

Greenfield Elementary School

6343 KNIGHTS LN N, Jacksonville, FL 32216

<http://www.duvalschools.org/greenfield>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	C	C

**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 was approved by the Duval County School Board on 11/1/2016.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Greenfield Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To create a positive and secure environment for learning in a changing community where staff and students strive to meet their highest potential.

b. Provide the school's vision statement.

A community working together to meet the needs of ALL students.

2. School Environment

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

At the beginning of each school year, we conduct an orientation in which parents can come to visit their child's new school and classroom. We also conduct Open House to learn more about our students, and to inform parents about the instructional program, behavior expectations, and all the wonderful activities that will be implemented within our Parent Involvement Plan. We have various nightly events, some educational and some just for relationship building each month, as to build relationships not only with our students, but with the entire family unit, as everyone is a major stakeholder.

We have one full time ELL paraprofessional and two part time ELL paraprofessionals, who are our school's contacts for ELL families. They are an added benefit to our community, as they translate and inform us about the various cultures within our building, specifically Spanish and Burmese, so that we can better serve these students and continue building relationships with them. We also conduct a Multicultural Fair during the spring time of the school year in which we celebrate our school's diversity. This year, we have increased our ELL population to over 130 active students and approximately 15 - 20 who are being monitored.

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

We conduct a behavior assembly at the beginning of the school year and after the students return from winter break. In these meetings, we discuss respect, civility, behavior expectations and the school we all want to be a part of as school citizens. We conduct Citizen of the Month ceremonies for students who are at or above standard in displaying conduct that's conducive to learning at all times, focusing on various character traits on a monthly basis. These awards given to children who display high standards of respect, kindness, generosity, cooperation, charity, honesty, etc... We also pass out Dolphin Dollars to those classes who are model classes in the cafeteria, hallways, and at resource. The class that earns the most Dolphin Dollars each month receives a classroom incentive. We have awards assemblies, in which students who earn an "A" in conduct are recognized before the entire grade level. We also have Distinguished Dolphins (positive referrals) to highlight positive behavior. We have developed our school's safe school plan (PBIS) to help us further develop the positive traits and characteristics within our students, which positively impacts our entire school culture.

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.

The AP and I conduct behavior assemblies twice a year, informing students of the established behavior expectations and consequences of their actions when behavior standards are and are not met. The teachers are briefed on the behavior standards, the implementation of CHAMPS and understanding the new universal referral implemented by the district. They also receive a Code of Conduct in-service during pre-planning, as to ensure we all have a clear understanding of the various codes and consequences. We have also built in many positives within our behavior plan: Citizen of the Month Award, Dolphin Dollars given to classes that meet and exceed behavior standards, certificates for behavior at awards assemblies, conduct marks on the report card, etc....

Our part time ISSP Coordinator conferences with students who are habitual offenders. Our counselor offers individual and group counseling on a continuous basis for students who are behaviorally challenged. She has various groups at different grade levels that she counsels on a daily and weekly basis. She also conducts classroom sessions in which she talks about bullying, civility and overall safety.

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.

Our school's counselor conducts weekly and bi-weekly sessions with students who are having major social and emotional issues. She also has a reward system built within her program for students who are improving in their behavior. We have a BIG Brothers/Sisters program implemented within our overall program for students who are having major academic and/or social and emotional problems. We have seniors from Englewood High School mentoring these students weekly. We are also deeply connected to the Englewood Full Service, and they provide consistent services to students who are referred by their teachers. Through Englewood, students receive various services from outside agencies which focus on the WHOLE child. Ms. Luck, our school's guidance counselor, is the liaison for these various out of school initiatives.

3. Early Warning Systems

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

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

For those students who are attending school less than 90% of the time, they are immediately referred to the Attendance Intervention Team (AIT). Before a meeting is held, we speak with our district social worker to make home visits on our behalf, as to identify the problem, which prevents the student from attending school on a regular basis. If it doesn't improve, then a meeting is held with the counselor, the interventionist and the parent. A contract is developed, in an effort to improve the student's attendance to school and the parent is given several strategies in which to use for improvement. For those students who make perfect attendance, they are given certificates at the end of each nine weeks period. If they earn perfect attendance the entire year, they are given a trophy.

Children are strategically placed throughout the grade level if they have been unsuccessful in math and reading, if they have failed a grade, score low on learning platforms, and/or they earned a level 1 on state assessments in grades 3 - 5. This is strategically done, so the students can receive intensive remediation as a part of their daily instructional path. These students are also identified as ones who will receive more intensive help from the classroom teacher during center rotations. In these groups, the teacher utilizes on time data to differentiate according to need. In skills groups this year, we are

focusing a lot of our efforts on using the iReady Toolkit, TTS materials, FCRR activities, Envision Remediation math kits, etc... We have designed a schedule in 3 - 5, as to assign one VE teacher at every grade level. In doing this, they can work closely with each the grade level team, differentiate according to the needs of their students, attend common planning, and teacher more strategically as they are balancing a pull out program with an in-class program. Our full time Reading Interventionist will be servicing 50 students in grades 4 and 5. If we receive enough Title One monies, then we will be hiring a part time reading interventionist for grades 3 - 5, as to work with students who are below grade level in reading utilizing a technology platform called Achieve 3000.

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	8	11	10	5	3	4	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	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	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Students that are identified by the early warning system are identified by every classroom teacher utilizing our current data points found in Performance Matters. Their baseline diagnostics are used to appropriately place children in data driven centers, meeting their individual, differentiated needs. Teachers conduct data chats with the students, informing them of their status and the expectation of where they should be by the end of the nine weeks and by the end of the year. Then, children set goals for improvement throughout the year and work towards meeting those said goals. The bottom quartile students are placed in before and after school safety nets for more intensive support in a small group setting. In these small groups, they utilize Achieve 3000 articles and Standards Mastery assessments. After reading, they work with the teacher to discuss, annotate, if needed, discuss answers, ruling out incorrect answers, etc... In math, they complete iReady and purchased FSA materials that are standards driven. FOCUSED calendars are built according to data points, so everything is strategic and intentional during these small group sessions. The teachers will track their data throughout the year for improvement and tweak plans accordingly to move them further in their learning. We also conduct Data Chats with each and every teacher at least 3 times throughout the year, as to monitor individual student's progression or regression. Students are identified according to various data points. This is an ongoing practice, as we FOCUS on student performance and improvement in weekly Common Planning sessions, also.

