

John Young Elementary

12550 MARSFIELD AVE, Orlando, FL 32837

<https://johnyounges.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>76%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>78%</p>

School Grades History

Year Grade	2017-18	2014-15	2013-14	2012-13
	B	A*	A	B

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

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

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

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at

<https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items

- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for John Young Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - Diane Leinenbach	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement

To be the top producer of successful students in the nation

2. School Environment

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

John Young Elementary has a very diverse and culturally rich community as well as a very diverse staff. John Young has staff from various nationalities from around the world to help provide a diverse learning environment for all students. All staff strive to build relationships by sharing the cultures of each student through daily instruction as well as during social interactions with students. Administrators and teachers make it a primary goal to communicate with parents to understand the culture of each student through parent conferences as well through multicultural events at the school. The school makes it a priority to observe diversity months as they pass throughout the year and provides information to students and staff about such events.

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

Safety and security is the number one goal for John Young Elementary. During arrival and dismissal all leadership team members as well as special area team members are supervising common areas to ensure that all students are safe. The school is completely locked after arrival, with the only access coming from the main office where visitors must be buzzed in. In the classroom the teachers provide the students with a culture of academic learning and friendship where students can feel safe to speak their minds and explore all areas of their personal learning. All staff treats every student with the utmost respect as they are our most precious commodity in our building and we strive for our students to feel as such.

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

John Young Elementary has schoolwide rules and procedures that all classes follow when it comes to minimizing distractions and providing for a productive learning environment. It consists of a tiered system of support which provides the teacher clear steps and what constitutes elevation to the next step. Parents are communicated with on a regular basis when such infractions have taken place to keep the home and school connection consistent. A reward system is also in place to allow those students who have been an

upstanding member of our school be recognized for their efforts. Every teacher is trained on our protocol and have the support of our Dean of Students with any behavior issue that may arise.

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

John Young Elementary makes the social-emotional needs of its students a high priority. Our Dean of Students, Staffing Specialist, Behavior Specialist, and School Psychologist work hand-in-hand to help counsel our students or seek ways where the family can have outside professional assistance with such matters. Different members of the leadership team also take on mentoring roles with students who need that extra attention from an adult and can foster a positive relationship with the child to enhance their success as a student.

3. Early Warning Systems

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

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

John Young Elementary uses various indicators in its early warning system. The school currently uses attendance below 90 percent, one or more suspensions, course failure, and level 1 on statewide assessments as early warning indicators.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	6	14	9	5	6	0	0	0	0	0	0	0	47
One or more suspensions	3	2	0	4	2	0	0	0	0	0	0	0	0	11
Course failure in ELA or Math	4	9	6	1	2	0	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	28	32	15	0	0	0	0	0	0	0	75

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

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

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

John Young Elementary has intervention strategies in place to help improve the academic performance of students that fall in this category. Attendance is monitored for these students and meetings are conducted with the parents, registrar, social worker, and

administrators to discuss the attendance issues that the student has. A plan is put in place to help ensure the student is in attendance at school.

To increase the exposure of students with Autism Spectrum Disorder to the general education curriculum, the Best Practices for Inclusive Education (BPIE) initiative was used to determine needs of the students in relation to inclusion. The data was discussed with stakeholders and interventions have been implemented to promote inclusion in the general education classroom to assist with the reduction of the number of students identified in the early warning system.

Students who have received one or more suspensions are placed in a mentoring program with the Dean of Students to help them make positive choices in and out of school. Administrators also keep track of the performance of these students and assign mentors to each of the children in this category.

