atria, Cathy	9/1/2014	observation data, implementation data	one-time
G2.B1.S3.MA1	[no content entered]			one-time	
G2.B1.S3.MA1	classroom walk-throughs, informal and formal observations	Atria, Cathy	LDC modules	one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. P.K. Yonge will implement K-12 revised Mathematics Curriculum aligned to the Florida Standards focused both on content and conceptual understanding including providing differentiation for all learners.

G1.B1 time, funding, content knowledge in mathematics

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

PD Opportunity 1

Professional learning provided on Wednesday for K-12 faculty

Facilitator

LCL, COE Partners, professional learning partners

Participants

K-12 faculty

Schedule

Monthly, from 9/1/2015 to 6/1/2016

G2. P.K. Yonge will implement a revised K-11 writing curriculum aligned to the Florida Standards. The success of the goal will be indicated in data collected from curriculum based measures in grades K-11 in addition to the statewide standardized indicators listed below.

G2.B1 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 Community Partnerships

Facilitator

Professional Learning partners NLP

Participants

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

Schedule

Biweekly, from 10/5/2015 to 6/1/2016

G2.B1.S3 Design and implementation of ELA and cross-curricular LDC modules

PD Opportunity 1

Annual LDC Summer Institute

Facilitator

Christy Gabbard

Participants

6-12 Core Academic Faculty

Schedule

PD Opportunity 2

Ongoing job-embedded support for the writing and revision of modules and examination of student work

Facilitator

Christy Gabbard/NLP Partners/Teacher Leaders: Greg Cunningham, Cody Miller, Jen Cheveallier

Participants

Schedule

Quarterly, from 11/12/2014 to 6/1/2015

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 6/1/2016

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 8/1/2016

Technical Assistance Items

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

Budget



Developmental Research School
at the University of Florida

School Advisory Council

Training for SAC Members

Agenda

- Legislation
- Definition
- Members
- Roles and Duties
- Elections
- Minutes
- Bylaws
- Other FAQs



Legislation

- FS 1001.452
 - The district school board shall establish an advisory council for each school in the district and shall develop procedures for the election and appointment of advisory council members. Each advisory council shall be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.
- School Board must have policies that address SAC training.
 - FS 1001.42 (17) (a) : requires the annual training of SAC members; generally done by the principal

Legislation

- FS 24.121(5)(c) Allocation of revenues and expenditures of funds
 - A portion of net revenues shall be distributed to each school district and shall be made available to each public school in the district for enhancing school performance through development and implementation of a school improvement plan.
- FS 1008.36 Florida School Recognition Program
- FS 1001.42(18) SAC Specific
 - Approve School Improvement Plans
 - Provide Public Disclosure
 - Provide School Improvement Funds



Legislation

- Sunshine Law (FL Statute Chapter 286)
 - All meetings must be publicly noticed and open to the public
 - Minutes must be recorded
 - Members cannot communicate with one another about SAC business outside of a publicly noticed meeting
 - Communication includes email, phone calls, conversations and other modes of communication
 - All materials received, produced, or retained by the SAC are public record.

Definition

The School Advisory Council is a school-based group intended to represent the school, the community and those persons closest to the students. Members are drawn from various segments of the community in which the school resides.

Members

- Comprised of principal, appropriate balanced number of teachers, staff, parents, community members, and students
- Must represent ethnic, racial, economic community (may require appointment by the Director)
- Majority of members (over 51%) must not be employed by P.K. Yonge DRS in any capacity
- Elected by peer groups



Roles and Duties

- Assists in the annual preparation and evaluation of the School Improvement Plan (SIP).
- Responsible for final decision making at the school relating to the implementation of the provisions of the annual SIP.
- Approves School Improvement Funds to support the SIP goals.
- Decides jointly with faculty, how the A+ School Recognition funds are spent.