B. Family and Community Engagement

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

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

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

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

Yes

1. PIP Link

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

2. Description

We want to increase parent involvement this year both in those that attend functions in our school and those that volunteer in our school. Both PTA and SAC will be helping us with this during the course of the year by offering in school and after school programs. We have just elected a new PTA President, and she wants to implement more after school events that are for both parents and students, impacting the family unit.

We have sent out business partner letters to all surrounding businesses in an effort to increase volunteer participation. We have devised opportunities within the school day for outside stakeholders to participate in on a weekly basis. We began by completing volunteer applications during Open House last week.

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.

We consistently send out business partner letters each year, in hopes of retaining and increasing our number of business partners. We have also devised opportunities for all community partnerships, so they can assist and help our school community. For some, it's through finances, for some it's through dedicating time during the day in the classroom, and for others, it's through supplying incentives to teachers and students for academic improvement and increased student achievement. We have also allowed associations to use our grounds on the weekend for sporting events that are held at the park or the neighboring middle school. We have also partnered with local churches, as our students attend their local assemblies, in an effort to promote our school community, while enhancing our community relationships and building community partnerships.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Simpson, Todd	Principal
Rose-Hamann, Shannon	Assistant Principal
Luck, Leslie	School Counselor
Noll, Mary	Instructional Coach
Watts, James	Instructional Coach

b. Duties

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

The school based team meets monthly to analyze and address the needs of the school and to make sure that we are implementing our school improvement plan. The Shared Decision Making Team/ Management Team helps define the goals of the school and then determines the resources needed to meet said goals, in an effort to increase student achievement at every grade level, eventually helping each and every student reach his maximum potential for learning. The administration (Simpson and Hamann) provide the general oversight of all instructional and service oriented programs. They develop the professional development calendar according to need, classroom walk-throughs and teacher requests. They also utilize school funds to invest in before and after school programs for those students not meeting grade level standards. They are also the individuals who hire and develop programs to retain high quality teachers at Greenfield Elementary school. Leslie Luck, the school's counselor, serves as the liaison between the school, the district and community agencies. She also serves as the Rtl representative for the school, scheduling conferences and ensuring all paperwork and interventions are implemented correctly and consistently. She also conducts counseling groups throughout our primary grade levels for academically and behaviorally challenged students. She conducts classroom counseling at the intermediate levels, also. Mary Noll, our school's Reading Coach serves as the primary contact for school wide literacy. She is also the resident coach for literacy professional development at each grade level. She models, coaches and works with individual teachers, and she services several groups of 3rd graders on a daily basis (small group instruction). Mr. Watts is our school's Math Coach. This is a first for Greenfield, as we were able to hire a math coach utilizing Title One funds. He conducts classroom walkthroughs, coaches teachers, co-teaches with teachers, and he also provides consistent professional development during common planning sessions and Early Dismissal meetings. He also services 4th and 5th grade small groups daily, in an effort to positively impact students who have been identified as bubble students.

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.

As funds are available, we allocate for Rtl and extended intervention assistance either during or after school. Materials are also purchased utilizing these same funds. The students are selected based upon their performance on state testing and/or periodic progress monitoring of baseline testing, iReady, Achieve 3000 and/or classroom informal assessments. The material is aligned with the new Florida State Assessment. Therefore, students are utilizing curricula materials that are aligned with the current tests, which will expose them to what they will see in the spring of the school year. This process will better prepare them for the challenges of this new assessment that will be in its 3rd year of implementation. Our students will be better prepared for mastering grade level standards and objectives.

The team has been working very hard to ensure that strategies are aligned with daily practice, which will allow the teachers to gather the data that's needed to implement effective interventions for each and every student in their classroom.

Everything that's done throughout the process is determined by the driven goals of the school improvement plan. Everything is aligned, with accountability measures in place, to ensure data driven instruction is implemented and it is effective. The school improvement plan is reviewed throughout the year, as it is a living document that's augmented, always focusing on SCHOOL IMPROVEMENT.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Todd Simpson	Principal
Michelle Gregerson	Business/Community
Edwina Maxwell	Education Support Employee
Mary B. Noll	Parent
Kristina Owen	Parent
Jay Conklin	Parent
Betty Donze'	Business/Community
Eglys Hernandez	Business/Community
Don Redmon	Business/Community
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC is given an opportunity to review last year's school improvement plan individually and collectively, as a team. We discuss the plan within the SAC meeting itself, but we also give them an opportunity to process the plan by taking it home and responding by e-mail, before another meeting is held. Then, we will collect all insights, respond by e-mail, and then further discuss in the upcoming meeting if needed before amending the plan that is always in draft form throughout the year, even when it's approved through the county.

We also review the school improvement plan periodically throughout the school year as data is collected at the various grade levels, just to ensure that our strategies are effective and/or teachers are implementing them with fidelity. We truly believe that the plan is a working document, and we continue to update accordingly, always ensuring that our pedagogy meets the needs of every student at Greenfield Elementary.

b. Development of this school improvement plan

All stakeholders are involved with the development of the school improvement plan. First, as a school, we review last year's plan during preplanning. We make a determination if implemented strategies were effective or not effective. Then, we begin developing strategies based on data, current resources, etc... After developing strategies, we begin writing the plan, always keeping our SAC involved throughout the process, because they are a part of developing the first draft. After developing the first draft, it is given to the school's improvement team and SAC, so they can review, and we can make corrections as needed. After it has been corrected and/or adjustments are made, it is then shared with the school and SAC for approval, with necessary corrections having to be made. Outside of the parents on SAC, all other parents are given an opportunity to preview and review throughout the year, as some can't make SAC meetings. In this manner, we are able to reach more and more stakeholders throughout the development process.

