

Orange County Public Schools

John Young Elementary



2017-18 Schoolwide Improvement Plan

John Young Elementary

12550 MARSFIELD AVE, Orlando, FL 32837

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for John Young Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

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

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

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

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

John Young Elementary has schoolwide rules and procedures that all classes follow when it comes to minimizing distractions and providing for a productive learning environment. It consists of a tiered system of support which provides the teacher clear steps and what constitutes elevation to the next step. Parents are communicated with through Class Dojo 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 to be recognized for their efforts. Every teacher is trained on our protocol and has the support of our Dean of Students with any behavior issue that may arise.

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

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

John Young Elementary uses various indicators in its early warning system. The school currently uses attendance below 90 percent, one or more suspensions, course failure, and Level 1 on the Florida Standards Assessment (FSA) as early warning indicators.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	7	13	12	7	8	0	0	0	0	0	0	0	58
One or more suspensions	1	1	5	0	2	4	0	0	0	0	0	0	0	13
Course failure in ELA or Math	8	14	19	23	7	9	0	0	0	0	0	0	0	80
Level 1 on statewide assessment	0	0	0	22	25	25	0	0	0	0	0	0	0	72

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	7	16	8	10	0	0	0	0	0	0	0	45

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

John Young Elementary has intervention strategies in place to help improve the academic performance of students that fall in this category. Attendance is monitored for these students and meetings are conducted with the parents, registrar, social worker, and administrators to discuss the attendance issues that the student has. A plan is put in place to help ensure the student is in attendance at school.

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

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

John Young Elementary prides itself in having strong home-to-school relationships. Announcements are made through various media outlets to ensure that all parents are aware of volunteer opportunities, school events, and various meetings at school. School Advisory Council (SAC) meetings are held each month with a focus of communicating the school's mission and vision while allowing all parents to attend and voice their position on different school initiatives.

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Rodriguez, Lino	Principal
Agudo, Andrew	Assistant Principal
Childress, Kristin	Instructional Coach
Lane, Catherine	Other
Geenen, Mary	Instructional Coach
Quinter, Rebecca	Other
McCall, Katie	School Counselor
Brown, Bevan	Instructional Coach
Steinberg, Danielle	Instructional Coach
Dorries, Joann	Dean

b. Duties

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

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

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

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

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

Nutrition Programs: John Young Elementary School has a Love Pantry program where students in need are given nonperishable foods in a backpack to take home over the weekends, to supplement not having free breakfast and lunch that the school provides. John Young Elementary also provides

afternoon supper for students who are in attendance at extended day care. This provides another meal for students who may not have this opportunity at home each night.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lino Rodriguez	Principal
Valeen Sabater Gonzalez	Parent
Audra Fresoli	Parent
Turita Dudhnath	Parent
Christina Billitteri	Teacher
Mayra Parra	Teacher
Ruth Caffery	Business/Community
Laura Fisher	Parent
Melissa Howell	Business/Community
Elaine Rogers	Education Support Employee
Arla Howell	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

Funds will not be needed for these plans.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Rodriguez, Lino	Principal
Agudo, Andrew	Assistant Principal
Childress, Kristin	Instructional Coach
Lane, Catherine	Other
Dorries, Joann	Dean
Brown, Bevan	Instructional Coach

b. Duties

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

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

John Young Elementary has implemented a common planning schedule and established Professional Learning Communities (PLCs) in each grade level. Each PLC creates norms and SMART goals in order to keep the time productive for the achievement of our students. Teachers meet regularly with their teams as well as with instructional coaches and administrators during common planning time to receive guidance for upcoming lessons.

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

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

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

Strategy: Weekend Program

Minutes added to school year: 4,680

The Saturday School program will consist of 16 sessions. In each session the students will be divided into groups by their need. This will be determined by beginning-of-the-year assessment data during data meetings held by the principal with the teacher. The targeted students are our bottom 30% and other lower performing students by recommendation of their teachers. We are offering this program to students identified as low performing and/or who have been retained in third, fourth, and fifth grades.

Strategy Rationale

To increase student achievement in all grades and students

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dorries, Joann, joann.dorries@ocps.net

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

Data will be collected monthly using the programs selected by the coordinator. The students will complete assessments and the results will be analyzed for growth. Students who show growth in areas will be placed in different groups according to need.

