

2013-2014 SCHOOL IMPROVEMENT PLAN

John Young Elementary
12550 MARSFIELD AVE
Orlando, FL 32837
407-858-3120

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 76%
Alternative/ESE Center No	Charter School No	Minority Rate 80%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A
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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 and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	14
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Part III: Coordination and Integration	29
Appendix 1: Professional Development Plan to Support Goals	30
Appendix 2: Budget to Support Goals	32

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

John Young Elementary

Principal

Wendy Ivory

School Advisory Council chair

Carmen McNealy

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lauren Limoncelli-Watson	Curriculum Resource Teacher (CRT)
Thai-An Truong	Reading Coach
Carmen McNealy	Math/Science Coach
Rebecca Quinter	Staffing Specialist
Melissa Benino	Dean

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The membership of SAC consists of parents, Parent Teacher Association members, staff members including the principal, Curriculum Resource Teacher, Reading Coach, and teachers. Our SAC members are a diverse group of enthusiastic people who share a valuable perspective and interest in assisting the principal in developing a school improvement plan to help students achieve success.

Involvement of the SAC in the development of the SIP

SAC members meet monthly to collaborate, discuss areas of concerns, and share effective ways to support a safe academic learning environment for the children.

Activities of the SAC for the upcoming school year

Plan and implement the School Improvement plan.
 Review school data as pertaining to the School Improvement Plan and monitor the progress of the goals of the School Improvement Plan.
 Provide professional development for new parents to John Young Elementary School.

Projected use of school improvement funds, including the amount allocated to each project

Funds will not be needed for these plans.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Wendy Ivory

Principal

Years as Administrator: 9

Years at Current School: 3

Credentials

Bachelors of Exceptional Education
 Masters of Educational Leadership
 Certifications:
 Mentally Handicapped
 (grades K-12); School
 Principal (all levels)

Performance Record

2012-2013 - School Grade B - John Young Elementary 69% High Standards; 76% Learning Gains; 74% of lowest 25% made learning gains in reading
 2011-2012 - School Grade A - John Young Elementary 69% High Standards; 77% Learning Gains; 69% of lowest 25% made learning gains in reading
 2010-2011 - School Grade A - John Young Elementary 79% High Standards; 67% Learning Gains; 58% of Lowest 25% made learning gains

Andrew Agudo		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Bachelors of Elementary Education Masters of Educational Leadership Certifications: Elementary Education (K-6) Educational Leadership (K-12)	
Performance Record	2012-2013 - School Grade B - John Young Elementary 69% High Standards; 76% Learning Gains; 74% of lowest 25% made learning gains in reading	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Thai-An Truong		
Full-time / School-based	Years as Coach: 1	Years at Current School: 9
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Bachelors of Science and Elementary Education Certifications Elementary Education K-6 ESOL Endorsement	
Performance Record	2012-2013 - School Grade B - John Young Elementary 69% High Standards; 76% Learning Gains; 74% of lowest 25% made learning gains in Reading 2011-2012 - School Grade A - John Young Elementary 69% High Standards; 77% Learning Gains; 69% of lowest 25% made learning gains in reading 2010-2011 - School Grade A - John Young Elementary 79% High Standards; 67% Learning Gains; 58% of Lowest 25% made learning gains	

Carmen McNealy		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
Areas	Mathematics, Science	
Credentials	Bachelors of Business Administration Masters of Elementary Education K-6 Certifications Elementary K-6 Biology 6-12 ESOL K-12	
Performance Record	2012-2013 - School Grade B - John Young Elementary 69% High Standards; 76% Learning Gains; 74% of lowest 25% made learning gains in reading	

Classroom Teachers

# of classroom teachers	52
# receiving effective rating or higher	52, 100%
# Highly Qualified Teachers	100%
# certified in-field	52, 100%
# ESOL endorsed	36, 69%
# reading endorsed	5, 10%
# with advanced degrees	21, 40%
# National Board Certified	0, 0%
# first-year teachers	1, 2%
# with 1-5 years of experience	16, 31%
# with 6-14 years of experience	20, 38%
# with 15 or more years of experience	15, 29%