Students who have one or more course failures are discussed regularly between the leadership team, Multi-tiered System of Support (MTSS) committee, and the classroom teachers. Interventions are provided to those students during small group, pull-out sessions, as well as during after-school tutoring. The progress of these students is closely monitored and adjusted according to the needs of the students.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

Will use PIP from Title I

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

John Young Elementary has a strong Partners in Education (PIE) program that reaches out to local businesses and community leaders to assist the school with special projects, events, supplies, and any necessities that arise throughout the school year. The John Young Elementary Parent Teacher Association (PTA) works tightly with the PIE program to provide recognition to those partners that help support the school and the community.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Gesundheit, Ian	Principal
Agudo, Andrew	Assistant Principal
Childress, Kristin	Instructional Coach
Hendricks, Matthew	Instructional Coach
Lane, Catherine	Dean
Maha, Monica	Other
Geenen, Mary	Instructional Coach
Quinter, Rebecca	Other
McCall, Katie	Guidance Counselor
Dorries, Joann	Instructional Coach

b. Duties

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

The Leadership Team functions as a learning community and is led by the principal. The team meets to analyze data, monitor the progress of students, and develop priorities for delivery of instruction to students. Grade-level progress monitoring data is used to identify students who are meeting/exceeding standards, or who are at moderate or high risk for not meeting standards. The Leadership Team collaborates regularly to share effective practices, assess instructional implications, evaluate implementation of programs, determine resource needs, review data collected from teacher observations, and plan professional development needs. General education teachers provide specific student information, collect student data, implement Tier I and II support, and work with the team to analyze data and adjust instruction as needed.

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

The Leadership Team uses a team philosophy when planning for the needs of the school. The team meets weekly on Mondays to discuss trends in the school and what the team can do to provide assistance to areas of need and where we are growing as a school in student achievement. A member from each department is present and provides key issues and insight on the specific department they are representing. As a Title I school,

the breakdown of the funding is as follows:

Title I: John Young is a Title I school that receives additional federal funding for use with our students. The majority of the funding from Title I is used for personnel, tutoring programs and Voluntary Pre-Kindergarten (VPK). We also utilize the funds for parental involvement activities, supplies for our students and instructional materials for our teachers. The personnel funded from Title I includes resource teachers and coaches who pull high needs students for interventions and small-group instruction to reinforce concepts taught in the classroom. Tutoring programs focus on high needs students after school with programs set up for multiple grade levels and is coordinated by our Instructional Support Teacher.

Supplemental Academic Instruction (SAI): SAI funds are used for tutoring programs such as Saturday School and additional after-school tutoring that Title I does not cover. The primary use of the funding is the pay of personnel for the tutoring programs. The program is coordinated by our Reading Coach, and Math/Science Coach.

Nutrition Programs: John Young Elementary School has a Love Pantry program where students in need are given nonperishable foods in a backpack to take home over the weekends, to supplement not having free breakfast and lunch that the school provides. John Young Elementary also provides afternoon supper for students who are in attendance at extended day care. This provides another meal for students who may not have this opportunity at home each night.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ian Gesundheit	Principal
Claudia Lane	Parent
Michele Sisulu	Parent
Donna Neubauer	Education Support Employee
John Neubauer	Business/Community
Catherine Lane	Parent
Ruth Caffery	Parent
Valeen Sabater Gonzalez	Parent
Audra Fresoli	Parent
Turita Dudhnath	Parent
Christina Billitteri	Teacher
Michele Sisulu	Parent
Lisa Marie	Business/Community
Lorraine Bishop	Teacher
Mayra Parra	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC reviewed and tracked the progress of the SIP throughout the school year. During the last meeting suggestions were taken from the SAC on new goals that the school may need to address in the new school year.

b. Development of this school improvement plan

SAC members meet monthly to collaborate, discuss areas of concerns, and share effective ways to support a safe academic learning environment for the children. The SAC provides insight and input on the SIP through SAC meetings throughout the school year and with a special meeting at the end of the year to review the end of the plan and make suggestions for next year.

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

SAC members are kept current with information about the general state of the school in terms of budget and school improvement funds. They provide suggestions and alternative means to budget for projects that are out of the scope of the school.

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

Funds will not be needed for these plans.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Gesundheit, Ian	Principal
Agudo, Andrew	Assistant Principal
Childress, Kristin	Instructional Coach
Lane, Catherine	Dean
Hendricks, Matthew	Instructional Coach
Dorries, Joann	Instructional Coach

b. Duties

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

The major initiatives for this year will be assisting all teachers with the new Florida Standards along with the use of a new lesson planning template in use with common planning, facilitating focus calendars in the area of reading as well as an intervention block with student rotations, and providing families with development tools they can use at home to work with their children and support in the area of reading.