Strategy: Extended School Day

Minutes added to school year: 3,810

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Agudo, Andrew, andrew.agudo@ocps.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through support, feedback, and effective collaborative planning, staff will understand and plan standards-based instruction through the use of content specific, complex texts and standards-aligned tasks, to increase student achievement. (Division Priority #2: Accelerate Student Performance; Division Priority #5 Invest in Human Capital)

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

Strategic Goals Detail

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

G1. Through support, feedback, and effective collaborative planning, staff will understand and plan standards-based instruction through the use of content specific, complex texts and standards-aligned tasks, to increase student achievement. (Division Priority #2: Accelerate Student Performance; Division Priority #5 Invest in Human Capital) 1a

G094694

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Limited teacher knowledge of rigor and expectations of the Florida Standards due to grade-level staff changes
- Proficiency variability within teacher pedagogy
- The lack of teacher experience in the implementation of comprehensive collaborative planning

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches providing feedback for support and modeling of lessons
- Strong passion of a seasoned veteran staff
- District program specialists providing content-specific feedback and assistance to school-based coaches and teachers
- District PLC (DPLC) team

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Lino Rodriguez

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

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

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

G094695

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Lino Rodriguez

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Through support, feedback, and effective collaborative planning, staff will understand and plan standards-based instruction through the use of content specific, complex texts and standards-aligned tasks, to increase student achievement. (Division Priority #2: Accelerate Student Performance; Division Priority #5 Invest in Human Capital) **1**

G094694

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

B254605

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

S268907

Strategy Rationale

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

Action Step 1 **5**

Principal will define standards-based instruction and the differences between standards-based instruction and standards-referenced instruction through grade-level meetings to all teachers.

Person Responsible

Schedule

Weekly, from 8/2/2017 to 5/29/2018

Evidence of Completion

PowerPoint presentation

Action Step 2 **5**

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

Person Responsible

Andrew Agudo

Schedule

On 8/10/2017

Evidence of Completion

PowerPoint presentation

Action Step 3 5

Instructional coaches will provide professional development on deconstructing standards for standards-based instruction.

Person Responsible

Kristin Childress

Schedule

Monthly, from 8/2/2017 to 5/30/2018

Evidence of Completion

Sign-in sheets, PowerPoint presentation

Action Step 4 5

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

Person Responsible

Kristin Childress

Schedule

Weekly, from 8/2/2017 to 5/30/2018

Evidence of Completion

PLC meeting notes

Action Step 5 5

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

Person Responsible

Andrew Agudo

Schedule

Biweekly, from 8/2/2017 to 5/30/2018

Evidence of Completion

Lesson plans, classroom observational data

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

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

Person Responsible

Andrew Agudo

Schedule

Monthly, from 8/2/2017 to 5/30/2018

Evidence of Completion

Sign-in sheets, training materials, meeting notes

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

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

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

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

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

S268908

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Andrew Agudo

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Classroom observation notes

Action Step 2 5

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

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Coaching logs, mentoring notes, observation data

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

Administrators will monitor coaches' logs and mentoring notes uploaded onto School Leadership folder on Google Drive.

Person Responsible

Andrew Agudo

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Coaching logs

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

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

Person Responsible

Andrew Agudo

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Coaching logs, observation data, student achievement data

G1.B1.S3 District PLC Team will provide professional development for teachers in content specific complex texts and standards-aligned tasks. 4

 S268909

Strategy Rationale

To develop and increase teacher capacity in content specific texts and standards-aligned tasks in terms of literacy

Action Step 1 5

DPLC team will attend district meetings with other schools to plan professional development for teachers.

Person Responsible

Lino Rodriguez

Schedule

Every 6 Weeks, from 9/11/2017 to 5/30/2018

Evidence of Completion

Professional development agendas, sign-in sheets.

Action Step 2 5

DPLC team will conduct professional development for teachers.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 10/11/2017 to 5/30/2018

Evidence of Completion

PowerPoint presentations

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

School leadership team will conduct classroom observations and be active participants in common planning to monitor the implementation of strategies from professional development.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans, common planning notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

School leadership team will be active members in data meetings with grade-level teams to review the progress of students.