Education Paraprofessionals**# of paraprofessionals**

12

Highly Qualified

12, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

6

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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. Professional Learning Communities have been established to promote collaboration in like interests for staff as well to help staff grow in areas that need growth for them to be successful. Grade level liasons help with specific needs of the grade level as well as helping teachers getting acclimated to their environment. Persons Responsible; Principal, Assistant Principal, instructional coaches, CRT, liasons.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 include: 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS committee has met to compile a set of procedures in order to make the process easier for teachers and parents to understand. The process is being implemented with the help of a workshop to

provide teachers with the tools needed to identify students as well as proceed with the process as necessary. The coaches and MTSS members will monitor the effectiveness through classroom observations and the use of the coaching cycle to support teachers. Coaches and intervention teachers will be utilized for tier II and III groups to meet the needs of our students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS 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 benchmarks,

or who are at moderate or high risk for not meeting benchmarks. The MTSS 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,

implements Tier I/II support, and work with the team to analyze data and adjust instruction as needed.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team will conduct monthly walk throughs in classrooms to monitor the use of the interventions established by the teacher and provide the necessary coaching to those teachers in need of it.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Progress Monitoring and Reporting Network (PMRN), District benchmark assessments, Go Math, Florida Assessment for Instruction in Reading (FAIR), Diagnostic Reading Assessment (DRA) and Florida Comprehensive Assessment Test (FCAT)

Progress monitoring: PMRN, FAIR, District benchmark assessments, school-wide Florida's Continuous Improvement Model, Successmaker Reading, Successmaker Math; Writing Assessments, Reading Plus, and Go Math Math.

Midyear: District benchmark assessment, FAIR, STAR Reading, Go Math, and Reading Plus.

End of year: FAIR, District benchmark assessments and FCAT.

Frequency of data days: twice a month for data analysis.

The school utilizes a school-wide behavior support plan to encourage positive behavior and provide multi-tiered support for teachers and students.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development is provided throughout the year in small group and whole group sessions. The emphasis is the help teachers and staff understand the MTSS process and how to implement in their classrooms. The goal is to culturally embed the MTSS process with fidelity in every classroom. Small group

PLC's provide opportunities for grade-level teams to discuss, share, and practice MTSS strategies as well as the procedures needed to proceed with the process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

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 through the beginning of the year assessments from their teacher during the data meetings held by the principal. The targeted students are our bottom 30% and other lower performing students by recommendation of their teachers. We are offering this program to kindergarten, first, and second grade students who are low performing and who have been retained, and 3rd, 4th, and 5th grade students as well, based on their FCAT scores and teacher assessments.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected every 4 weeks using the programs selected by the CRT. 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.

Who is responsible for monitoring implementation of this strategy?

CRT

Strategy: Before or After School Program

Minutes added to school year: 3,810

The computer lab will be open 5 days a week for 30 minutes after school. This program will invite our students who are in the bottom 30% in reading and math, or our struggling students in 3rd through 5th grade to practice skills in which they need extra support and they will utilize a research based computer program that fits their need.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

CRT

Strategy: Weekend Program

Minutes added to school year: 1,680

Saturday School will begin in January and run through April. This program will target a smaller group of students who need a third day a week push before FCAT. It will focus on testing strategies along with direct, targeted instruction

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Biweekly data meetings will be conducted and data will be report 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 FCAT results of a 3 or higher will show our program is effective.

Who is responsible for monitoring implementation of this strategy?

CRT

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Wendy Ivory	Principal
Andrew Agudo	Assistant Principal
Thai-An Truong	Reading Coach

Name	Title
Lauren Limoncelli-Watson	Curriculum Resource Teacher
Rebecca Quinter	Staffing Specialist
Deanna Burnham	Reading Intervention Teacher
Kathleen Lopas	Media Specialist
Barbi Peters	Curriculum Compliance Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to discuss, share, and plan literacy activities based on school needs. Members also conduct teacher observations to support teachers in the implementation of school-wide literacy/instructional strategies; introduce/support the use of a variety of assessment strategies to support literacy achievement; analyze data for instructional decision making; suggest appropriate resources; plan activities that support families, and facilitate professional learning opportunities to improve literacy achievement.