Roles of the SAC Chair

- Facilitates SAC meetings
- Notifies all members of upcoming meetings
- Assist with setting the agenda
- Maintains focus, order, and involvement
- Informs SAC of relevant issues as they relate to school improvement activities
- Signs the School Improvement Plan
- Assists administration with the public presentation of the School Improvement Plan
- Retains minutes of all SAC meetings

Roles of the Principal

- Involves all stakeholders in the school improvement process
- Leads the development, revision, and successful implementation of the School Improvement Plan
- Keeps the SAC informed of relevant policies and activities of the school, district, and state.
- Serves as a SAC member

Suggested SAC Officers

- Co-Chair
 - Assists the Chair
- Treasurer/Secretary
 - Maintains funds
 - Letters and other correspondence
 - Records minutes



Role of SAC Members

- Prioritize needs of the school
- Assist in the preparation and evaluation of the School Improvement Plan
- Decide on the expenditure of the School Improvement Funds to meet school improvement goals
- Adhere to Sunshine Law

Elections

- Teachers elect teachers
- Staff employees elect staff employees
- Students elect students (high school)
- Parents elect parents
- Business and community members are recommended by the Director and approved by a vote of the SAC



Elections

- Voting to elect SAC members can occur during meetings (faculty meetings, staff meetings, open house, parent nights) or by mail, ballot, or by show of hands.
- Ballots are counted, recorded, and retained.
- Ballots and voting records should be kept on file in the school
- Voting records are recorded in the official SAC minutes
- Elections must be fair and open and may be written, signed, or computerized ballots as long as the ballots are recorded officially for auditing purposes.
- May elect alternates if bylaws permit.

Minutes Include ...

- Attendance – presence and absence of members
- Motions and Votes
- Motion and name of mover
- Second to motion
- Amendments to motion
- Voting record (who and how voted)
 - Chair must vote
 - No abstentions unless conflict of interest
 - Must have a quorum

Minutes Include ...

- Reports, presentations, programs
- Report of what is done
- Time of adjournment
- Next meeting, date, time, place
- Signature with typed name and position

Minutes Do Not Include ...

- Verbatim discussion
- Personal comments
- Motions not stated by the chair
- Entire reports

Bylaws Should Include ...

- Purpose and function of the SAC
- Rules of Order
- Meetings
- Representation and Membership
 - How to fill vacancies
 - Tenure and terms
 - Officers
- Elections
 - Procedures
 - Voting body

Other FAQs

When bylaws and state statutes conflict, which takes precedence?

- Generally, the highest order of priority. Federal and state statutes come first, then district policy, then articles of incorporation (if applicable) followed by bylaws.



Developmental Research School
at the University of Florida

P.K. Yonge Developmental Research School School Advisory Council By-laws 2014

Article I Membership

Section A - Composition

- (1) The School Advisory Council (SAC) consist of the following members:
- Director (1– Non-voting member)
- College of Education Representative (1)
- Principal
- Teachers representing:
 - Elementary School (1)
 - Middle School (1)
 - High School (1)
 - Faculty Policy Council Chair (1)
- Support Staff (1)
- Students: High School Student Body President (1)
- Parents representing:
 - Elementary School (2 - staggered terms)
 - Middle School (2 - staggered terms)
 - High School (2 - staggered terms)
- Community members: (Up to 6)

(2) To the extent possible, membership shall be representative of the ethnic, racial and socioeconomic make-up of the school.

Section B -Selection

The members of the council shall be selected as follows:

- (1) The Director, Principals, High Student Body President and Faculty Policy Council Chair shall automatically be members of the School Advisory Council.
- (2) The College of Education representative will be appointed by the Dean of the College of Education.
- (3) The Director (with the concurrence of the Dean of College of Education) shall appoint Business and Community members.
- (4) Teacher representatives will be nominated and elected by the faculty of each Division.
- (5) Faculty Policy Council Chair will be nominated and elected by the faculty.
- (6) Parent members shall be elected by the school parental population in attendance at the May meeting. In general, nominations for Council members shall be requested in April, and elections shall be held in May.
 - a. Elementary Representatives will be elected by Elementary parents,
 - b. Middle School Representatives will be elected by Middle School parents,
 - c. High School Representatives will be elected by High School parents.
- (7) The Support Staff representative will be nominated and elected by support staff.



Developmental Research School
at the University of Florida

P.K. Yonge Developmental Research School School Advisory Council By-laws 2014

- (8) The Chairperson of the SAC shall be elected by the membership of the Council and must have already served at least one year on a SAC in Florida as a voting member, prior to serving as Chair.

Section C -Term of Office

- (1) Terms of membership shall be from July 1st to June 30th.
- (1) Each selected Council member shall serve a two (2) year term, except for the Student representative who shall serve a one year term,
- (2) A member who resigns before his or her term expires shall be replaced by the selection requirements stated in Article I, Section B (1).
- (3) A member with two (2) consecutive unexcused absences as determined by the Steering Committee, shall be considered to have resigned the position.