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

Now that we have an allocation plan in place, we're given positions and resources based upon the size of the school and the school's needs. We always include our Shared Decision Making Team and

SAC in developing the overall budget, ensuring that the process is seamless and all major stakeholders have voice in the process. After taking considerations from both groups, which represent the school as a whole and the community at large, we implement and move forward through the budgetary process, always informing both factions of the end results. Children are at the heart of every decision that is made at Greenfield.

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

Funds were utilized to pay for after school teacher tutors in grades 4 - 5. We selected 12 - 15 students at each grade level who were identified as bubble students. They were allowed to participate in 2 one hour sessions per week in the area of reading. We had fourth and a fifth grade teachers operating these after school sessions. We utilized iReady and Achieve 3000 for all leveled learners who participated. The teachers also utilized daily work in small group sessions as to strategically focus on problems the students were having within the CORE component of Duval Reads.

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
Simpson, Todd	Principal
Noll, Mary	Instructional Coach
Rose-Hamann, Shannon	Assistant Principal
Barbarisi, Regina	Teacher, K-12

b. Duties

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

The Literacy Leadership Team shares the vision of the administration and the entire team specifically at each grade level, so it can be shared school wide to everyone. Everyone must understand that the team focuses on multiple opportunities for children to read independently and on grade level within the CORE, as well as providing Tier II and III interventions during center rotations. Motivating students to read is a consistent task that's performed by team members, as they work with faculty and staff in each and every classroom, as to ensure that we have overall student engagement in each component of every Duval Reads lesson. Students who meet the quarterly reading goals are given incentives for their hard work and dedication. At the end of the year, the school always conduct a major reading celebration for all students who have met their goal throughout the school year. We are always devising plans to encourage the love of reading on a daily basis in every classroom.

We have always set a reading goal to work towards in our School Improvement Plan. We are committed to tracking our students' reading goals. We are always focused on building vocabulary and reading stamina through small group instruction and during the CORE. Teachers will use running records to track progress as well as reports from our technology platforms (iReady and Achieve 3000)

to make informed instructional decisions during center rotations - Tier II and III interventions.

This year, we utilized Title One funds to secure a full time Media Specialist. Ms. Wintamute will conduct Book Fairs throughout the year, and students are awarded incentives for reading books throughout the year because of various programs she will implement within her library program. She does this personally, as she wants to increase literacy participation at each grade level. Her lesson plans will also align to the major standards covered in the classroom setting, as another opportunity for students to receive exposure, remediation, and support to what's being taught in the classroom setting.

The Literacy Team attends ongoing campus and district level literacy professional development. All pertinent information is discussed and shared amongst all the faculty members. This year, our entire leadership team will attend trainings, so the message received will be the same for everyone. We will then turnkey the information to all faculty and staff members, as to develop a seamless professional development program in which we are ALL hearing the same things, which will bridge the gap in adult learning, and keep us all focused on said learning goals and implementation of these goals at the same time. This team meets monthly to continue developing our literacy plan, always focusing on data, incentives, needed PD, etc... Ms. Noll will also be leading primary lesson studies on different reading strategies and implementing Guided Reading for overall reading improvement in KG - 2nd grade as another opportunity to EXPOSE teachers to good instructional practice, which positively impacts student learning.

D. Public and Collaborative Teaching

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

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

Teachers are given the opportunity to collaboratively plan frequently outside of Common Planning and Early Dismissal training. During these sessions, they have the opportunity to develop lesson plans, disaggregate data, discuss the alignment of resources with curriculum, etc.... They also have time to just REFLECT on teacher practice and collaborate with colleagues in a non-threatening, non-evaluative manner. On Early Dismissal Days, the 1st one of the month, teachers spend quality time together before the afternoon PD begins. Afterwards, we discuss celebrations throughout the building, as a way to continuously encourage everyone as being a part of a team.

This year, we will continue with Common Planning every week in which we meet with our colleagues to discuss current data points, implementation of the curriculum, student work, etc.... This is the second year of implementation, so we are really hoping to improve in said areas as we now have a Reading and a Math Coach. They are used to an established agenda, developing next steps, and forming an action plan for next week's session. Everyone, I have found, is more focused, and they understand the brevity of the work and what we are trying to establish as a Community of Practice at Greenfield Elementary.

The Climate Committee will continue to create opportunities for us to celebrate as a faculty, always focusing on coming together in a positive, relaxed manner to build relationships on and off grade level, as to develop a positive culture within the school environment.

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

The Principal, Assistant Principal and grade level representatives, when appropriate, interview candidates and select the best candidate fit for our school. We really consider how relationships will be built, knowing the teachers already on staff. We also allow multiple opportunities for the teachers during the week to collaborate and support one another in this work. They need this ongoing support. The AP

and I also conduct individual conferences with the new teachers, in an effort to gauge how they are feeling, what are their needs and how can we support them, in hopes of retaining highly performing instructors.

Mentors are then assigned to each new person. The mentoring teacher serves as a school buddy to ensure that the mentee is on the same page as everyone else, always being supportive, alleviating the mentee of major concerns he/she may be having. We also assign the instructional coaches to work with the new mentees to help them understand and implement the instructional framework with fidelity. The coaches, in many instances, will co-teach when needed, always being supportive to teachers who are new to the profession and/or new to Greenfield.

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

The M.I.N.T. program pairs a new teacher with an experienced teacher who has 3 or more years of exemplary teaching. The mentoring teacher is CET certified, and he or she has had opportunities to work with pre-interns and interns. Furthermore, we try to match personalities and areas of need when assigning mentees to a mentoring teacher. Every new teacher to the school is given a mentor even if they are not a first year teacher. Mentors and mentees meet regularly with the Professional Development Facilitator to discuss concerns, level support and share their successes, no matter how small, so they can all experience a measure of success.

Teachers are also given opportunities to view other practitioners outside of Greenfield and/or the region. These teachers have been identified by specialists as Reflective Practitioners who use best practices to move children forward in their learning, and their testing data supports their instruction. The mentees are given opportunities to view the exemplary model, reflect on what was learned and what can be implemented quickly. Throughout this entire process, the mentee is to focus on their craft and how it can be developed even the more as a learning practitioner.