Person Responsible

Andrew Agudo

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data sheets for both grade-level and specific classes

G1.B2 Proficiency variability within teacher pedagogy 2

 B254606

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

 S268910

Strategy Rationale

To increase teacher proficiency and capacity in order to increase student achievement

Action Step 1 5

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

Person Responsible

Andrew Agudo

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Classroom observation data, lesson plans, PLC Reflection Template, teacher proficiency assessment results

Action Step 2 5

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

Person Responsible

Andrew Agudo

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

PowerPoint presentation, training materials

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

Principal and assistant principal will attend the professional development as well as collect and review all PLC Reflection Logs, and training materials.

Person Responsible

Andrew Agudo

Schedule

Weekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Training materials, PLC Reflection Logs, sign-in sheets

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

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

Person Responsible

Andrew Agudo

Schedule

Biweekly, from 9/4/2017 to 5/25/2018

Evidence of Completion

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

G1.B3 The lack of teacher experience in the implementation of comprehensive collaborative planning **2**

 B254607

G1.B3.S1 Instructional coaches will provide ongoing, job-embedded professional development to support teachers in the cultural and developmental process of common planning. **4**

 S268911

Strategy Rationale

By focusing on a shared vision and providing differentiated training and accountability mechanisms, teachers will be able to more effectively common plan and implement common standards-based instruction.

Action Step 1 **5**

Instructional coaches will provide teachers with training on the routines, process, and protocols of common planning prior to the start of the school year.

Person Responsible

Lino Rodriguez

Schedule

On 8/4/2017

Evidence of Completion

Training agenda reflecting the important elements of common planning, lesson plans aligned to the rigor of the standards

Action Step 2 **5**

Instructional coaches and grade-level PLC teams will meet weekly to commonly plan for instruction and assessments.

Person Responsible

Andrew Agudo

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Standards-based lesson plans, deconstructed standards, learning goals and scales, and common formative assessments aligned to the rigor of the standards

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Instructional coaches will meet weekly with principal and assistant principal to discuss the progress of the common planning process.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Leadership team meeting notes reflecting growth in teacher ability to comprehensively common plan standards-based instruction.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The leadership team will attend common planning sessions, review lesson plans, student performance data, and conduct ongoing classroom observations to determine whether teachers are achieving common implementation of standards-based instruction as a result of collaborative common planning.

Person Responsible

Andrew Agudo

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

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

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

G094695

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

B254608

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

S268912

Strategy Rationale

To aid teachers in planning and implementing effective small group instruction

Action Step 1 5

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

Person Responsible

Andrew Agudo

Schedule

On 8/9/2017

Evidence of Completion

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

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

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

Person Responsible

Andrew Agudo

Schedule

Weekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Lesson plans, classroom observations