Major initiatives of the LLT

The major initiatives for this year will be assisting all teachers with the new Common Core State Standards along with the use of a new curriculum set forth by the district, facilitate focus calendars in the area of reading as well as an intervention block with student rotations, and provide families with development tools they can use at home to work with their children and support in the area of reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 make home visits to make a connection with the family and students.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	66%	No	73%
American Indian				
Asian	88%	82%	No	89%
Black/African American	68%	57%	No	72%
Hispanic	65%	61%	No	69%
White	73%	76%	Yes	76%
English language learners	63%	53%	No	66%
Students with disabilities	43%	32%	No	49%
Economically disadvantaged	66%	61%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	27%	35%
Students scoring at or above Achievement Level 4	141	39%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	130	68%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	33	71%	80%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	97	58%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	65	40%	50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	54	32%	40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	78	64%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	68%	No	77%
American Indian		25%		
Asian	95%	79%	No	96%
Black/African American	67%	63%	No	70%
Hispanic	69%	65%	No	72%
White	77%	80%	Yes	79%
English language learners	68%	49%	No	72%
Students with disabilities	39%	32%	No	45%
Economically disadvantaged	69%	63%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	34%	40%
Students scoring at or above Achievement Level 4	124	35%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		40%
Students scoring at or above Level 7	[data excluded for privacy reasons]		40%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	132	61%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	50%	70%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	40%	42%
Students scoring at or above Achievement Level 4	37	30%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		80%
Students scoring at or above Level 7	[data excluded for privacy reasons]		20%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		8
Participation in STEM-related experiences provided for students	365	51%	70%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	35	5%	2%
Students retained, pursuant to s. 1008.25, F.S.	20	3%	2%
Students who are not proficient in reading by third grade	32	29%	10%
Students who receive two or more behavior referrals	1	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	1%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Will use PIP from Title I

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase the number of students in the lowest 25% making learning gains in reading through interventions and differentiated instruction.
- G2.** Increase the number of students in the lowest 25% making learning gains in math, through problem based learning and differentiated instruction.

Goals Detail

G1. Increase the number of students in the lowest 25% making learning gains in reading through interventions and differentiated instruction.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Resource Teachers perform pull out and push in interventions daily
- After School tutoring targeting the bottom 30% of students and bubble students in reading
- Before school buzz clubs that focus on reading skills through science, writing, and math

Targeted Barriers to Achieving the Goal

- Parental involvement in daily academic achievement of reading skills
- Teacher understanding of differentiated instruction through reading centers

Plan to Monitor Progress Toward the Goal

Bi-weekly monitoring meetings discussing: Benchmark results FAIR STAR DRA Classroom Observations Effective of Buzz clubs and interventions

Person or Persons Responsible

Assistant Principal Principal

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Progress monitoring meeting notes

G2. Increase the number of students in the lowest 25% making learning gains in math, through problem based learning and differentiated instruction.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- After school tutoring
- Saturday School
- Buzz Clubs
- Math/Science Coach
- Math Intervention personnel
- STMath program
- Go Math

Targeted Barriers to Achieving the Goal

- Parental involvement
- Teachers lack of knowledge and implication of Webb's Depth of Knowledge as well as utilization of new instructional strategies.

Plan to Monitor Progress Toward the Goal

AP and Principal will conduct bi-weekly data meetings to monitor the progress of the lowest 25% in math through the use of mini benchmark assessments as well as benchmark test during the semester. The scores will be compared to previous assessments to determine if a gain has been made.

Person or Persons Responsible

Assistant Principal Principal

Target Dates or Schedule:

Bi-weekly

Evidence of Completion:

Monthly data meetings notes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase the number of students in the lowest 25% making learning gains in reading through interventions and differentiated instruction.

G1.B1 Parental involvement in daily academic achievement of reading skills

G1.B1.S1 Parent Literacy nights to focus on strategies that can help their children at home improve their overall reading skills

Action Step 1

Parent involvement coordinators will prepare events for literacy nights with strategies that parents can use at home.

Person or Persons Responsible

Reading Coach Literacy team Parent Involvement coordinators Assistant Principal Principal

Target Dates or Schedule

Quarterly, once each nine weeks

Evidence of Completion

Sign in sheets, agendas

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

Facilitate meeting with the planning team.

Person or Persons Responsible

Reading coach, parent involvement coordinators, Title I Coordinator, Assistant Principal, Principal

Target Dates or Schedule

Quarterly, before and after the event

Evidence of Completion

Planning team agendas

Plan to Monitor Effectiveness of G1.B1.S1

Benchmark Data FCAT End of year Assessments FAIR results STAR results DRA Results

Person or Persons Responsible

Reading Coach Parent Involvement Coordinator Assistant Principal Principal

Target Dates or Schedule

End of each Semester

Evidence of Completion

Progress Monitoring meeting agendas

G1.B1.S2 Utilizing effective reading programs to help enhance strategies parents can use at home to improve literacy

Action Step 1

Parents will take part in center activities with their children that focus on specific reading strategies.