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.

To continue full implementation of the FI Common Core Standards correctly and ensure alignment, our teachers are implementing the county's adopted curriculum with fidelity. We do not purchase ancillary and/or supplementary materials unless they are approved by the county, and they are aligned to the new curriculum. Teachers have been identified at various grade levels to represent the school's interest at district professional development, and they in return turnkey the trainings to all others on grade level and/or specific content areas, so all teachers will understand the expectations of the district and implement with fidelity. Items developed by the district and/or approved vendors are the only items that we receive when attending these sessions. The Principal and AP consistently conduct walkthroughs and monitor implementation of standards to ensure that lesson plans are aligned to the Florida State Standards and the performance tasks that are produced by the students after instruction has been given, and it meets the rigor of these new standards.

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.

We use a variety of data points to differentiate and meet the immediate and individual needs of our students. The teachers disaggregate various data points to place children in appropriate safety net groups, i.e. leveled student led groups, teacher led groups using iReady toolkit/toolbox and data platforms with built-in instructional paths according to the students' performance on the baseline tests. After disaggregation and placement, the teachers implement strategic remediation, and the children receive ongoing progress monitoring to ensure the students are moving forward in their learning. If not, then a new plan is developed, implemented and monitored. If all fails, then the student is recommended to Rtl for more assistance, which may lead to MRT discussion for possible testing. The implemented cycle continues throughout - developed plan of action, implementation and consistent monitoring from the teacher, administration and the Rtl team respectfully, as to develop an effective instructional plan to meet Tier II and III interventions.

Instruction is differentiated by the classroom teacher through data driven centers using current data points for Tier II and III instruction. VE teachers and the instructional coach provide "push in" instruction for those students who are considered ESE and /or bubble students according to their testing data. They provide immediate intensive remediation in small groups and individually for students that may need Tier III interventions.

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: After School Program

Minutes added to school year: 5,400

We will begin an after school intensive reading class for 3rd and 4th graders, approximately 12 - 15 students. The students will be using Achieve 3000 (technology platform) and common core materials purchased through a vendor. They will begin in October and end in May. We will also have a math club for below grade level and on grade level students in grade 3. These students will be selected based upon their their baseline scores and teacher observation in the classroom. The teacher will select 12 to 15 students between four classes. They will rotate the students as students begin to grow and develop their math skills, as to differentiate according to need. They will begin the math club (remediation and enrichment camp) in January, and it will continue throughout the month of May.

Strategy Rationale

The strategies being implemented will allow us to differentiate our instruction according to student need, and the teachers will always be in a position to conduct individual groups and one-on-ones with students, providing them very strategic, intentional help, that they may not be receiving in the classroom environment because of the class's size.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Simpson, Todd, simpson@duvalschools.org

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

There are computerized reports that are developed through iReady and Achieve 3000. The teacher will also make informed decisions based on small group work and one-on-one sessions, as to implement a remediation program that is INTENTIONAL and STRATEGIC. Therefore, it is imperative for the teacher to conduct one-on-one sessions with the students and review all data points to ensure that the right students are receiving these services and the monitoring is consistent as to determine effectiveness, student growth, and instructional practice.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

At the end of the school year, we offer tours to the preschools in our immediate area whose children are slated to attend Greenfield. We expose them to the classroom environment and what Kindergarten entails. We also talk to the parents about what they can be doing during the summer in preparation for the upcoming school year. We offer a packet with skills developmental activities as a ways to support learning before the school year begins. When school begins, we place paraprofessionals in Kindergarten to provide support through baseline testing and intentional, strategic support of those students not mastering standards for entering school, for many, their first

time in school. We also provide enrichment for those students who are at or above standard, even to the point of allowing them to join a first grade class for reading or mathematics, they can work on that level with minimal to no instructional issues.

We offer a Kindergarten craft night to help Kindergarten families get acquainted and meet other families, which allows them opportunities to network with each other. This is a fun evening in which families come together to make things and learn about the school. Our teachers are able to meet with other families in an informal setting, which fosters encouragement and support among all families within our Kindergarten grade level.

There is a developed plan for all outgoing 5th graders, also. We, as a school, have always scheduled a day in which our 5th grade students go to Southside Middle School, our neighborhood school, as to learn about 6th grade, the middle school experience and what it takes to be successful. Our school counselor works in conjunction with their counselor to make it a positive experience, as to keep good students in our neighborhood middle school, versus going to other magnet schools outside our zone or other schools outside the district. We also schedule for their band, administration and student leaders to join our end of the year reading celebration, as to let them know about our neighborhood middle school and what to expect when entering 6th grade. We also provide them other literature of interests to them and their families from other magnet programs within the district, specifically our feeder school, Kirby Smith, as to help them choose the BEST program for their rising 6th grader.

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.

n/a

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

n/a

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

n/a

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.

n/a

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we implement various incentive measures through our school's counseling office and conduct consistent AIT meetings for students with less than a 90% daily attendance rate, then our overall proficiency in ELA and Math will improve, as measured by i-Ready and the FSA.
- G2.** If we consistently and effectively implement Tier II and III instruction during center rotations, then student achievement will increase for all leveled learners, as evidenced by more students performing at grade level during implementation of the CORE.
- G3.** If we utilize current data points effectively and consistently, collaborate regularly for structured common planning sessions, and differentiate instruction in reading and mathematics to meet the needs of each student, then we will improve our school's overall performance on the FSA.

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. If we implement various incentive measures through our school's counseling office and conduct consistent AIT meetings for students with less than a 90% daily attendance rate, then our overall proficiency in ELA and Math will improve, as measured by i-Ready and the FSA. 1a

G086493

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	10.0

Targeted Barriers to Achieving the Goal 3

- Lack of parental support for students attending inconsistently
- Lack of funds for incentive programs to extrinsically motivate students to attend school

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Counselor, Data from FOCUS, Englewood Full Service, District's AIT personnel for meetings, Implemented AIT plans being enforced and business partners to help purchase incentive items

Plan to Monitor Progress Toward G1. 8

Observation of student engagement during lessons, student performance on class, district and state tests, and students interactively participating in lessons

Person Responsible

Todd Simpson

Schedule

Monthly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Student performance on Exit Tickets, district and state assessments and students interactively participating in lessons.

