John Young Elementary

2014-15 School Improvement Plan

John Young Elementary

12550 MARSFIELD AVE, Orlando, FL 32837

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	76%

Alternative/ESE Center	Charter School	Minority
No	No	80%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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. Administration 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.

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 up most respect as they are our most precious commodity in our building and we strive for our students to feel as such.

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 school wide 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 to 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.

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 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.

Early Warning Systems

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

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

John Young Elementary uses various indicators to use 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.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	7	7	2	4	9	42
One or more suspensions	0	1	2	0	1	0	4
Course failure in ELA or Math	0	2	8	12	23	0	45
Level 1 on statewide assessment	0	0	0	11	19	15	45
	0	0	0	0	0	0	

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	1	7	15	23

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 meeting are conducted with the parents, registrar, social worker, and admin to discuss the attendance issues that the students has. A plan is put in place to help ensure the student is in attendance at school.

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. The administration of the school also keeps track of the performance of these students and assigns mentors to each of the children in this category.

Students who fall into the course failure and level 1 category are discussed regularly between the

admin team, MTSS committee, and the classroom teachers. Interventions are provided to those students in small group pull out as well as after school tutoring. The progress of these students is closely monitored and adjusted according to the needs of the students.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/173197.

Description

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

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

John Young Elementary has a strong Partners in Education 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 PTA works tightly with the PIE program to provide recognition to those partners that help support the school and the community.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Gavillan, Bibiana	Principal
Agudo, Andrew	Assistant Principal
Childress, Kristin	Instructional Coach
Roman, Faye	Instructional Coach
Hendricks, Matthew	Instructional Coach
Lane, Catherine	Dean
Lane, Molly	Instructional Coach
Maha, Monica	Other
Quinter, Rebecca	Other

Duties

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

The School Leadership Team 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 School 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.

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 School Leadership team uses a team philosophy when planning for the needs of the school. The team meets weekly on Monday to discuss trends in the school and what the team can do to provide the 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 break down 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. We also utilize the funds for parental involvement activities, supplies for our student,s 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.
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.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Bibiana Gavillan	Principal
Colin Hurley	Teacher
Claudia Lane	Parent
Faye Roman	Teacher
Michele Sisulu	Parent
Leah Rictor	Parent
Shannon Tichenor	Parent
Vivian Almadovar	Parent
Donna Neubauer	Education Support Employee
John Neubauer	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC committee reviewed and tracked the progress of the school improvement plan 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.

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 school improvement plan through SAC meeting throughout the school year and with a special meeting at the end to review the end of the plan and make suggestions for next year.

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. The provide suggestions and alternative means to budget for projects that are out of the scope of the school.

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.

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

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

Literacy Leadership Team (LLT)

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

Name	Title
Gavillan, Bibiana	Principal
Agudo, Andrew	Assistant Principal
Roman, Faye	Instructional Coach
Childress, Kristin	Instructional Coach
Lane, Molly	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives for this year will be assisting all teachers with the new Florida State Standards along with the use of a new lesson planning template in use with common planning, 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.

Public and Collaborative Teaching

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

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

John Young Elementary has implemented a common planning schedule and Professional Learning Communities 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 with team liaisons during common planning time to help provide 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.

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. 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 liaisons help with specific needs of the grade level as well as helping teachers getting acclimated to their environment. Teachers are also granted opportunities to attend professional development at the district level. Persons Responsible; Principal, Assistant Principal, instructional coaches, CRT, liaisons.

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 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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.

Instructional Strategies

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

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 Professional Learning Communities during common planning time 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 students 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.

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 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 students who are low performing and who have been retained in 3rd, 4th, and 5th grade.

Strategy Rationale

To increase student achievement in grades 3, 4, and 5.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lane, Molly, molly.lane@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 3 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 5 days a week for 30 minutes before 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 Rationale

To increase student achievement in grades 3, 4, and 5.

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. It will focus on testing strategies along with direct, targeted instruction.

Strategy Rationale

To increase student achievement in grades 3, 4, and 5.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Roman, Faye, faye.roman@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 a 3 or higher will show our program is effective.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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.

College and Career Readiness

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

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

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

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

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. Student achievement will increase with the implementation of rigorous, standards-based instruction in all content areas.

G2. Student achievement will increase with the implementation of the MTSS process, which will include disaggregating and analyzing data for all sub-groups in all areas.