Person or Persons Responsible

Reading coach, Literacy Team, Assistant Principal, Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign in sheets and agendas

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

Literacy team meetings to plan for school events

Person or Persons Responsible

Reading Coach, CRT

Target Dates or Schedule

Quarterly before, during, and after school events

Evidence of Completion

literacy team meeting notes

Plan to Monitor Effectiveness of G1.B1.S2

FCAT, benchmark Exams, FAIR, STAR results, DRA Results

Person or Persons Responsible

Reading coach, Assistant Principal, Principal

Target Dates or Schedule

End of each semester

Evidence of Completion

Progress monitoring meeting agendas

G1.B2 Teacher understanding of differentiated instruction through reading centers

G1.B2.S1 Teacher professional development on reading centers with a focus on differentiated instruction.

Action Step 1

Reading coach will facilitate a professional development on reading centers with a focus on differentiated instruction in those reading centers.

Person or Persons Responsible

Reading coach, Assistant Principal, Principal

Target Dates or Schedule

Fall semester

Evidence of Completion

Sign in sheet for professional development

Facilitator:

Reading coach

Participants:

Teachers

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

Literacy team meeting notes will be collected for the planning of the professional development.

Person or Persons Responsible

Reading coach, CRT

Target Dates or Schedule

Each literacy team meeting.

Evidence of Completion

Team meeting notes

Plan to Monitor Effectiveness of G1.B2.S1

District benchmark exams, district mini benchmark exams, FAIR scores

Person or Persons Responsible

CRT, Reading Coach, Assistant Principal, Principal

Target Dates or Schedule

Bi-weekly data meetings

Evidence of Completion

Meeting notes from data meetings.

G1.B2.S2 Coaching of teachers through peer observations of learning centers in reference to differentiated instruction.

Action Step 1

Reading coaches along with resource teachers will observe and coach teachers on the strategies taught in the professional development as well as specific strategies they can use in their classrooms.

Person or Persons Responsible

Reading coach, resource teachers, Assistant Principal, Principal

Target Dates or Schedule

Monthly through the entire school year, as needed.

Evidence of Completion

Coaching logs, and meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Coaches logs will be turned into administration on a bi-weekly basis, to monitor the implementation of the strategy.

Person or Persons Responsible

Reading Coach, CRT, Assistant Principal, Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Coaches logs

Plan to Monitor Effectiveness of G1.B2.S2

District benchmark assessments, district mini benchmark assessments, STAR assessments, FAIR, DRA results

Person or Persons Responsible

CRT, Assistant Principal, Principal

Target Dates or Schedule

Bi-weekly data meetings

Evidence of Completion

Data meeting notes

G2. Increase the number of students in the lowest 25% making learning gains in math, through problem based learning and differentiated instruction.

G2.B1 Parental involvement

G2.B1.S1 Provide classes for parents on the newest skills and strategies in regards to math in order to facilitate learning outside of school.

Action Step 1

A Parent Math Night in which parents are trained on instructional strategies that they can use at home with their children. After training, parents and teachers who attended the training will complete a survey that will determine effectiveness of the training.

Person or Persons Responsible

Math coach, Assistant Principal, Principal

Target Dates or Schedule

Mid-fall semester

Evidence of Completion

Parent and Teacher Survey

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

Math coach and parent involvement contacts will conduct meetings in a Professional Learning Community to plan and implement the Math nights for parents.

Person or Persons Responsible

Parental involvement contacts, Math Coach, Assistant Principal, Principal

Target Dates or Schedule

During the planning process of the math night, first half of fall semester

Evidence of Completion

Professional Learning Community meeting notes

Plan to Monitor Effectiveness of G2.B1.S1

Increase in Benchmark results in the lowest 25% during the winter benchmark exam. Increase in mini benchmark results of the lowest 25% throughout the semester during bi-weekly data meetings

Person or Persons Responsible

Math Coach CRT Assistant Principal Principal

Target Dates or Schedule

Bi-weekly data meetings and at the end of semester

Evidence of Completion

Benchmark testing, FCAT Test, Formative and Summative Assessments

G2.B2 Teachers lack of knowledge and implication of Webb's Depth of Knowledge as well as utilization of new instructional strategies.

G2.B2.S1 Professional Development (Title II Grant)

Action Step 1

Provide professional development for problem based learning, STEM, 21st Century Skills, differentiated instruction (Math Centers)

Person or Persons Responsible

CRT/Title II contact, Math Coach, Assistant Principal, Principal

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Sign in sheets, Agendas.

Facilitator:

Math Coach

Participants:

CRT/Title II Contact Math Coach Assistant Principal Principal

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

Assistant Principal, Principal, and CRT will meet with math coach to plan professional development classes for teachers.