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

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

Person Responsible

Andrew Agudo

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

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

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

S268913

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Kristin Childress

Schedule

On 7/12/2017

Evidence of Completion

Developed frameworks

Action Step 2 5

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

Person Responsible

Bevan Brown

Schedule

On 8/1/2017

Evidence of Completion

PowerPoint presentation

Action Step 3 5

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

Person Responsible

Joann Dorries

Schedule

On 8/4/2017

Evidence of Completion

Sign-in sheets, training materials, PowerPoint presentation

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

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

Person Responsible

Andrew Agudo

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

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

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

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

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

i-Ready student data, formative assessments, and summative assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S2.A1  A358768	Instructional coaches will meet and develop frameworks for small groups in reading and math.	Childress, Kristin	7/12/2017	Developed frameworks	7/12/2017 one-time
G2.B1.S2.A2  A358769	Instructional coaches will plan a professional development for implementation of small-group...	Brown, Bevan	8/1/2017	PowerPoint presentation	8/1/2017 one-time
G1.B3.S1.A1  A358765	Instructional coaches will provide teachers with training on the routines, process, and protocols...	Rodriguez, Lino	8/2/2017	Training agenda reflecting the important elements of common planning, lesson plans aligned to the rigor of the standards	8/4/2017 one-time
G2.B1.S2.A3  A358770	Instructional coaches will deliver small-group instruction professional development to staff.	Dorries, Joann	8/2/2017	Sign-in sheets, training materials, PowerPoint presentation	8/4/2017 one-time
G2.B1.S1.A1  A358767	Instructional coaches and administrators will create a framework of possible small group...	Agudo, Andrew	8/9/2017	Small-group instructional framework, small-group lesson plans, classroom observations	8/9/2017 one-time
G1.B1.S1.A2  A358755	Assistant principal will communicate expectations, non-negotiables, standards-based instruction,...	Agudo, Andrew	8/8/2017	PowerPoint presentation	8/10/2017 one-time
G1.B2.S1.MA1  M383282	Leadership team will conduct classroom observations and lesson plan reviews, as well as review...	Agudo, Andrew	9/4/2017	Common assessment data, i-Ready data, student performance data	5/25/2018 biweekly
G1.B2.S1.MA1  M383283	Principal and assistant principal will attend the professional development as well as collect and...	Agudo, Andrew	9/4/2017	Training materials, PLC Reflection Logs, sign-in sheets	5/25/2018 weekly
G1.B1.S1.A1  A358754	Principal will define standards-based instruction and the differences between standards-based...		8/2/2017	PowerPoint presentation	5/29/2018 weekly
G1.MA1  M383286	Leadership team, in collaboration with grade-level teams, will review classroom walkthrough and...	Rodriguez, Lino	8/14/2017	Bi-weekly data meeting notes, student works and/or performance data reflecting growth in mastery of the standards	5/30/2018 biweekly
G2.MA1  M383291	Principal and assistant principal will conduct weekly data meetings, classroom observations, review...	Rodriguez, Lino	8/14/2017	Classroom walkthrough data, student works and/or performance data reflecting growth in mastery of the standards	5/30/2018 biweekly
G1.B1.S1.MA1  M383276	Leadership team will attend common planning, review lesson plans and student performance data, and...	Rodriguez, Lino	8/14/2017	Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom walkthrough data, student works and/or performance data reflecting growth in mastery of the standards	5/30/2018 weekly
G1.B1.S1.MA1  M383277	Principal and assistant principal will attend professional development as well as review all...	Agudo, Andrew	8/2/2017	Sign-in sheets, training materials, meeting notes	5/30/2018 monthly
G1.B1.S1.A3  A358756	Instructional coaches will provide professional development on deconstructing standards for...	Childress, Kristin	8/2/2017	Sign-in sheets, PowerPoint presentation	5/30/2018 monthly