G2. If we consistently and effectively implement Tier II and III instruction during center rotations, then student achievement will increase for all leveled learners, as evidenced by more students performing at grade level during implementation of the CORE. 1a

G086494

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	10.0

Targeted Barriers to Achieving the Goal 3

- Novice and Experienced teachers are not effectively utilizing data to implement Tier II and Tier III interventions
- Limited knowledge of the resources used to meet the needs of individual students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Implemented Curriculum (Duval Reads and Duval Math)
- Ancillary materials used during teacher led and student led groups (Teacher Toolkit/Toolbox, FCRR activities, Envisions intervention materials, READY math (student bound editions), Blended Learning platforms, Standards Mastery, etc....

Plan to Monitor Progress Toward G2. 8

Review Center Rotation lesson plans, Implemented centers on a daily basis, Coaching support during center rotations and Classroom Walkthroughs with provided feedback given to the teacher

Person Responsible

Shannon Rose-Hamann

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Student Work samples, Center Rotation plans, Student Ownership and Understanding of the work being completed during the various centers.

G3. If we utilize current data points effectively and consistently, collaborate regularly for structured common planning sessions, and differentiate instruction in reading and mathematics to meet the needs of each student, then we will improve our school's overall performance on the FSA. 1a

G086495

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	55.0
FSA ELA Achievement	10.0
FSA Mathematics Achievement	10.0

Targeted Barriers to Achieving the Goal 3

- Limited knowledge and resources to use with our growing ELL population.
- Lack of time is a barrier for this goal. We have limited time for small group and one-on-one instruction. Furthermore, the amount of time allotted for common planning is limited; therefore, there is a lot to cover in a short amount of time.
-

Resources Available to Help Reduce or Eliminate the Barriers 2

- Duval Reads is the implemented CORE for all Tier I students
- iReady and iReady Toolbox will be utilized for Tier II intervention during center rotations for math and reading
- Achieve 3000 will be utilized to enforce comprehension through appropriate Lexile leveling
- Envisions Remediation materials will be utilized during the math center rotation
- Leveled Readers and Leveled books for students during Independent Reading
- Duval Math is the implemented CORE for all Tier I students

Plan to Monitor Progress Toward G3. 8

Student work, mid-module assessments, end of module assessments, exit tickets, iReady results, Achieve 3000 results, coaching forms, walk-through forms

Person Responsible

Shannon Rose-Hamann

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

The leadership team will meet weekly to analyze data and monitor progress toward meeting the goal utilizing current data points.

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. If we implement various incentive measures through our school's counseling office and conduct consistent AIT meetings for students with less than a 90% daily attendance rate, then our overall proficiency in ELA and Math will improve, as measured by i-Ready and the FSA. **1**

 G086493

G1.B1 Lack of parental support for students attending inconsistently **2**

 B229841

G1.B1.S1 To effectively educate parents of the importance of attending school on time and everyday, and its effect on student performance in the classroom and on state testing. **4**

 S242494

Strategy Rationale

Parents must come to understand that not attending school on a regular basis and on time will have a negative effect on their child's performance - presently and in the future.

Action Step 1 **5**

The school's guidance counselor must keep parents abreast of their children's absences and tardies and its effect on student performance through parent calls, informal meetings, and formal AIT meetings, if needed.

Person Responsible

Leslie Luck

Schedule

Monthly, from 9/11/2016 to 6/2/2017

Evidence of Completion

Records of parent calls and informal meetings, documented AIT meetings, Implemented AIT plans, if needed

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

Consistently review attendance and tardy data in FOCUS, Speak with the teachers of those students who are inconsistently attending school and Monitor developed AIT plans for improvement

Person Responsible

Leslie Luck

Schedule

Biweekly, from 9/11/2016 to 6/2/2017

Evidence of Completion

Attendance Records/Sheets from FOCUS and AIT developed plans for improvement

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

Consistently Speaking with classroom teachers and parents about attendance issues and a means to remedy and Reviewing AIT plans that are developed, always monitoring for improvement.

Person Responsible

Leslie Luck

Schedule

Monthly, from 9/11/2016 to 6/2/2017

Evidence of Completion

FOCUSUS Daily Attendance Data for identified students and AIT implemented plans

G1.B1.S2 To implement a rigorous and engaging program within the class setting that meets the needs of all leveled learners, which will develop the love for school within each and every student, so they will want to attend school. 4

S242495

Strategy Rationale

Children don't often attend school, because they are not engaged on what's being presented, especially those who are low leveled learners. They need a hook, an engaging card, which will make them desire to attend school, wanting to be there at all times.

Action Step 1 5

Implementation of a rigorous, engaging program must be implemented, provoking students to attend school daily is a must to improve student achievement.

Person Responsible

Shannon Rose-Hamann

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, CORE implementation, Student Engagement, Students participating on a consistent basis

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

Instructional Coaches will coach, provide instructional support and Co-teach, if needed and PD will be provided for all faculty and staff

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Classroom Walkthrough notes/forms, Coaching support logs, District support logs, Sign-In sheets from PD offered, student engagement observed during the lesson through interaction, student work, etc...

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

Instructional Coaches will coach, provide instructional support and Co-teach, if needed and PD will be provided for all faculty and staff

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Classroom Walkthrough notes/forms, Coaching support logs, District support logs, Sign-In sheets from PD offered and the level of participation, student engagement observed during the lesson through interaction, student work, and student performance on district and state testing.

G1.B2 Lack of funds for incentive programs to extrinsically motivate students to attend school 2

 B229842

G1.B2.S1 We will utilize our business partners and Englewood Full Service to fund incentives for our in school incentive programs for attendance improvement and also to conduct student programs explaining the importance of attending school on time and every day. 4

 S242496

Strategy Rationale

Children need to be educated concerning the importance of attending school on time and every day and its impact on their performance.