Strategic Goals Detail

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

G1. Student achievement will increase with the implementation of rigorous, standards-based instruction in all content areas. 1a

🔍 G041833

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	70.0
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- Resource Teachers perform pull out and push in interventions daily

- After School tutoring targeting the lowest 30% of students in reading and math.

- Implementation of common assessments and common planning across all grade levels.

- Professional development on Marzano Art & Science Framework in relation to the district Super 7 elements.

Targeted Barriers to Achieving the Goal 3

- Limited Knowledge of rigor and expectations of the new Florida State Standards.

- Teachers limited knowledge in the use of Higher Order Thinking questions that match Hess' levels of rigor.

Plan to Monitor Progress Toward G1. 8

Bi-weekly monitoring meetings discussing:
Benchmark results
FAIR
STAR
DRA
Classroom Observations
Effectiveness of interventions

Person Responsible
Faye Roman

Schedule
Biweekly, from 8/18/2014 to 4/1/2015

Evidence of Completion
Progress monitoring meeting notes

G2. Student achievement will increase with the implementation of the MTSS process, which will include disaggregating and analyzing data for all sub-groups in all areas. 1a

🔍 G041834

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	70.0
Students exhibiting two or more EWS indicators (Total)	10.0
AMO Reading - All Students	76.0
AMO Math - All Students	79.0

Resources Available to Support the Goal 2

- MTSS Team Research-based Core and Intervention curriculum, Progress Monitoring and Assessment Data.

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of differentiated instruction.

- Limited knowledge of the Florida Continuous Improvement Model.

Plan to Monitor Progress Toward G2. 8

AP and Principal will conduct bi-weekly data meetings, classroom walkthroughs and provide coaching feedback, to ensure differentiation is taking place in the classroom.

Person Responsible
Bibiana Gavillan

Schedule
Biweekly, from 8/18/2014 to 4/1/2015

Evidence of Completion
Biweekly data meetings notes

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. Student achievement will increase with the implementation of rigorous, standards-based instruction in all content areas. 1

🔍 G041833

G1.B1 Limited Knowledge of rigor and expectations of the new Florida State Standards. 2

🔍 B101687

G1.B1.S1 Target for mastery and rigor can be achieved during weekly common planning. 4

🔍 S112875

Strategy Rationale

To increase teacher knowledge in standard based planning.

Action Step 1 5

Restructure the common planning process across grade levels to enhance the effectiveness and rigor of lessons instructed to students. Provide professional development and coaching to support the new common planning model and implement the model during weekly common planning activities.

Person Responsible

Andrew Agudo

Schedule

Weekly, from 8/18/2014 to 4/1/2015

Evidence of Completion

Lesson plan checks, observation feedback

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

Monitor and support by attending common planning, observations, and classroom walkthroughs to look for rigor and standards-based instruction, including performance and common assessments.

Person Responsible

Bibiana Gavillan

Schedule

Weekly, from 8/18/2014 to 4/1/2015

Evidence of Completion

Weekly data meetings sign in sheets.

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

Common assessment analysis through biweekly data meetings.

Person Responsible

Kristin Childress

Schedule

Weekly, from 8/18/2014 to 4/1/2015

Evidence of Completion

Bi weekly data meeting notes.

G1.B2 Teachers limited knowledge in the use of Higher Order Thinking questions that match Hess' levels of rigor. 2

B101688

G1.B2.S1 Teachers will participate in Professional Development Academy on Rigor and Higher Order Thinking questions (HOT). 4

S112876

Strategy Rationale

To improve the knowledge in the areas of Hess' level of rigor and HOT questions.

Action Step 1 5

Professional Development on Hess' levels of rigor and HOT questions

Person Responsible

Faye Roman

Schedule

Quarterly, from 10/1/2014 to 4/1/2015

Evidence of Completion

Sign in sheet for professional development

Action Step 2 5

Modeling of HOT questions and rigorous lessons for teachers.

Person Responsible

Kristin Childress

Schedule

Monthly, from 9/8/2014 to 4/1/2015

Evidence of Completion

Coaching log for model lessons

Action Step 3 `5`

Coach teachers through the implementation process of highly rigorous lessons.

> **Person Responsible**
>
> Matthew Hendricks
>
> **Schedule**
>
> Biweekly, from 9/8/2014 to 5/1/2015
>
> *Evidence of Completion*
>
> Coaching log

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

Professional Development Academy will be provided on Rigor and Higher Order Thinking questions. Classroom walkthroughs will be conducted to monitor planning and instruction of rigor and HOT questions.

