



FLORIDA DEPARTMENT OF
EDUCATION
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Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

P.K. Yonge Developmental Research School

1080 SW 11TH ST

Gainesville, FL 32601

352-392-1554

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Beginning with the 2013-2014 school year and continuing during the 2014-15 school year, 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 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. Technology use is pervasive, while furnishings, groupings, and time are flexible. 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	Students
Attendance below 90 percent	6	23
Attendance below 90 percent	7	22
Attendance below 90 percent	8	7
Attendance below 90 percent	9	11
Attendance below 90 percent	10	16
Attendance below 90 percent	11	14
Attendance below 90 percent	12	12
Total		105
One or more suspensions	6	3
One or more suspensions	7	1
One or more suspensions	8	2
One or more suspensions	9	5
One or more suspensions	10	2
One or more suspensions	11	5
One or more suspensions	12	5
Total		23
Course failure in ELA or Math	6	1
Course failure in ELA or Math	7	1
Course failure in ELA or Math	8	2
Course failure in ELA or Math	9	2
Total		6
Level 1 on statewide assessment	3	2
Level 1 on statewide assessment	8	19
Level 1 on statewide assessment	9	10
Level 1 on statewide assessment	10	1
Level 1 on statewide assessment	11	6
Level 1 on statewide assessment	12	3
Total		41
Student has a 504 plan/IEP/EP	K	3
Student has a 504 plan/IEP/EP	1	7
Student has a 504 plan/IEP/EP	2	8
Student has a 504 plan/IEP/EP	3	7
Student has a 504 plan/IEP/EP	4	14
Student has a 504 plan/IEP/EP	5	15
Student has a 504 plan/IEP/EP	6	36
Student has a 504 plan/IEP/EP	7	38
Student has a 504 plan/IEP/EP	8	42
Student has a 504 plan/IEP/EP	9	34

Indicator	Grade	Students
	Total	204
Scoring at 69% or below (course grade approaching failure)	6	17
Scoring at 69% or below (course grade approaching failure)	7	21
Scoring at 69% or below (course grade approaching failure)	8	23
Scoring at 69% or below (course grade approaching failure)	9	22
	Total	83
Course Failure (i.e., course other than ELA or mathematics)	6	6
Course Failure (i.e., course other than ELA or mathematics)	7	8
Course Failure (i.e., course other than ELA or mathematics)	8	10
Course Failure (i.e., course other than ELA or mathematics)	9	3
	Total	27
Behavior Referral	6	5
Behavior Referral	7	2
Behavior Referral	8	7
Behavior Referral	9	6
Behavior Referral	10	10
Behavior Referral	11	10
Behavior Referral	12	9
	Total	49
Fox in the Box_ Letter Sounds	K	4
	Total	4
Dibels_Letter Naming Fluency	K	3
	Total	3
AIMS_ TENS_Oral Counting	K	1
	Total	1
AIMS_TENS_Number Identification	K	5
	Total	5
Fox in the Box_Real Words	2	25
	Total	25
Fox in the Box_Nonsense Words	2	32
	Total	32
DIBELS_Oral Reading Fluency	2	12
	Total	12
GATES_Comprehension	3	14
GATES_Comprehension	4	10
GATES_Comprehension	5	20
	Total	44
AIMS_Concepts and Applications	2	15

Indicator	Grade	Students
AIMS_Concepts and Applications	3	6
AIMS_Concepts and Applications	4	30
AIMS_Concepts and Applications	5	24
Total		75
AIMS_Computation	1	6
AIMS_Computation	2	16
AIMS_Computation	3	5
AIMS_Computation	4	18
AIMS_Computation	5	14
Total		59
Fox in the Box_Decoding Real Words	1	19
Total		19
Fox in the Box_Decoding Nonsense Words	1	13
Total		13
DIBELS_Nonsense Word Fluency	1	17
Total		17
Total		

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

Indicator	Grade	Students
Students exhibiting two or more indicators	6	6
Students exhibiting two or more indicators	7	15
Students exhibiting two or more indicators	8	15
Students exhibiting two or more indicators	9	17
Total		53