Person or Persons Responsible

CRT Assistant Principal Principal

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of G2.B2.S1

Classroom observations data with iobservation

Person or Persons Responsible

CRT Assistant Principal Principal

Target Dates or Schedule

Monthly Basis

Evidence of Completion

Classroom observation data

G2.B2.S2 Grade level Professional Learning Communities with facilitation

Action Step 1

PLCs will meet to discuss the progress of students and effectiveness of the strategies implemented.

Person or Persons Responsible

CRT Grade Level Liaisons Assistant Principal Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes of PLC meetings

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Weekly minutes turned into the CRT.

Person or Persons Responsible

CRT, Assistant Principal, Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly minutes.

Plan to Monitor Effectiveness of G2.B2.S2

Benchmark results, FCAT results, mini benchmark results

Person or Persons Responsible

CRT Assistant Principal Principal

Target Dates or Schedule

Bi weekly

Evidence of Completion

Student achievement results based on formative and summative assessments.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. We also utilize the funds for parental involvement activities, supplies for our students and instructional materials for our teachers. The personnel used from this 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 Curriculum Resource Teacher.

Title II: Title II funds are used for Staff Development where teachers are educated in activities that will help student achievement and instruction of all students. The funds are allocated to pay for the staff development opportunities in regards to our areas of improvement, as well as Lesson Study, and professional learning communities.

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 Curriculum Resource Teacher, Reading Coach, and Math/Science Coach.

Nutrition Programs: Currently John Young Elementary School has two nutrition programs in effect. The first is universal breakfast for all students. Each morning every student who enters the cafeteria for breakfast has the opportunity to eat a free breakfast. John Young Elementary School also has a love pantry program where students in need are given non-perishable foods in a backpack to take home over the weekends, to supplement not having free breakfast and lunch that the school provides.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase the number of students in the lowest 25% making learning gains in reading through interventions and differentiated instruction.

G1.B2 Teacher understanding of differentiated instruction through reading centers

G1.B2.S1 Teacher professional development on reading centers with a focus on differentiated instruction.

PD Opportunity 1

Reading coach will facilitate a professional development on reading centers with a focus on differentiated instruction in those reading centers.

Facilitator

Reading coach

Participants

Teachers

Target Dates or Schedule

Fall semester

Evidence of Completion

Sign in sheet for professional development

G2. Increase the number of students in the lowest 25% making learning gains in math, through problem based learning and differentiated instruction.

G2.B2 Teachers lack of knowledge and implication of Webb's Depth of Knowledge as well as utilization of new instructional strategies.

G2.B2.S1 Professional Development (Title II Grant)

PD Opportunity 1

Provide professional development for problem based learning, STEM, 21st Century Skills, differentiated instruction (Math Centers)

Facilitator

Math Coach

Participants

CRT/Title II Contact Math Coach Assistant Principal Principal

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Sign in sheets, Agendas.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the number of students in the lowest 25% making learning gains in reading through interventions and differentiated instruction.	\$1,000
G2.	Increase the number of students in the lowest 25% making learning gains in math, through problem based learning and differentiated instruction.	\$500
Total		\$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Total
Title I	\$1,500	\$1,500
Total	\$1,500	\$1,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase the number of students in the lowest 25% making learning gains in reading through interventions and differentiated instruction.

G1.B1 Parental involvement in daily academic achievement of reading skills

G1.B1.S1 Parent Literacy nights to focus on strategies that can help their children at home improve their overall reading skills

Action Step 1

Parent involvement coordinators will prepare events for literacy nights with strategies that parents can use at home.

Resource Type

Other

Resource

Materials to create centers and take home materials

Funding Source

Title I

Amount Needed

\$500

G1.B1.S2 Utilizing effective reading programs to help enhance strategies parents can use at home to improve literacy

Action Step 1

Parents will take part in center activities with their children that focus on specific reading strategies.

Resource Type

Other

Resource

Materials to create centers

Funding Source

Title I

Amount Needed

\$500

G2. Increase the number of students in the lowest 25% making learning gains in math, through problem based learning and differentiated instruction.

G2.B1 Parental involvement

G2.B1.S1 Provide classes for parents on the newest skills and strategies in regards to math in order to facilitate learning outside of school.

Action Step 1

A Parent Math Night in which parents are trained on instructional strategies that they can use at home with their children. After training, parents and teachers who attended the training will complete a survey that will determine effectiveness of the training.

Resource Type

Other

Resource

Materials to create activities for parents to use during class

Funding Source

Title I

Amount Needed

\$500