D. Public and Collaborative Teaching

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

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

John Young Elementary has implemented a common planning schedule and Professional Learning Communities (PLCs) in each grade level. Each PLC creates norms and SMART goals in order to keep the time productive for the achievement of our students. Teachers meet regularly with their teams as well as with Instructional Coaches and administrators during common planning time to receive guidance for upcoming lessons. All teachers are provided with an electronic school handbook that outlines the expectations for working relationships set forth by administration along with the district management directives.

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

A New Teacher Induction Program has been instituted to assist new teachers to our school with questions that will arise about the operation of our school and district. PLCs have been established to promote collaboration in like interests for staff as well to help staff grow in needed areas for them to be successful. Leadership Team members help with specific needs of each grade level as well as helping teachers get acclimated to their environment. Teachers are also granted opportunities to attend professional development at the district level. The persons responsible for the induction program are the Principal, Assistant Principal, and Instructional Coaches.

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

The John Young Elementary Mentoring Program is as follows: mentees meet with their mentor on either a biweekly or weekly basis, depending on their specific needs. In addition, the group of mentors/mentees meets with the Reading Coach as well as the school's Instructional Coach on a monthly basis. Activities address: school protocols, classroom management, curriculum and assessment, data analysis, professional goals, instructional best practices, modeling, lesson planning, peer observations, coaching, and managing stress. Mentors also support beginning teachers with first year requirements as needed. Our rationale for the pairings is based on the idea that a mentor is a veteran teacher or coach who can provide support in effective teaching strategies and professional growth.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

John Young Elementary uses student data to guide all instruction that takes place in classrooms. Teachers and administration meet regularly to discuss the needs of students and what needs to be done to ensure that they are receiving the proper assistance. Teachers meet weekly in PLCs during common planning to discuss student needs and differentiation when planning for future lessons. Teachers then use these strategies in the classroom with their individual students depending on the needs of each student as it pertains to the lessons being taught that day in class. The differentiation of lessons takes place throughout daily instruction. Teachers use various strategies to ensure lessons are comprehensible to all students.

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

Strategy: Extended School Day

Minutes added to school year: 4,680

The after-school tutoring program will have four, 12-day sessions. In each session the students will be divided into groups by their need. This will be determined by beginning-of-the-year assessment data during data meetings held by the principal with the teacher. The targeted students are our bottom 30% and other lower performing students by recommendation of their teachers. We are offering this program to students identified as low performing and/or who have been retained in third, fourth, and fifth grades.

Strategy Rationale

To increase student achievement in grades three, four, and five

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Childress, Kristin , 58471@ocps.net

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

Data will be collected every three weeks using the programs selected by the coordinator. The students will complete assessments and the results will be analyzed for growth. After 12 weeks, the students will have a week-long break while data is analyzed. All students who show growth in certain areas will be placed in different groups according to need.

Strategy: Extended School Day

Minutes added to school year: 3,810

The computer lab will be open five days a week for 30 minutes before school. This program will invite our students performing in the bottom 30% of students in reading and math, or our struggling students in third through fifth grade to practice skills in which they need extra support and they will utilize a research-based computer program that fits their need.

Strategy Rationale

To increase student achievement in grades three, four, and five

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Agudo, Andrew, andrew.agudo@ocps.net

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

Every student will have a biweekly report printed in the program they are using to measure growth. They will continue on the program with growth.

Strategy: Weekend Program

Minutes added to school year: 1,680

Saturday School will begin in January and run through March. This program will target a small group of students who need additional academic support before the Florida Standards Assessment (FSA). It will focus on testing strategies along with direct, targeted instruction.