Action Step 1 5

Our School Counselor will implement the Dazzling Dolphin incentive program, conduct AIT meetings for students whose attendance doesn't improve and utilize the Englewood Full Service to conduct programs discussing the importance of attendance and tardies.

Person Responsible

Leslie Luck

Schedule

Biweekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

FOCUS Attendance Data, Children's response to programs and selected students' response to the incentive program

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

Consistently review FOCUS Attendance Data and Conduct AIT meetings with teachers, parents and students

Person Responsible

Leslie Luck

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Daily FOCUS Attendance Data on identified students and the effects of implemented AIT meetings

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

Consistently extracting attendance data from FOCUS, impact of implemented AIT plans for identified students and support services through Englewood Full Service for parents, if necessary

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

FOCUS Daily Attendance data and implemented AIT plans and the effect on improved attendance for identified students

G2. If we consistently and effectively implement Tier II and III instruction during center rotations, then student achievement will increase for all leveled learners, as evidenced by more students performing at grade level during implementation of the CORE. 1

G086494

G2.B1 Novice and Experienced teachers are not effectively utilizing data to implement Tier II and Tier III interventions 2

B229843

G2.B1.S1 During Common Planning and Early Dismissal meetings, instruct teachers on how to disaggregate, analyze and use the data effectively, as to develop small groups for intentional instruction.

4

S242497

Strategy Rationale

We have the data needed to make informed instructional decisions, but we do not utilize appropriately, as to implement strategic instruction as to meet the individual needs of students during center rotations

Action Step 1 5

Plan effective Common Planning and Early Dismissal professional development, as to instruct teachers on how to disaggregate, analyze and use the data to develop effective, strategic small groups to meet the needs of ALL leveled learners.

Person Responsible

Shannon Rose-Hamann

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Common planning agendas and action plans, ED agendas and the work produced by the teachers for implementation in the classrooms.

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

Monitor center rotation implementation and the work that's being produced from implementation with fidelity

Person Responsible

Shannon Rose-Hamann

Schedule

Weekly, from 6/13/2016 to 6/2/2017

Evidence of Completion

Weekly Walkthroughs/Observations, Teacher Lesson Plans, Student Ownership and Understanding, and Student Work.

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

Review Center Rotation lesson plans, Implemented centers on a daily basis, Coaching support during center rotations and Classroom Walkthroughs with provided feedback given to the teacher

Person Responsible

Shannon Rose-Hamann

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Center Rotation plans, Student work being completed, Observation of Student Ownership and Understanding

G2.B2 Limited knowledge of the resources used to meet the needs of individual students. 2

B229844

G2.B2.S1 Increase teacher knowledge of all the district mandated ancillary materials to be used during center rotations as to effectively implement with fidelity. 4

S242499

Strategy Rationale

Students are not receiving intentionally strategic Tier II and III interventions during center rotations, because teachers lack the knowledge of all the materials that can be used intentionally and strategically, as to move students forwards in their learning.

Action Step 1 5

Increase teachers' knowledge of Tier II and III intervention materials that should be used during center rotations effectively with fidelity.

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Observation of materials used during implementation and Student Work samples collected

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

Classroom Walkthroughs, Student Work completed, Instructional Coaches supporting during center rotations

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Classroom Walkthrough form, Student Work, Center Rotation Plans

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

Classroom Walkthrough Forms, Review Student Work, Instructional Coaches supporting during center rotations and making notes for improvement in implementation and anecdotal notes on student performance.

Person Responsible

Todd Simpson

Schedule

Weekly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Student Work, Student Ownership and Understanding, Student performance on district and state assessments

G3. If we utilize current data points effectively and consistently, collaborate regularly for structured common planning sessions, and differentiate instruction in reading and mathematics to meet the needs of each student, then we will improve our school's overall performance on the FSA. 1

G086495

G3.B1 Limited knowledge and resources to use with our growing ELL population. 2

B229845

G3.B1.S1 Collaborate weekly with our district ELL specialist. 4

S242500

Strategy Rationale

Our ELL specialist, Ms. Taormina, is scheduled to work with us one day per week. We plan to meet with her regularly in order to collaborate on best practices for our ELL students. She will be working with level 1 and 2 intermediate students as well as collaborating with teachers.

Action Step 1 5

Ensure that all novice teachers are assigned mentor teachers either on or off grade level in which to collaborate with consistently.

Person Responsible

Mary Noll

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Collaboration Meeting Minutes, M.I.N.T. Meetings Participation, Teacher Feedback

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

M.I.N.T. Meeting Participation, Teacher Growth in Classroom, and

Person Responsible

Todd Simpson

Schedule

Monthly, from 9/2/2016 to 6/2/2017

Evidence of Completion

M.I.N.T Meeting sign in sheets, Teacher Feedback, Implemented Teacher Practice through Walkthroughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

M.I.N.T. Meeting Participation, Teacher Growth in Classroom, and

Person Responsible

Todd Simpson

Schedule

Monthly, from 9/2/2016 to 6/2/2017

Evidence of Completion

M.I.N.T Meeting sign in sheets, Teacher Feedback, Implemented Teacher Practice through Walkthroughs

G3.B1.S3 Implement Imagine Learning with fidelity. 4

S242502

Strategy Rationale

If level 1 ELL students spend at least 70 minutes on Imagine Learning each week, they will improve.

Action Step 1 5

Reading Coach will model lessons and engage in coaching cycles as needed.

Person Responsible

Sharon Poag

Schedule

Biweekly, from 8/31/2015 to 6/30/2016

Evidence of Completion

Our reading coach will keep coaching logs, action plans, and coaching cycle forms.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Monitor data in the Imagine program on a weekly basis

Person Responsible

Shannon Rose-Hamann

Schedule

Weekly, from 8/31/2016 to 6/9/2017

Evidence of Completion

Administration will meet weekly (at least) to debrief on coaching cycles, modeled lessons, etc.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Monitor Imagine reports to determine usage of each teacher

Person Responsible

Shannon Rose-Hamann

Schedule

Weekly, from 8/31/2016 to 6/9/2017

Evidence of Completion

Administration will meet weekly (at least) to debrief on coaching cycles, modeled lessons, etc.


Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G3.B2 Lack of time is a barrier for this goal. We have limited time for small group and one-on-one instruction. Furthermore, the amount of time allotted for common planning is limited; therefore, there is a lot to cover in a short amount of time. **2**

 B229846

G3.B2.S1 Focused agendas, teamwork agreements, and action plans for each common planning session. **4**

 S242504

Strategy Rationale

Focused agendas, teamwork agreements, and action plans will ensure that common planning is effective.

Action Step 1 **5**

We will strategically develop our common planning sessions to meet the individual needs of each learning practitioner, which will enable her to deliver quality instruction during CORE and the center rotations

Person Responsible

Shannon Rose-Hamann

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Discussion notes from the common planning meeting, Next Steps and Action Plan developed during common planning

Action Step 2 **5**

We will strategically develop our common planning sessions to meet the individual needs of each learning practitioner, which will enable her to deliver quality instruction during CORE and the center rotations

Person Responsible

Shannon Rose-Hamann

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Discussion notes from the common planning meeting, Next Steps and Action Plan developed during common planning

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Review and Discuss Action Plan developed during common planning, Classroom Walkthroughs, Implemented instruction during CORE and Center Rotations

Person Responsible

Shannon Rose-Hamann

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Developed Lesson Plans, Data from formal and informal assessments, Quality of implemented instruction during CORE and center rotations and eventually the FSA

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Classroom Walkthroughs, Formal and Informal Evaluations, and District Specialist Visitations

Person Responsible

Shannon Rose-Hamann

Schedule

Weekly, from 9/2/2016 to 6/2/2017

Evidence of Completion

Feedback provided from administration and district specialists, Implemented quality instruction, Data from formal and informal assessments, and eventually the children's performance on the FSA

G3.B3 2

B229847

G3.B3.S1 Prepare teachers to deliver effective small group instruction utilizing current data points, always knowing how to group student appropriately, select the correct material to meet their individual needs and analyze their data to move them appropriately in groups and further their learning through this intentional, strategic means of instruction. 4

S242505

Strategy Rationale

Teachers are challenged to develop the appropriate intensive small group instruction to move children further in their learning, towards meeting proficiency on progress monitoring assessments.

Action Step 1 5

Prepare teachers to deliver quality small group instruction through consistent common planning and professional development, which will empower them to develop effective small groups.

Person Responsible

Shannon Rose-Hamann

Schedule

Weekly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Discussion notes and developed Action Steps during common planning and PD session, which will be implemented during center rotations

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Classroom Walkthroughs by administration and district specialists, PD according to feedback given to teachers during walkthroughs and children performance on formal and informal assessments

Person Responsible

Todd Simpson

Schedule

On 6/2/2017

Evidence of Completion

Implemented Action Plans during center rotation instruction, Lesson Plans implemented during instruction and the children's performance/response to implemented instruction

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Classroom Walkthroughs by administration and district specialists and the children's performance/
response to implemented instruction

Person Responsible

Shannon Rose-Hamann

Schedule

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

Evidence of Completion

Lesson Plans, Developed action plans developed from common planning and PD and the
children's performance on formal and informal assessments


IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.B1.S3.MA1 M324223	[no content entered]		No Start Date		No End Date one-time
G3.B3.S1.MA1 M324228	Classroom Walkthroughs by administration and district specialists and the children's...	Rose-Hamann, Shannon	9/1/2015	Lesson Plans, Developed action plans developed from common planning and PD and the children's performance on formal and informal assessments	6/1/2016 weekly
G3.B1.S3.A1 A313853	Reading Coach will model lessons and engage in coaching cycles as needed.	Poag, Sharon	8/31/2015	Our reading coach will keep coaching logs, action plans, and coaching cycle forms.	6/30/2016 biweekly
G3.B3.S1.A1 A313856	Prepare teachers to deliver quality small group instruction through consistent common planning and...	Rose-Hamann, Shannon	9/1/2016	Discussion notes and developed Action Steps during common planning and PD session, which will be implemented during center rotations	6/1/2017 weekly
G1.MA1 M324213	Observation of student engagement during lessons, student performance on class, district and state...	Simpson, Todd	9/1/2016	Student performance on Exit Tickets, district and state assessments and students interactively participating in lessons.	6/2/2017 monthly
G2.MA1 M324220	Review Center Rotation lesson plans, Implemented centers on a daily basis, Coaching support during...	Rose-Hamann, Shannon	9/1/2016	Student Work samples, Center Rotation plans, Student Ownership and Understanding of the work being completed during the various centers.	6/2/2017 weekly
G3.MA1 M324230	Student work, mid-module assessments, end of module assessments, exit tickets, iReady results,...	Rose-Hamann, Shannon	9/2/2016	The leadership team will meet weekly to analyze data and monitor progress toward meeting the goal utilizing current data points.	6/2/2017 weekly
G1.B1.S1.MA1 M324207	Consistently Speaking with classroom teachers and parents about attendance issues and a means to...	Luck, Leslie	9/11/2016	FOCUS Daily Attendance Data for identified students and AIT implemented plans	6/2/2017 monthly
G1.B1.S1.MA1 M324208	Consistently review attendance and tardy data in FOCUS, Speak with the teachers of those students...	Luck, Leslie	9/11/2016	Attendance Records/Sheets from FOCUS and AIT developed plans for improvement	6/2/2017 biweekly
G1.B1.S1.A1 A313846	The school's guidance counselor must keep parents abreast of their children's absences and tardies...	Luck, Leslie	9/11/2016	Records of parent calls and informal meetings, documented AIT meetings, Implemented AIT plans, if needed	6/2/2017 monthly
G1.B2.S1.MA1 M324211	Consistently extracting attendance data from FOCUS, impact of implemented AIT plans for identified...	Simpson, Todd	9/1/2016	FOCUS Daily Attendance data and implemented AIT plans and the effect on improved attendance for identified students	6/2/2017 weekly
G1.B2.S1.MA1 M324212	Consistently review FOCUS Attendance Data and Conduct AIT meetings with teachers, parents and...	Luck, Leslie	9/2/2016	Daily FOCUS Attendance Data on identified students and the effects of implemented AIT meetings	6/2/2017 weekly
G1.B2.S1.A1 A313848	Our School Counselor will implement the Dazzling Dolphin incentive program, conduct AIT meetings...	Luck, Leslie	9/1/2016	FOCUS Attendance Data, Children's response to programs and selected students' response to the incentive program	6/2/2017 biweekly
G2.B1.S1.MA1 M324214	Review Center Rotation lesson plans, Implemented centers on a daily basis, Coaching support during...	Rose-Hamann, Shannon	9/2/2016	Center Rotation plans, Student work being completed, Observation of Student Ownership and Understanding	6/2/2017 weekly
G2.B1.S1.MA1 M324215	Monitor center rotation implementation and the work that's being produced from implementation with...	Rose-Hamann, Shannon	6/13/2016	Weekly Walkthroughs/Observations, Teacher Lesson Plans, Student Ownership and Understanding, and Student Work.	6/2/2017 weekly
G2.B1.S1.A1 A313849	Plan effective Common Planning and Early Dismissal professional development, as to instruct...	Rose-Hamann, Shannon	9/12/2016	Common planning agendas and action plans, ED agendas and the work produced by the teachers for implementation in the classrooms.	6/2/2017 weekly