G1.B1.S1.A4  A358757	Instructional coaches will work with grade-level PLCs to assist with planning of rigorous lessons...	Childress, Kristin	8/2/2017	PLC meeting notes	5/30/2018 weekly
G1.B1.S1.A5  A358758	Teachers will implement more rigorous instruction as a result of professional development.	Agudo, Andrew	8/2/2017	Lesson plans, classroom observational data	5/30/2018 biweekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1  A358763	The leadership team will conduct classroom observations and provide teacher proficiency assessments...	Agudo, Andrew	8/14/2017	Classroom observation data, lesson plans, PLC Reflection Template, teacher proficiency assessment results	5/30/2018 weekly
G1.B2.S1.A2  A358764	The leadership team will provide professional development based on the needs of the instructional...	Agudo, Andrew	8/14/2017	PowerPoint presentation, training materials	5/30/2018 monthly
G1.B3.S1.MA1  M383284	The leadership team will attend common planning sessions, review lesson plans, student performance...	Agudo, Andrew	8/14/2017	Lesson plans reflecting a deeper understanding of aligning tasks to rigor of the standards, classroom walkthrough data/classroom observation data, student works and/or student performance data reflecting growth and mastery of the standards.	5/30/2018 daily
G1.B3.S1.MA1  M383285	Instructional coaches will meet weekly with principal and assistant principal to discuss the...	Rodriguez, Lino	8/14/2017	Leadership team meeting notes reflecting growth in teacher ability to comprehensively common plan standards-based instruction.	5/30/2018 weekly
G1.B3.S1.A2  A358766	Instructional coaches and grade-level PLC teams will meet weekly to commonly plan for instruction...	Agudo, Andrew	8/14/2017	Standards-based lesson plans, deconstructed standards, learning goals and scales, and common formative assessments aligned to the rigor of the standards	5/30/2018 weekly
G2.B1.S1.MA1  M383287	Leadership team will attend common planning, review lesson plans, and conduct classroom...	Agudo, Andrew	8/14/2017	Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom walkthrough data, student works and/or performance data reflecting growth in mastery of the standards	5/30/2018 biweekly
G2.B1.S1.MA1  M383288	Administrators will conduct classroom observations and attend planning meetings to ensure the use...	Agudo, Andrew	8/14/2017	Lesson plans, classroom observations	5/30/2018 weekly
G1.B1.S2.MA1  M383278	Administrators and instructional coaches will conduct teacher observations and will monitor the...	Agudo, Andrew	8/14/2017	Coaching logs, observation data, student achievement data	5/30/2018 weekly
G1.B1.S2.MA1  M383279	Administrators will monitor coaches' logs and mentoring notes uploaded onto School Leadership...	Agudo, Andrew	8/14/2017	Coaching logs	5/30/2018 monthly
G1.B1.S2.A1  A358759	Administrators and instructional coaches will conduct classroom observations to determine which...	Agudo, Andrew	8/14/2017	Classroom observation notes	5/30/2018 weekly
G1.B1.S2.A2  A358760	Instructional coaches will provide feedback and support to identified teachers through...	Rodriguez, Lino	8/14/2017	Coaching logs, mentoring notes, observation data	5/30/2018 weekly
G2.B1.S2.MA1  M383289	Data will be collected during the weekly data meetings to view the progress of students receiving...	Rodriguez, Lino	8/28/2017	i-Ready student data, formative assessments, and summative assessments	5/30/2018 weekly
G2.B1.S2.MA1  M383290	Administrators will conduct classroom observations and attend planning meetings to ensure the use...	Agudo, Andrew	8/28/2017	Teacher lesson plans, PLC notes, agendas, classroom walkthrough data	5/30/2018 weekly
G1.B1.S3.MA1  M383280	School leadership team will be active members in data meetings with grade-level teams to review the...	Agudo, Andrew	8/14/2017	Data sheets for both grade-level and specific classes	5/30/2018 weekly
G1.B1.S3.MA1  M383281	School leadership team will conduct classroom observations and be active participants in common...	Rodriguez, Lino	8/14/2017	Lesson plans, common planning notes	5/30/2018 weekly
G1.B1.S3.A1  A358761	DPLC team will attend district meetings with other schools to plan professional development for...	Rodriguez, Lino	9/11/2017	Professional development agendas, sign-in sheets.	5/30/2018 every-6-weeks
G1.B1.S3.A2  A358762	DPLC team will conduct professional development for teachers.	Rodriguez, Lino	10/11/2017	PowerPoint presentations	5/30/2018 monthly