Strategy Rationale

To increase student achievement in grades three, four, and five

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lane, Catherine, catherine.lane@ocps.net

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

Biweekly data meetings will be conducted and data will be reported to the principal at the end of each session using the Standardized Test for Assessment of Reading (STAR) to determine growth in reading levels, as well as FSA results of aLevel 3 or higher to show the program is effective.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Kindergarten teachers will conduct a kindergarten round up program at the end of this school year to introduce themselves to both students and parents along with an overview of what they can expect in the coming school year. Teachers will also participate in a kindergarten summer screening program in which students are identified for needs to expedite the intervention process when school begins. Outgoing students to middle school receive guidance counseling from middle school counselors and partake in field trips to the zoned middle school for a new student orientation and tour.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Through support, feedback, and effective collaborative planning, staff will understand, plan, and implement standards-based instruction to increase student achievement. (Division Priority #2: Accelerate Student Performance; Division Priority #5 Invest in Human Capital)

- G2.** Student achievement will increase with the implementation of data-driven small group differentiated instruction in all classrooms in the areas of reading and math. (Division Priority #2: Accelerate Student Performance; Division Priority #5 Invest in Human Capital)

Strategic Goals Detail

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

G1. Through support, feedback, and effective collaborative planning, staff will understand, plan, and implement standards-based instruction to increase student achievement. (Division Priority #2: Accelerate Student Performance; Division Priority #5 Invest in Human Capital) 1a

G084372

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	80.0
ELA/Reading Lowest 25% Gains	80.0
FSA Mathematics Achievement	80.0
FCAT 2.0 Science Proficiency	80.0
FSA ELA Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Limited teacher knowledge of rigor and expectations of the Florida Standards due to grade-level staff changes
- Proficiency variability within teacher pedagogy

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches providing feedback for support and modeling of lessons
- Strong passion of a seasoned veteran staff
- District Support Coaches providing feedback and assistance to school-based coaches and teachers
- Title I funds for professional development opportunities for teachers

Plan to Monitor Progress Toward G1. 8

Leadership team, in collaboration with grade-level teams, will review classroom walkthrough and common assessment data during bi-weekly data meetings to measure whether teachers' instruction is more tightly aligned to the standards as reflected in an improvement in student achievement.

Person Responsible

Ian Gesundheit

Schedule

Biweekly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Bi-weekly data meeting notes, student works and/or performance data reflecting growth in mastery of the standards

G2. Student achievement will increase with the implementation of data-driven small group differentiated instruction in all classrooms in the areas of reading and math. (Division Priority #2: Accelerate Student Performance; Division Priority #5 Invest in Human Capital) 1a

G084373

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0
Math Lowest 25% Gains	80.0
FSA Mathematics Achievement	80.0
FSA ELA Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Limited teacher capacity in implementing and understanding what effective small group instruction looks like

Resources Available to Help Reduce or Eliminate the Barriers 2

- Model teachers and coaches with expertise in effective small group instruction.
- Access to multiple forms of data to form small groups for instruction.

Plan to Monitor Progress Toward G2. 8

Principal and Assistant Principal will conduct bi-weekly data meetings, classroom observations, review lesson plans, and provide coaching feedback, to ensure effective small group instruction is taking place.

Person Responsible

Ian Gesundheit

Schedule

Biweekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Classroom walkthrough data, student works and/or performance data reflecting growth in mastery of the standards

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. Through support, feedback, and effective collaborative planning, staff will understand, plan, and implement standards-based instruction to increase student achievement. (Division Priority #2: Accelerate Student Performance; Division Priority #5 Invest in Human Capital) 1

G084372

G1.B1 Limited teacher knowledge of rigor and expectations of the Florida Standards due to grade-level staff changes 2

B224164

G1.B1.S1 Leadership team will provide training on the rigor and expectations of the Florida Standards through professional development, common planning, and data meetings. 4

S236551

Strategy Rationale

To develop a common language and a clear set of expectations schoolwide in terms of instruction

Action Step 1 5

Principal will define standards-based Instruction and the differences between standards-based instruction and standards-referenced instruction through opening faculty meeting to all teachers.

Person Responsible

Ian Gesundheit

Schedule

Weekly, from 8/8/2016 to 8/12/2016

Evidence of Completion

PowerPoint presentation

Action Step 2 5

Assistant Principal will communicate expectations, non-negotiables, standards-based instruction, and roles to instructional staff.

Person Responsible

Andrew Agudo

Schedule

On 8/12/2016

Evidence of Completion

PowerPoint presentation

Action Step 3 5

Reading Coach will provide professional development on deconstructing standards for standards-based instruction.