Article II Duties

Each member is expected to be an active participant in Council meetings and other related activities. Members are expected to strive for the common good of the school rather than exclusively the representation and best interests of the level of the school for which the representative has been elected.

The SAC serves in an advisory capacity and as a resource to the director and principals, pursuant to §1001.452, Florida Statutes (2011). The duties of the SAC include, but are not limited to:

- Assist in the preparation, evaluation and amendment of the School Improvement Plan.
- Review the results of the needs assessment and recommends amendments-
- Use School Advisory Council funds to implement the School Improvement Plan.
- Assist in the preparation and distribution of the school's annual budget.
- Assists in the preparation and distribution of information to the public to report the status of implementing the School Improvement Plan, the performance of the students and the educational process, and progress in accomplishing the school goals.
- Advise the director and principal on matters pertaining to the school program, by:
 - Reviewing and providing input on curriculum issues.
 - Reviewing and providing input on conduct Policies.
 - Reviewing and providing input on campus security issues.
- Facilitate an assessment of the Director and make recommendations to the Dean of the College of Education.
- Perform other duties and functions as specified by law and/or UF regulations.



Developmental Research School
at the University of Florida

P.K. Yonge Developmental Research School School Advisory Council By-laws 2014

- In conjunction with Faculty and staff, apportion monies received under the School Recognition Program, section 1008.36.
- Annual review and input regarding the amount and use of Activity Fees.

Article III Officers

Election of SAC officers shall be conducted by May 31 of each year with at least fifteen (15) prior days' notice provided to each Council member. A Chairperson, Co-chairperson, and a Secretary/Treasurer shall be elected. Each council member is entitled to vote and hold office.

Offices will be held for two (2) years, staggered terms between Chairperson and Secretary/Treasurer, and re-election to the same office will be allowed.

Responsibilities:

Chairperson shall:

- Preside at meetings of the council; and
- Serve as a member of the steering committee.

Co-Chairperson shall:

- Assist the chairperson and preside over meetings in the absence of the chairperson;
- In the case of a vacancy in the office of the chairperson, the co-chairperson will preside over the Council for the remainder of the term; and
- Serve as a member of the steering committee.

Secretary/Treasurer shall:

- Serve as a member of the steering committee;
- Post each meeting at least five (5) work days in advance;
- Keep minutes and distribute information to the community;
- Prepare copies of the agenda and distribute to Council members;
- Document activities, decisions, and attendance of the Council and its committees;
- Prepare records of funds allocated for School Improvement and report financial standing at least annually to the Council; and
- Prepare a list of committee composition and assignments; and
- Provide all documents to the Director as custodian of PK Yonge Public records.



Developmental Research School
at the University of Florida

P.K. Yonge Developmental Research School School Advisory Council By-laws 2014

Article IV Meetings

Section A – Schedule

The School Advisory Council shall publish a schedule of meetings at the beginning of each school year. The schedule will require at least quarterly meetings and at times when parents, teachers, students, business partners and members of the community may attend.

- Public notice shall be made which includes time and place of meeting and general topics on the agenda.
- A majority of Council member shall constitute a quorum for all meetings. Proxies are not permitted.
- All meeting minutes will be taken and posted.
- Minutes of each meeting shall be maintained and are subject to the public review. Minutes shall include copies of the notices of meetings, the agenda, record of attendance, and summaries of items discussed and decisions reached. Minutes shall be posted in the main office and be available to the public.
- Special meetings shall be called by the chairperson with at least five (5) working days of notice.
- Any matter that is to come before the council for a vote requires at least three (3) days advance notice to the SAC members and general public, with public comment opportunity prior to vote.
- When deemed necessary by the Steering Committee, items with intra-meeting deadlines established by the external governing bodies (Florida Department of Education, University of Florida) may be facilitated through an electronic voting procedure (email, on-line survey) with time allotted for 3-day notice with discussion and a quorum response rate.

Section B – Agenda

The steering committee shall develop the meeting agenda.

- Other council members may have items placed on the agenda by notifying the steering committee no less than five (5) days before regularly scheduled meetings.
- Non-council members may request that items be discussed by the council by notifying the steering committee. The Steering committee shall determine appropriateness of the item for SAC agendas. Should disagreement develop, the requesting party may appeal to the full SAC.
- Non-agenda items may also be brought forward from the floor by other council members.