V. Professional Development Opportunities

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

G1. Through support, feedback, and effective collaborative planning, staff will understand and plan standards-based instruction through the use of content specific, complex texts and standards-aligned tasks, to increase student achievement. (Division Priority #2: Accelerate Student Performance; Division Priority #5 Invest in Human Capital)

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

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

PD Opportunity 1

Principal will define standards-based instruction and the differences between standards-based instruction and standards-referenced instruction through grade-level meetings to all teachers.

Facilitator

Lino Rodriguez

Participants

Instructional Staff

Schedule

Weekly, from 8/2/2017 to 5/29/2018

PD Opportunity 2

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

Facilitator

Andrew Agudo

Participants

Instructional Staff

Schedule

On 8/10/2017

PD Opportunity 3

Instructional coaches will provide professional development on deconstructing standards for standards-based instruction.

Facilitator

Kristin Childress

Participants

Teachers

Schedule

Monthly, from 8/2/2017 to 5/30/2018

G1.B1.S3 District PLC Team will provide professional development for teachers in content specific complex texts and standards-aligned tasks.

PD Opportunity 1

DPLC team will conduct professional development for teachers.

Facilitator

District PLC Team

Participants

Teachers

Schedule

Monthly, from 10/11/2017 to 5/30/2018

G1.B2 Proficiency variability within teacher pedagogy

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

PD Opportunity 1

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

Facilitator

Leadership Team

Participants

Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/30/2018

G1.B3 The lack of teacher experience in the implementation of comprehensive collaborative planning

G1.B3.S1 Instructional coaches will provide ongoing, job-embedded professional development to support teachers in the cultural and developmental process of common planning.

PD Opportunity 1

Instructional coaches will provide teachers with training on the routines, process, and protocols of common planning prior to the start of the school year.

Facilitator

Instructional Coaches

Participants

Grade Level Teachers

Schedule

On 8/4/2017

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

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

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

PD Opportunity 1

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

Facilitator

Reading Coaches, Math Coach, Science Coach

Participants

Teachers

Schedule

On 8/4/2017

VI. Technical Assistance Items

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

G1. Through support, feedback, and effective collaborative planning, staff will understand and plan standards-based instruction through the use of content specific, complex texts and standards-aligned tasks, to increase student achievement. (Division Priority #2: Accelerate Student Performance; Division Priority #5 Invest in Human Capital)

G1.B3 The lack of teacher experience in the implementation of comprehensive collaborative planning

G1.B3.S1 Instructional coaches will provide ongoing, job-embedded professional development to support teachers in the cultural and developmental process of common planning.

TA Opportunity 1

Instructional coaches and grade-level PLC teams will meet weekly to commonly plan for instruction and assessments.

Facilitator

PLC facilitator and Instructional Coaches

Participants

Teachers and Instructional Coaches

Schedule

Weekly, from 8/14/2017 to 5/30/2018

VII. Budget

1	G1.B1.S1.A1	Principal will define standards-based instruction and the differences between standards-based instruction and standards-referenced instruction through grade-level meetings to all teachers.				\$0.00
2	G1.B1.S1.A2	Assistant principal will communicate expectations, non-negotiables, standards-based instruction, and roles to instructional staff.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	100-Salaries	1081 - John Young Elementary	Title I, Part A		\$3,000.00
3	G1.B1.S1.A3	Instructional coaches will provide professional development on deconstructing standards for standards-based instruction.				\$0.00
4	G1.B1.S1.A4	Instructional coaches will work with grade-level PLCs to assist with planning of rigorous lessons using standards-based instruction.				\$0.00
5	G1.B1.S1.A5	Teachers will implement more rigorous instruction as a result of professional development.				\$0.00

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6	G1.B1.S2.A1	Administrators and instructional coaches will conduct classroom observations to determine which teachers are in need of additional support.				\$0.00
7	G1.B1.S2.A2	Instructional coaches will provide feedback and support to identified teachers through implementation of the coaching cycle to increase teacher knowledge of rigor and expectations in regards to standards-based instruction.				\$0.00
8	G1.B1.S3.A1	DPLC team will attend district meetings with other schools to plan professional development for teachers.				\$0.00
9	G1.B1.S3.A2	DPLC team will conduct professional development for teachers.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1142	140-Substitute Teachers	1081 - John Young Elementary	General Fund		\$3,000.00
10	G1.B2.S1.A1	The leadership team will conduct classroom observations and provide teacher proficiency assessments to include: deconstructing standards, assessment development, and lesson development to determine the needs of the instructional staff.				\$0.00
11	G1.B2.S1.A2	The leadership team will provide professional development based on the needs of the instructional staff as determined through classroom observations and the teacher proficiency assessment.				\$0.00
12	G1.B3.S1.A1	Instructional coaches will provide teachers with training on the routines, process, and protocols of common planning prior to the start of the school year.				\$0.00
13	G1.B3.S1.A2	Instructional coaches and grade-level PLC teams will meet weekly to commonly plan for instruction and assessments.				\$0.00
14	G2.B1.S1.A1	Instructional coaches and administrators will create a framework of possible small group instruction structures and strategies.				\$0.00
15	G2.B1.S2.A1	Instructional coaches will meet and develop frameworks for small groups in reading and math.				\$0.00
16	G2.B1.S2.A2	Instructional coaches will plan a professional development for implementation of small-group instruction for teachers to implement in the classrooms.				\$0.00
17	G2.B1.S2.A3	Instructional coaches will deliver small-group instruction professional development to staff.				\$0.00
					Total:	\$6,000.00