Person Responsible

Kristin Childress

Schedule

On 9/21/2016

Evidence of Completion

Sign-in sheets, PowerPoint presentation

Action Step 4 5

Instructional Coaches will work with grade-level PLCs to assist with planning of rigorous lessons using standards-based instruction.

Person Responsible

Kristin Childress

Schedule

Weekly, from 9/26/2016 to 5/31/2017

Evidence of Completion

PLC meeting notes

Action Step 5 5

Teachers will implement more rigorous instruction as a result of professional development.

Person Responsible

Ian Gesundheit

Schedule

Biweekly, from 10/14/2015 to 6/3/2016

Evidence of Completion

Lesson plans, classroom observational data

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

Principal and Assistant Principal will attend professional development as well as review all sign-in sheets to verify that all teachers have attended.

Person Responsible

Andrew Agudo

Schedule

On 9/23/2015

Evidence of Completion

Sign in sheets, training materials, meeting notes

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

Leadership Team will attend common planning, review lesson plans and student performance data, and conduct ongoing classroom observations to determine whether teachers' knowledge of the standards is increasing.

Person Responsible

Ian Gesundheit

Schedule

Weekly, from 9/8/2015 to 6/1/2016

Evidence of Completion

Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom walkthrough data, student works and/or performance data reflecting growth in mastery of the standards

G1.B1.S2 Instructional Coaches and administrators will provide differentiated support for instructional staff. 4

 S236552

Strategy Rationale

To develop and increase teacher capacity in instructional strategies at their pedagogical level

Action Step 1 5

Administrators will conduct classroom observations to determine which teachers are in need of additional support.

Person Responsible

Ian Gesundheit

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Classroom observation notes

Action Step 2 5

Instructional Coaches will provide feedback and support to identified teachers through implementation of the coaching cycle to increase teacher knowledge of rigor and expectations in regards to standards-based instruction.

Person Responsible

Ian Gesundheit

Schedule

Weekly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Coaching logs, mentoring notes, observation data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrators will monitor coaches' logs and mentoring notes uploaded onto school SharePoint site.

Person Responsible

Andrew Agudo

Schedule

On 5/31/2017

Evidence of Completion

Coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrators and Instructional Coaches will conduct teacher observations and will monitor the data to determine whether teacher observation data is increasing from one level to the next as well as student achievement data.

Person Responsible

Ian Gesundheit

Schedule

Weekly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Coaching logs, observation data, student achievement data

G1.B2 Proficiency variability within teacher pedagogy 2

B224165

G1.B2.S1 The leadership team will provide tiered professional development based on the proficiency of each teacher. 4

S236553

Strategy Rationale

To increase teacher proficiency and capacity in order increase student achievement

Action Step 1 5

The leadership team will conduct classroom observations and provide teacher proficiency assessments to include: deconstructing standards, assessment development, and lesson development to determine the needs of the instructional staff.

Person Responsible

Ian Gesundheit

Schedule

Weekly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Classroom observation data, lesson plans, teacher proficiency assessment results

Action Step 2 5

The leadership team will provide professional development based on the needs of the instructional staff as determined through classroom observations and the teacher proficiency assessment.

Person Responsible

Andrew Agudo

Schedule

Monthly, from 9/5/2016 to 5/31/2017

Evidence of Completion

PowerPoint presentation, training materials

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Principal and Assistant Principal will attend the professional development as well as collect and review all sign-in sheets and training materials.

Person Responsible

Andrew Agudo

Schedule

Weekly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Training materials, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Leadership Team will conduct classroom observations and lesson plan reviews, as well as review student performance data, to determine if the instructional shift to standards-based instruction has occurred.

Person Responsible

Ian Gesundheit

Schedule

Biweekly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Common assessment data, i-Ready data, student performance data

G2. Student achievement will increase with the implementation of data-driven small group differentiated instruction in all classrooms in the areas of reading and math. (Division Priority #2: Accelerate Student Performance; Division Priority #5 Invest in Human Capital) 1

G084373

G2.B1 Limited teacher capacity in implementing and understanding what effective small group instruction looks like 2

B224166

G2.B1.S1 Leadership Team will develop a framework to support teachers in planning and delivery of effective, small group instruction. 4

S236554

Strategy Rationale

To aid teachers in planning and implementing effective small group instruction

Action Step 1 5

Instructional Coaches and administrators will create a framework of possible small group instruction structures and strategies.