> **Person Responsible**
>
> Andrew Agudo
>
> **Schedule**
>
> Monthly, from 10/1/2014 to 4/1/2015
>
> *Evidence of Completion*
>
> Sign in sheets, lesson plan checks, and team meeting notes

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

Data meetings will be conducted on a biweekly basis that will focus on increases of student achievement in relation to the use of HOT questions that match Hess' levels of rigor.

> **Person Responsible**
>
> Bibiana Gavillan
>
> **Schedule**
>
> Biweekly, from 10/1/2014 to 4/1/2015
>
> *Evidence of Completion*
>
> District Benchmark data along with common assessment data will be gathered to show an increase in student achievement along with data meeting notes.

G2. Student achievement will increase with the implementation of the MTSS process, which will include disaggregating and analyzing data for all sub-groups in all areas. 1

🔍 G041834

G2.B1 Limited knowledge of differentiated instruction. 2

🔍 B101689

G2.B1.S1 Build teacher capacity through professional development on differentiated instruction. 4

🔍 S112878

Strategy Rationale

To improve differentiated instruction in the classroom.

Action Step 1 5

Provide professional development along with coaching and modeling on differentiated instruction.

Person Responsible

Molly Lane

Schedule

Biweekly, from 11/3/2014 to 4/1/2015

Evidence of Completion

Sign in sheets, agenda

Action Step 2 5

Teacher implementation of small group differentiated centers for both reading and math

Person Responsible

Kristin Childress

Schedule

Weekly, from 9/8/2014 to 5/31/2015

Evidence of Completion

Classroom walkthrough data, coaching notes

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

CWT's, iObservation, lesson plans: Through these media we will be monitoring strategies and evidence of differentiated instruction in the classroom.

Person Responsible

Andrew Agudo

Schedule

Weekly, from 8/18/2014 to 4/1/2015

Evidence of Completion

Lesson Plan Check and classroom walkthroughs.

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

During data meetings, an emphasis will be placed on the sub groups that are effected by the use of differentiated instruction. Data from common assessments for above level students and below level students will be gathered during these meetings.

Person Responsible

Bibiana Gavillan

Schedule

Weekly, from 8/18/2014 to 4/1/2015

Evidence of Completion

Common assessment data, data meeting notes

G2.B2 Limited knowledge of the Florida Continuous Improvement Model. 2

B101690

G2.B2.S1 Biweekly meetings to analyze and disaggregate data. 4

S112879

Strategy Rationale

To provide teachers with skills to identify students who need additional academic support.

Action Step 1 5

Professional development on how to disaggregate data for sub groups in each teacher's classroom.

Person Responsible

Faye Roman

Schedule

Biweekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Assessment Data

Action Step 2 5

Analyze and use data to make instructional decisions.