Developmental Research School
at the University of Florida

P.K. Yonge Developmental Research School School Advisory Council By-laws 2014

Article V Committees

Section A – Steering Committee

The Steering committee shall be comprised of the School Director, the Chairperson, the Principal, the Co-Chairperson, and the Secretary/treasurer. The function of the steering committee is to set the agenda for meetings, and to ensure the proper conduct of elections.

Section B – Standing Committees

Standing committees may be created for long-term, ongoing functions and are expected to schedule regular meetings. The standing committees will be used to focus on “large issues” related to school improvement.

1. Committee membership shall maintain a balance of employees and non-employees.
2. Committee membership may include teachers, parents, community member, and educational support personnel who are not members of the council.

Section C – Ad Hoc Committees

The council may establish Ad Hoc Committees to deal with specific, short-term concerns that are not assigned to standing committees. Formation of these committees shall be in compliance with Section B (1) & (2).

Article VI Rules of Order

The council need not operate under parliamentary procedures unless it is determined by the Chairperson that such guidelines are required for the smooth functioning of the Council.

- Council decisions will be reached by simple majority vote.
- If a consensus is impossible and deadlines do not permit further deliberations, a vote may be taken. In this case, the majority vote position shall be the official position of the council. When deadlines permit further deliberations, the council will be polled to determine if there is a consensus for referring the issue to the next agenda or to a standing committee for further study.

Article VII Amendments

These bylaws may be amended at any regular meeting of the council by a simple majority of the members present. Notice of the proposed amendment(s) shall be given thirty (30) days before the meeting at which it is to be voted upon. At least once each three years an Ad Hoc committee shall be formed to review, and when appropriate, recommend revision of the council's by-laws.

This revision was approved by SAC on March 18, 2014.



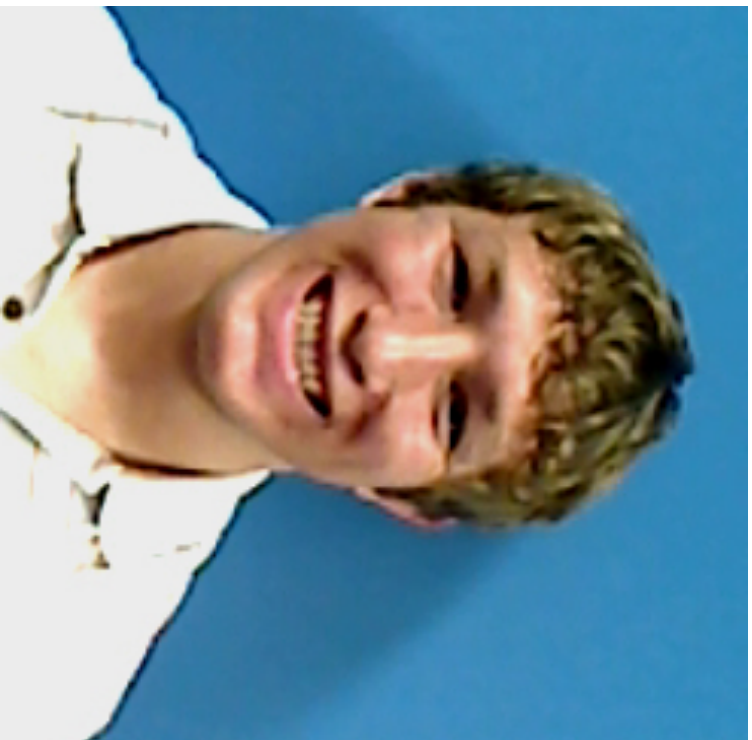
Developmental Research School
at the University of Florida