Person Responsible

Matthew Hendricks

Schedule

On 8/12/2016

Evidence of Completion

Small-group instructional framework, small-group lesson plans, classroom observations

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

Administrators will conduct classroom observations and attend planning meetings to ensure the use of the framework in small group lessons.

Person Responsible

Andrew Agudo

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Lesson plans, classroom observations

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

Leadership Team will attend common planning, review lesson plans, and conduct classroom observations to determine whether modifications to lessons are taking place according to the framework. During data meetings, common assessments will be gathered to determine the effectiveness of the small-group instruction.

Person Responsible

Ian Gesundheit

Schedule

Biweekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom walkthrough data, student works and/or performance data reflecting growth in mastery of the standards

G2.B1.S2 Teachers will attend professional development on modeling effective small-group instruction with regards to procedures and content. 4

S236555

Strategy Rationale

To provide teachers with hands-on modeling that will assist with the planning and implementation of effective small-group instruction

Action Step 1 5

Instructional Coaches will meet and develop frameworks for small groups in reading and math.

Person Responsible

Kristin Childress

Schedule

On 7/22/2016

Evidence of Completion

Developed frameworks

Action Step 2 5

Instructional Coaches will plan a professional development for implementation of small-group instruction for teachers to implement in the classrooms.

Person Responsible

Matthew Hendricks

Schedule

On 7/29/2016

Evidence of Completion

Powerpoint presentation

Action Step 3 5

Instructional Coaches will deliver small-group instruction professional development to staff.

Person Responsible

Ian Gesundheit

Schedule

On 8/9/2016

Evidence of Completion

Sign-in sheets, training materials, PowerPoint presentation

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

Administrators will conduct classroom observations and attend planning meetings to ensure the use of the strategies learned in the professional development are taking place in small-group lessons.

Person Responsible

Andrew Agudo

Schedule

Weekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Teacher lesson plans, PLC notes, agendas, classroom walkthrough data

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

Data will be collected during the bi-weekly data meetings to view the progress of students receiving small-group instruction.