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

<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

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

Name	Title	Email
Atria, Cathy	Principal	catria@pky.ufl.edu
Hayes , Lynda	Other	lhayes@pky.ufl.edu
Geiger, Carrie	Assistant Principal	cgeiger@pky.ufl.edu
Arduser, Stella	Assistant Principal	sarduser@pky.ufl.edu
Froman , Russell	Assistant Principal	rfroman@pky.ufl.edu
Hill, Ashley	Other	ahill@pky.ufl.edu
Gabbard, Christy	Other	cgarison@pky.ufl.edu

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

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

Name	Stakeholder Group
Paige Allison	Teacher
Cathy Atria	Principal
Lindsey Ammons	Teacher
Jackie Sirmopolous	Teacher
Melanie Heflin	Education Support Employee
Deborah Hill	Parent
Meryl Klein	Parent
Eileen Oliver	Business/Community
Helen Zee	Parent
Kathy Olmos	Parent
Charlotte Mendez	Parent
Liesl O'Dell	Parent
June Allen	Business/Community
Janie Williams	Parent
Tomasz Debicki	Student
Joseph McGinn	Student
	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 goals in the 2013-14 School Improvement Plan and determined those goals relevant for the 2014-15 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 School Improvement Plan.

Development of this school improvement plan

The 2014-15 School Improvement Plan was developed with support and consultation from the P.K. Yonge faculty and the School Advisory Council's School Improvement Task Force. Data from the 2012-13 and 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

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title	Email
Gabbard, Christy	Other	cgarison@pky.ufl.edu
Hill, Ashley	Other	ahill@pky.ufl.edu
Kort, Tanya	Instructional Coach	tkort@pky.ufl.edu
Barba, Christy	Instructional Coach	cbarba@pky.ufl.edu
Van Boven , Ross	Instructional Coach	rvanboven@pky.ufl.edu
Geiger, Carrie	Assistant Principal	cgeiger@pky.ufl.edu
Arduser, Stella	Assistant Principal	sarduser@pky.ufl.edu
Atria, Cathy	Principal	catria@pky.ufl.edu

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 scaffolding 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 K-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 type: After School Program

Minutes added to school year:

Strategy Purpose(s)

- Core Academic Instruction

Strategy Description

published help sessions organized by grade levels and learning communities

Strategy Rationale

support both intervention and 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 to determine frequency and duration of the intervention

Strategy type: After School Program

Minutes added to school year:

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

Academic Hour

Strategy Rationale

supporting all scholar athletes with academic success

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 type: After School Program

Minutes added to school year:

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

Extended Media Center Hours

Strategy Rationale

provide support for access to web based resources; homework support

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

School Improvement Goals

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.

Goals Detail

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.

Quick Keys: Goal: G055572

Targets Supported

Indicator	Annual Target
AMO Targets Math - All Students	82.0
On-time graduates scoring "college ready" in math Postsecondary Education Readiness Test (P.E.R.T.) or other college placement test	81.0
Middle school participation in high school EOC and industry certifications	100.0
Students making math learning gains	85.0
Students in lowest 25% making math learning gains	75.0
AMO Targets Math - SWD	61.0

Resources Available to Support the Goal

- 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

- time, funding, content knowledge in mathematics

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.

Quick Keys: Goal: G055400

Targets Supported

Indicator	Annual Target
Florida Standards Assessment (FSA) English Language Arts proficiency rate	80.0
Students graduating in 4 years with a standard high school diploma	100.0

Resources Available to Support the Goal

- 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
- Collins Writing instruction in content area classrooms 6-11

Targeted Barriers to Achieving the Goal

- 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

School Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

Quick Keys: Goal: G055572, Barrier: B140096, Strategy: S152457

Strategy Rationale

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

Action Step 1	
Professional learning provided on Wednesday for K-8 faculty	
Person Responsible	Cathy Atria
Schedule	Monthly, from 9/1/2014 to 6/1/2015
Evidence of Completion	