New Faculty and Staff

Welcome Our New Faculty 2015-16

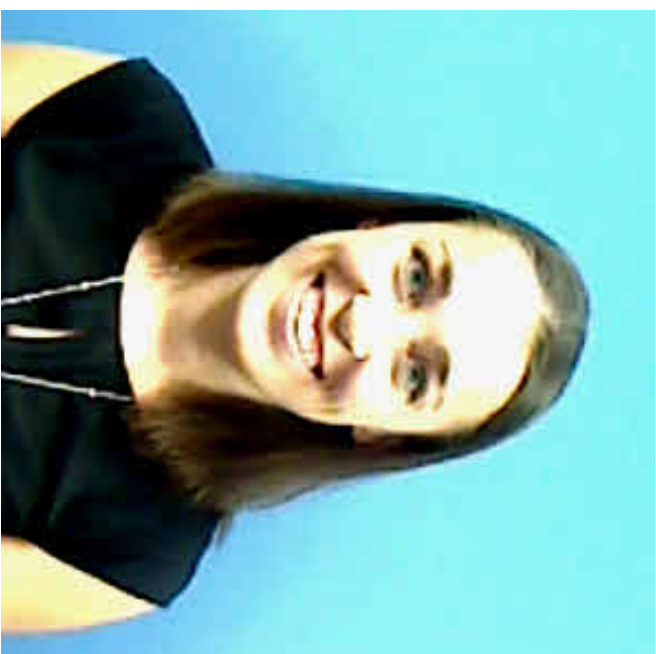
Frank Cousins

- Biology Honors Instructor



Ann Harding

- Middle School Performing Arts Instructor



Clint Kovach

- 8th Grade American History Instructor



Mary Jordan

- Assistant Principal of Academic Advisement and School Counseling



Jon Mundorf

- 7th Grade English/Language Arts Instructor



Tara Palmer

- 4/5 Learning Community Instructor



Claire Robinson

- Technology Integration Specialist



Tredina Sheppard

- 8th Grade Science Instructor



Melvin Tanner

- American Government Instructor



Tiffany Thames

- ESE and Special Programs Coordinator



Kiara Toti

- Elementary Art Instructor



Laura Warner

- K/1 Learning Community Instructor



Kecia Johnson

- Writing Lab Instructor



Activity Fees
Proposed 08/17/2015

* highlights indicate proposed changes after final 2014-15 Activity Budget and SAC input 5/19/2015

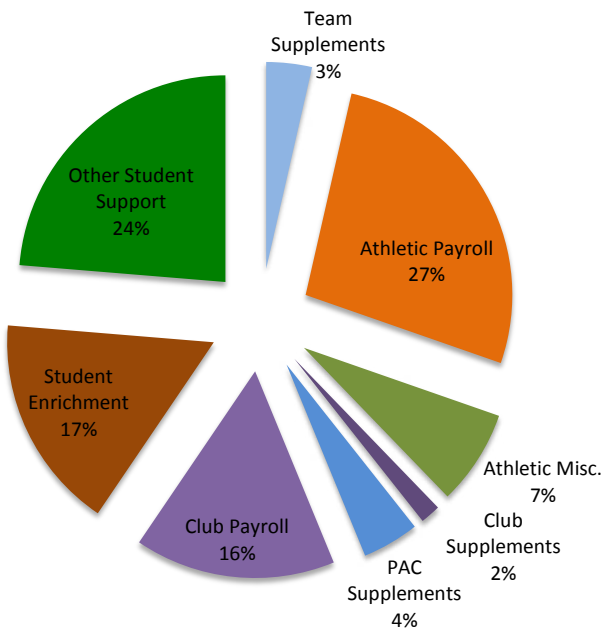
<u>Fees Projected to Collect</u>	Projected		Department Total
Funds Generated from Activity Fees			
82.17% Full Pay	273,626		
17.83% Reduced Pay	59,374		
2014-2015 Carry Forward	17,270		
Projected Income	350,270		
EXPENSES			
Athletic Program	Projected		
Team Supplements			
Baseball	1,000		
Basketball-Boys	1,000		
Basketball-Girls	1,000		
Cheerleading	500		
Cross Country	500		
Football	1,000		
Golf	500		
Lacrosse	1,000		
Soccer-Boys	1,000		
Soccer-Girls	1,000		
Softball	1,000		
Swimming/Dive	500		
Tennis-Boys	500		
Tennis-Girls	500		
Track	500		
Volleyball	1,000		
Total Supplements	12,500		-
Payroll Expense			
2 Directors	5,772		
Contracted Coaches and Trainers	88,000		
Total Payroll	93,772		
Misc. Charges			
Dues and Memberships	2,000		
Field Paint	10,000		
Maintenance/Grounds/Utilities	4,300		
Materials and Supplies	3,000		
UF Fringe Pool	6,750		
Total Misc. Charges	26,050		
Total Athletic Program	132,322		
Student Activity Support	Projected		Difference
Club Supplements			
Odyssey of the Mind	1,000		
HS FIRST Robotics	1,000		
MS Robotics/LEGO	500		
Marine Science	500		
Hispanic Honor Society	1,000		
Speech & Debate	1,000		
Student Government	500		
Total Club Supplements	5,500		
Performing Arts Supplements			
Elementary Chorus	500		
Thespians	750		
Strings	5,000		
Vocal Ensemble	500		
Women's Ensemble	500		
Band	8,300		
Total PA Supplements	15,550		
Total Club & PAC Supplements	21,050		
Payroll Expenses			