Person Responsible

Ian Gesundheit

Schedule

On 5/31/2017

Evidence of Completion

iReady student data, formative assessments, and summative assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.MA1 M311214	Principal and Assistant Principal will attend professional development as well as review all...	Agudo, Andrew	9/23/2015	Sign in sheets, training materials, meeting notes	9/23/2015 one-time
G1.B1.S1.MA1 M311213	Leadership Team will attend common planning, review lesson plans and student performance data, and...	Gesundheit, Ian	9/8/2015	Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom walkthrough data, student works and/or performance data reflecting growth in mastery of the standards	6/1/2016 weekly
G1.B1.S1.A5 A305209	Teachers will implement more rigorous instruction as a result of professional development.	Gesundheit, Ian	10/14/2015	Lesson plans, classroom observational data	6/3/2016 biweekly
G2.B1.S2.A1 A305215	Instructional Coaches will meet and develop frameworks for small groups in reading and math.	Childress, Kristin	7/18/2016	Developed frameworks	7/22/2016 one-time
G2.B1.S2.A2 A305216	Instructional Coaches will plan a professional development for implementation of small-group...	Hendricks, Matthew	7/25/2016	Powerpoint presentation	7/29/2016 one-time
G2.B1.S2.A3 A305217	Instructional Coaches will deliver small-group instruction professional development to staff.	Gesundheit, Ian	8/9/2016	Sign-in sheets, training materials, PowerPoint presentation	8/9/2016 one-time
G1.B1.S1.A1 A305205	Principal will define standards-based Instruction and the differences between standards-based...	Gesundheit, Ian	8/8/2016	PowerPoint presentation	8/12/2016 weekly
G1.B1.S1.A2 A305206	Assistant Principal will communicate expectations, non-negotiables, standards-based instruction,...	Agudo, Andrew	8/8/2016	PowerPoint presentation	8/12/2016 one-time
G2.B1.S1.A1 A305214	Instructional Coaches and administrators will create a framework of possible small group...	Hendricks, Matthew	8/8/2016	Small-group instructional framework, small-group lesson plans, classroom observations	8/12/2016 one-time
G1.B1.S1.A3 A305207	Reading Coach will provide professional development on deconstructing standards for standards-based...	Childress, Kristin	9/21/2016	Sign-in sheets, PowerPoint presentation	9/21/2016 one-time
G1.MA1 M311219	Leadership team, in collaboration with grade-level teams, will review classroom walkthrough and...	Gesundheit, Ian	9/5/2016	Bi-weekly data meeting notes, student works and/or performance data reflecting growth in mastery of the standards	5/31/2017 biweekly
G2.MA1 M311224	Principal and Assistant Principal will conduct bi-weekly data meetings, classroom observations,...	Gesundheit, Ian	8/29/2016	Classroom walkthrough data, student works and/or performance data reflecting growth in mastery of the standards	5/31/2017 biweekly
G1.B1.S1.A4 A305208	Instructional Coaches will work with grade-level PLCs to assist with planning of rigorous lessons...	Childress, Kristin	9/26/2016	PLC meeting notes	5/31/2017 weekly
G1.B2.S1.MA1 M311217	Leadership Team will conduct classroom observations and lesson plan reviews, as well as review...	Gesundheit, Ian	9/5/2016	Common assessment data, i-Ready data, student performance data	5/31/2017 biweekly
G1.B2.S1.MA1 M311218	Principal and Assistant Principal will attend the professional development as well as collect and...	Agudo, Andrew	9/5/2016	Training materials, sign-in sheets	5/31/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1  A305212	The leadership team will conduct classroom observations and provide teacher proficiency assessments...	Gesundheit, Ian	9/5/2016	Classroom observation data, lesson plans, teacher proficiency assessment results	5/31/2017 weekly
G1.B2.S1.A2  A305213	The leadership team will provide professional development based on the needs of the instructional...	Agudo, Andrew	9/5/2016	PowerPoint presentation, training materials	5/31/2017 monthly
G2.B1.S1.MA1  M311220	Leadership Team will attend common planning, review lesson plans, and conduct classroom...	Gesundheit, Ian	8/29/2016	Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom walkthrough data, student works and/or performance data reflecting growth in mastery of the standards	5/31/2017 biweekly
G2.B1.S1.MA1  M311221	Administrators will conduct classroom observations and attend planning meetings to ensure the use...	Agudo, Andrew	8/29/2016	Lesson plans, classroom observations	5/31/2017 weekly
G1.B1.S2.MA1  M311215	Administrators and Instructional Coaches will conduct teacher observations and will monitor the...	Gesundheit, Ian	9/5/2016	Coaching logs, observation data, student achievement data	5/31/2017 weekly
G1.B1.S2.MA1  M311216	Administrators will monitor coaches' logs and mentoring notes uploaded onto school SharePoint site.	Agudo, Andrew	9/5/2016	Coaching logs	5/31/2017 one-time
G1.B1.S2.A1  A305210	Administrators will conduct classroom observations to determine which teachers are in need of...	Gesundheit, Ian	8/15/2016	Classroom observation notes	5/31/2017 weekly
G1.B1.S2.A2  A305211	Instructional Coaches will provide feedback and support to identified teachers through...	Gesundheit, Ian	9/5/2016	Coaching logs, mentoring notes, observation data	5/31/2017 weekly
G2.B1.S2.MA1  M311222	Data will be collected during the bi-weekly data meetings to view the progress of students...	Gesundheit, Ian	8/29/2016	iReady student data, formative assessments, and summative assessments	5/31/2017 one-time
G2.B1.S2.MA1  M311223	Administrators will conduct classroom observations and attend planning meetings to ensure the use...	Agudo, Andrew	8/29/2016	Teacher lesson plans, PLC notes, agendas, classroom walkthrough data	5/31/2017 weekly

V. Professional Development Opportunities

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

G1. Through support, feedback, and effective collaborative planning, staff will understand, plan, and implement standards-based instruction to increase student achievement. (Division Priority #2: Accelerate Student Performance; Division Priority #5 Invest in Human Capital)

G1.B1 Limited teacher knowledge of rigor and expectations of the Florida Standards due to grade-level staff changes

G1.B1.S1 Leadership team will provide training on the rigor and expectations of the Florida Standards through professional development, common planning, and data meetings.