Person Responsible

Andrew Agudo

Schedule

On 11/21/2014

Evidence of Completion

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

Data/MTSS meetings

Person Responsible

Andrew Agudo

Schedule

Biweekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Meeting notes

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

Data disaggregation provided by teachers during data meetings

Person Responsible

Bibiana Gavillan

Schedule

Biweekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Common assessment data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Restructure the common planning process across grade levels to enhance the effectiveness and rigor of lessons instructed to students. Provide professional development and coaching to support the new common planning model and implement the model during weekly common planning activities.	Agudo, Andrew	8/18/2014	Lesson plan checks, observation feedback	4/1/2015 weekly
G1.B2.S1.A1	Professional Development on Hess' levels of rigor and HOT questions	Roman, Faye	10/1/2014	Sign in sheet for professional development	4/1/2015 quarterly
G2.B1.S1.A1	Provide professional development along with coaching and modeling on differentiated instruction.	Lane, Molly	11/3/2014	Sign in sheets, agenda	4/1/2015 biweekly
G2.B2.S1.A1	Professional development on how to disaggregate data for sub groups in each teacher's classroom.	Roman, Faye	9/2/2014	Assessment Data	6/1/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	Modeling of HOT questions and rigorous lessons for teachers.	Childress, Kristin	9/8/2014	Coaching log for model lessons	4/1/2015 monthly
G2.B1.S1.A2	Teacher implementation of small group differentiated centers for both reading and math	Childress, Kristin	9/8/2014	Classroom walkthrough data, coaching notes	5/31/2015 weekly
G2.B2.S1.A2	Analyze and use data to make instructional decisions.	Agudo, Andrew	10/6/2014		11/21/2014 one-time
G1.B2.S1.A3	Coach teachers through the implementation process of highly rigorous lessons.	Hendricks, Matthew	9/8/2014	Coaching log	5/1/2015 biweekly
G1.MA1	Bi-weekly monitoring meetings discussing: Benchmark results FAIR STAR DRA Classroom Observations Effectiveness of interventions	Roman, Faye	8/18/2014	Progress monitoring meeting notes	4/1/2015 biweekly
G1.B1.S1.MA1	Common assessment analysis through biweekly data meetings.	Childress, Kristin	8/18/2014	Bi weekly data meeting notes.	4/1/2015 weekly
G1.B1.S1.MA1	Monitor and support by attending common planning, observations, and classroom walkthroughs to look for rigor and standards-based instruction, including performance and common assessments.	Gavillan, Bibiana	8/18/2014	Weekly data meetings sign in sheets.	4/1/2015 weekly
G1.B2.S1.MA1	Data meetings will be conducted on a biweekly basis that will focus on increases of student achievement in relation to the use of HOT questions that match Hess' levels of rigor.	Gavillan, Bibiana	10/1/2014	District Benchmark data along with common assessment data will be gathered to show an increase in student achievement along with data meeting notes.	4/1/2015 biweekly
G1.B2.S1.MA1	Professional Development Academy will be provided on Rigor and Higher Order Thinking questions. Classroom walkthroughs will be conducted to monitor planning and instruction of rigor and HOT questions.	Agudo, Andrew	10/1/2014	Sign in sheets, lesson plan checks, and team meeting notes	4/1/2015 monthly
G2.MA1	AP and Principal will conduct bi-weekly data meetings, classroom walkthroughs and provide coaching feedback, to ensure differentiation is taking place in the classroom.	Gavillan, Bibiana	8/18/2014	Biweekly data meetings notes	4/1/2015 biweekly
G2.B1.S1.MA1	During data meetings, an emphasis will be placed on the sub groups that are effected by the use of differentiated instruction. Data from common assessments for above level students and below level students will be gathered during these meetings.	Gavillan, Bibiana	8/18/2014	Common assessment data, data meeting notes	4/1/2015 weekly
G2.B1.S1.MA1	CWT's, iObservation, lesson plans: Through these media we will be monitoring strategies and evidence of differentiated instruction in the classroom.	Agudo, Andrew	8/18/2014	Lesson Plan Check and classroom walkthroughs.	4/1/2015 weekly
G2.B2.S1.MA1	Data disaggregation provided by teachers during data meetings	Gavillan, Bibiana	9/2/2014	Common assessment data	6/1/2015 biweekly
G2.B2.S1.MA1	Data/MTSS meetings	Agudo, Andrew	9/2/2014	Meeting notes	6/1/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Student achievement will increase with the implementation of rigorous, standards-based instruction in all content areas.

G1.B2 Teachers limited knowledge in the use of Higher Order Thinking questions that match Hess' levels of rigor.

G1.B2.S1 Teachers will participate in Professional Development Academy on Rigor and Higher Order Thinking questions (HOT).

PD Opportunity 1

Professional Development on Hess' levels of rigor and HOT questions

Facilitator

Instructional coaches/CRT

Participants

Teachers

Schedule

Quarterly, from 10/1/2014 to 4/1/2015

G2. Student achievement will increase with the implementation of the MTSS process, which will include disaggregating and analyzing data for all sub-groups in all areas.

G2.B1 Limited knowledge of differentiated instruction.

G2.B1.S1 Build teacher capacity through professional development on differentiated instruction.

PD Opportunity 1

Provide professional development along with coaching and modeling on differentiated instruction.

Facilitator

Instructional coaches

Participants

Teachers

Schedule

Biweekly, from 11/3/2014 to 4/1/2015

G2.B2 Limited knowledge of the Florida Continuous Improvement Model.

G2.B2.S1 Biweekly meetings to analyze and disaggregate data.

PD Opportunity 1

Analyze and use data to make instructional decisions.

Facilitator

Andrew Agudo

Participants

Teachers

Schedule

On 11/21/2014

G2.B2 Limited knowledge of the Florida Continuous Improvement Model.

G2.B2.S1 Biweekly meetings to analyze and disaggregate data.

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**