Activity Fees
Proposed 08/17/2015

* highlights indicate proposed changes after final 2014-15 Activity Budget and SAC input 5/19/2015

Club Sponsor Stipends	55,000		
Total Payroll Charges	55,000		
Student Enrichment			
Field Trips	35,000		
Graduation Expenses	16,000		
Student Recognition	3,498		
Senior Class	4,400		
Total Student Enrichment Support	58,898		
Total Student Activity Support	134,948		
Direct Student Support			
Credit Card Fees	2,300		
Insurance	3,000		
Transportation (Drivers, Maint. & Gas)	70,000		
UF Fringe Pool	7,700		
Total Program Support	83,000		
Total Student /Program Support	217,948		
Total Student Activity & Athlet			350,270
Balance			-

Activity Fee Program Distribution





elopmental Research School
e University of Florida

P.K. Yonge School Advisory Council

Motion by Michelle Grant-Harris

Seconded by Brenda Breil

Moved to provide funding as presented.

The question was called.

Upon vote: Motion passed 13 – 0

Brenda Breil requested \$75 in funds for registration for presentation at FATE Conference

Motion by Jim Bice

Seconded by Meryl Klein

Moved to provide funding as presented.

The question was called.

Upon vote: Motion passed 13 – 0

Tredina Sheppard requested \$75 in funds for registration for presentation at FATE Conference

Motion by Meryl Klein

Seconded by Jim Bice

Moved to provide funding as presented.

The question was called.

Upon vote: Motion passed 13 – 0

SCHOOL IMPROVEMENT PLAN DISCUSSION

Presentation and orientation to the front matter in the School Improvement Plan by Christy Gabbard, Program Development and Outreach Specialist. Ongoing edits as data is released from the FLD OE Corrections to the draft were cited. Work of the Curriculum Council will be reflected via broad goals. Vote on approval will occur during the October meeting. Questions and suggestions are to be mailed to Dyonne McGraw and Cathy Atria prior to the October meeting.

PRINCIPAL REPORT

Cathy Atria shared the following information:

Question from a parent regarding the elementary 'friends' lunch policy and the possibility of amending the rule to include parent written permission. We are unable to manage this request.

Question from a parent regarding the access of certain websites through PKY's wifi. Currently, students' personal email accounts are blocked as an internet safety precaution. Trusted sites such as dictionary.com and thesaurus.com are available through PKY's wifi. Google is only unblocked for pkyonge.ufl.edu and not for students' personal Google accounts as an internet safety precaution.

Question from a parent regarding UF's training policy for passenger vans. Dr. Hayes commented that PKY's vans are 8 passenger vans and meet all safety specifications with additional enhancements of back-up cameras and back-up warning beep.

The club fair was a success – approximately 30 clubs are registered.

The cast of *Beauty and the Beast* has been selected and rehearsals have begun.



Developmental Research School
of the University of Florida

P.K. Yonge School Advisory Council

The fall drama production, *Every Seventeen Seconds the Crowd Goes Crazy* has been casted and rehearsals are underway.

Seniors received class lessons and information on the Senior Project requirements.

A student advisory council to plan the Black History month celebration has been formed.

DIRECTOR'S REPORT

Focus of work has been on fundraising; the research mission of the school; and engaging COE partners.

Focused on the politics of raising \$20 million for the new secondary building. The capital campaign is underway and currently in the silent phase.

Representative Atkins has requested presentations by the developmental research schools in Florida to be made to the Choice and Innovation Subcommittee during the week of October 19, 2015

Partnered with Dr. Holly Lane from COE last summer in PKY's SAIL (Summer Adventures in Literacy) program. Enrolled 100 students from within and outside PKY. 60 pre-service teachers worked alongside PKY faculty.

ADJOURN

Motion by Jim Bice

Seconded by Susan Cary

Moved to adjourn the August 25, 2015 SAC Meeting at 6:41 pm.

The question was called.

Upon vote: Motion passed 13 - 0