PD Opportunity 1

Principal will define standards-based Instruction and the differences between standards-based instruction and standards-referenced instruction through opening faculty meeting to all teachers.

Facilitator

Ian Gesundheit

Participants

Instructional Staff

Schedule

Weekly, from 8/8/2016 to 8/12/2016

PD Opportunity 2

Assistant Principal will communicate expectations, non-negotiables, standards-based instruction, and roles to instructional staff.

Facilitator

Andrew Agudo

Participants

Instructional Staff

Schedule

On 8/12/2016

PD Opportunity 3

Reading Coach will provide professional development on deconstructing standards for standards-based instruction.

Facilitator

Kristin Childress

Participants

Teachers

Schedule

On 9/21/2016

G1.B2 Proficiency variability within teacher pedagogy

G1.B2.S1 The leadership team will provide tiered professional development based on the proficiency of each teacher.

PD Opportunity 1

The leadership team will provide professional development based on the needs of the instructional staff as determined through classroom observations and the teacher proficiency assessment.

Facilitator

Leadership Team

Participants

Instructional Staff

Schedule

Monthly, from 9/5/2016 to 5/31/2017

G2. Student achievement will increase with the implementation of data-driven small group differentiated instruction in all classrooms in the areas of reading and math. (Division Priority #2: Accelerate Student Performance; Division Priority #5 Invest in Human Capital)

G2.B1 Limited teacher capacity in implementing and understanding what effective small group instruction looks like

G2.B1.S2 Teachers will attend professional development on modeling effective small-group instruction with regards to procedures and content.

PD Opportunity 1

Instructional Coaches will deliver small-group instruction professional development to staff.

Facilitator

Reading Coaches, Math Coach, Science Coach

Participants

Teachers

Schedule

On 8/9/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Principal will define standards-based Instruction and the differences between standards-based instruction and standards-referenced instruction through opening faculty meeting to all teachers.				\$0.00
2	G1.B1.S1.A2	Assistant Principal will communicate expectations, non-negotiables, standards-based instruction, and roles to instructional staff.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3376	100-Salaries	1081 - John Young Elementary	Title I, Part A		\$3,000.00
3	G1.B1.S1.A3	Reading Coach will provide professional development on deconstructing standards for standards-based instruction.				\$0.00
4	G1.B1.S1.A4	Instructional Coaches will work with grade-level PLCs to assist with planning of rigorous lessons using standards-based instruction.				\$0.00
5	G1.B1.S1.A5	Teachers will implement more rigorous instruction as a result of professional development.				\$0.00
6	G1.B1.S2.A1	Administrators will conduct classroom observations to determine which teachers are in need of additional support.				\$0.00
7	G1.B1.S2.A2	Instructional Coaches will provide feedback and support to identified teachers through implementation of the coaching cycle to increase teacher knowledge of rigor and expectations in regards to standards-based instruction.				\$0.00
8	G1.B2.S1.A1	The leadership team will conduct classroom observations and provide teacher proficiency assessments to include: deconstructing standards, assessment development, and lesson development to determine the needs of the instructional staff.				\$0.00
9	G1.B2.S1.A2	The leadership team will provide professional development based on the needs of the instructional staff as determined through classroom observations and the teacher proficiency assessment.				\$0.00
10	G2.B1.S1.A1	Instructional Coaches and administrators will create a framework of possible small group instruction structures and strategies.				\$0.00
11	G2.B1.S2.A1	Instructional Coaches will meet and develop frameworks for small groups in reading and math.				\$0.00
12	G2.B1.S2.A2	Instructional Coaches will plan a professional development for implementation of small-group instruction for teachers to implement in the classrooms.				\$0.00

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13	G2.B1.S2.A3	Instructional Coaches will deliver small-group instruction professional development to staff.	\$0.00
Total:			\$3,000.00