Action Step 2	
Implementation of CMP3 and Investigations curriculum	
Person Responsible	Cathy Atria
Schedule	Daily, from 8/1/2014 to 6/8/2015
Evidence of Completion	observations

Plan to Monitor Fidelity of Implementation of G1.B1.S1	
Classroom observations	
Person Responsible	Cathy Atria
Schedule	Weekly, from 10/1/2014 to 6/8/2015
Evidence of Completion	observation evidence of fidelity to implementation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Examination of student data and artifacts from mathematics lessons	
Person Responsible	Ashley Hill
Schedule	Semiannually, from 1/1/2015 to 6/8/2015
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.

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

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

Quick Keys: Goal: G055400, Barrier: B139644, Strategy: S151988

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	
Professional Learning Community Partnerships	
Person Responsible	Christy Gabbard
Schedule	Biweekly, from 10/7/2014 to 5/31/2015
Evidence of Completion	rosters, artifacts, rubrics, student work samples, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Monthly check-in with partnership participants	
Person Responsible	Christy Gabbard
Schedule	Monthly, from 12/1/2014 to 6/1/2015
Evidence of Completion	rosters, PLC notes, artifacts

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
Student work analysis ongoing as a component of the PLC	
Person Responsible	Christy Gabbard
Schedule	Biweekly, from 12/1/2014 to 6/1/2015
Evidence of Completion	student artifacts

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

Quick Keys: Goal: G055400, Barrier: B139644, Strategy: S151989

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	
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	
classroom walk-throughs, informal and formal observations	
Person Responsible	Cathy Atria
Schedule	On 9/1/2014
Evidence of Completion	observation data, implementation data

Plan to Monitor Effectiveness of Implementation of G2.B1.S2	
Student Assessment Data	
Person Responsible	Cathy Atria
Schedule	On 1/31/2015
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

Quick Keys: Goal: G055400, Barrier: B139644, Strategy: S151990

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	
Annual LDC Summer Institute	
Person Responsible	Cathy Atria
Schedule	
Evidence of Completion	LDC Modules

Action Step 2	
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	
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	
Person Responsible	
Schedule	
Evidence of Completion	

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

Quick Keys: Goal: G055400, Barrier: B139645, Strategy: S152454

Strategy Rationale

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

Action Step 1	
Increase access to digital devices in ELA and other content area classrooms	
Person Responsible	Julie Henderson
Schedule	Annually, from 2/1/2015 to 6/1/2015
Evidence of Completion	access to digital device during instruction

Action Step 2	
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 7/1/2015
Evidence of Completion	

<i>Plan to Monitor Fidelity of Implementation of G2.B2.S1</i>	
Monitor implementation of instruction using technology	
<i>Person Responsible</i>	Cathy Atria
<i>Schedule</i>	Monthly, from 4/1/2015 to 6/1/2015
<i>Evidence of Completion</i>	observation evidence

<i>Plan to Monitor Effectiveness of Implementation of G2.B2.S1</i>	
effectiveness of instruction and impact on writing outcomes	
<i>Person Responsible</i>	Cathy Atria
<i>Schedule</i>	Monthly, from 4/1/2015 to 6/1/2015
<i>Evidence of Completion</i>	student artifacts

Professional Development

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-8 faculty

Facilitator

Marisa Stucky

Participants

K-8 faculty

Schedule

Monthly, from 9/1/2014 to 6/1/2015

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.

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

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

PD Opportunity 1

Professional Learning Community Partnerships

Facilitator

Dr. Patricia Jacobs, Dr. Danling Fu, Dr. Eileen Oliver

Participants

ELA faculty 6-11 and SS faculty grades 8-11

Schedule

Biweekly, from 10/7/2014 to 5/31/2015

Evidence of Completion

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

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

Evidence of Completion

LDC Modules

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

Evidence of Completion

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

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

Facilitator

Julie Henderson

Participants

All faculty

Schedule

Annually, from 4/1/2015 to 7/1/2015

Evidence of Completion

Technical Assistance

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

Budget Rollup

Summary

Description	Total
Grand Total	0