Duval - 2221 - Greenfield Elementary School - 2016-17 SIP
Greenfield Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1 M324218	Classroom Walkthrough Forms, Review Student Work, Instructional Coaches supporting during center...	Simpson, Todd	9/1/2016	Student Work, Student Ownership and Understanding, Student performance on district and state assessments	6/2/2017 weekly
G2.B2.S1.MA1 M324219	Classroom Walkthroughs, Student Work completed, Instructional Coaches supporting during center...	Simpson, Todd	9/1/2016	Classroom Walkthrough form, Student Work, Center Rotation Plans	6/2/2017 weekly
G2.B2.S1.A1 A313851	Increase teachers' knowledge of Tier II and III intervention materials that should be used during...	Simpson, Todd	9/1/2016	Observation of materials used during implementation and Student Work samples collected	6/2/2017 weekly
G3.B1.S1.MA1 M324221	M.I.N.T. Meeting Participation, Teacher Growth in Classroom, and	Simpson, Todd	9/2/2016	M.I.N.T Meeting sign in sheets, Teacher Feedback, Implemented Teacher Practice through Walkthroughs	6/2/2017 monthly
G3.B1.S1.MA1 M324222	M.I.N.T. Meeting Participation, Teacher Growth in Classroom, and	Simpson, Todd	9/2/2016	M.I.N.T Meeting sign in sheets, Teacher Feedback, Implemented Teacher Practice through Walkthroughs	6/2/2017 monthly
G3.B1.S1.A1 A313852	Ensure that all novice teachers are assigned mentor teachers either on or off grade level in which...	Noll, Mary	9/2/2016	Collaboration Meeting Minutes, M.I.N.T. Meetings Participation, Teacher Feedback	6/2/2017 weekly
G3.B2.S1.MA1 M324226	Classroom Walkthroughs, Formal and Informal Evaluations, and District Specialist Visitations	Rose-Hamann, Shannon	9/2/2016	Feedback provided from administration and district specialists, Implemented quality instruction, Data from formal and informal assessments, and eventually the children's performance on the FSA	6/2/2017 weekly
G3.B2.S1.MA1 M324227	Review and Discuss Action Plan developed during common planning, Classroom Walkthroughs,...	Rose-Hamann, Shannon	9/2/2016	Developed Lesson Plans, Data from formal and informal assessments, Quality of implemented instruction during CORE and center rotations and eventually the FSA	6/2/2017 weekly
G3.B2.S1.A1 A313854	We will strategically develop our common planning sessions to meet the individual needs of each...	Rose-Hamann, Shannon	9/2/2016	Discussion notes from the common planning meeting, Next Steps and Action Plan developed during common planning	6/2/2017 weekly
G3.B2.S1.A2 A313855	We will strategically develop our common planning sessions to meet the individual needs of each...	Rose-Hamann, Shannon	9/2/2016	Discussion notes from the common planning meeting, Next Steps and Action Plan developed during common planning	6/2/2017 weekly
G3.B3.S1.MA1 M324229	Classroom Walkthroughs by administration and district specialists, PD according to feedback given...	Simpson, Todd	8/22/2016	Implemented Action Plans during center rotation instruction, Lesson Plans implemented during instruction and the children's performance/response to implemented instruction	6/2/2017 one-time
G1.B1.S2.MA1 M324209	Instructional Coaches will coach, provide instructional support and Co-teach, if needed and PD will...	Simpson, Todd	9/1/2016	Classroom Walkthrough notes/forms, Coaching support logs, District support logs, Sign-In sheets from PD offered and the level of participation, student engagement observed during the lesson through interaction, student work, and student performance on district and state testing.	6/2/2017 weekly
G1.B1.S2.MA1 M324210	Instructional Coaches will coach, provide instructional support and Co-teach, if needed and PD will...	Simpson, Todd	9/1/2016	Classroom Walkthrough notes/forms, Coaching support logs, District support logs, Sign-In sheets from PD offered, student engagement observed during the lesson through interaction, student work, etc...	6/2/2017 weekly
G1.B1.S2.A1 A313847	Implementation of a rigorous, engaging program must be implemented, provoking students to attend...	Rose-Hamann, Shannon	9/1/2016	Lesson Plans, CORE implementation, Student Engagement, Students participating on a consistent basis	6/2/2017 weekly
G3.B1.S3.MA1 M324224	Monitor data in the Imagine program on a weekly basis	Rose-Hamann, Shannon	8/31/2016	Administration will meet weekly (at least) to debrief on coaching cycles, modeled lessons, etc.	6/9/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S3.MA1  M324225	Monitor Imagine reports to determine usage of each teacher	Rose-Hamann, Shannon	8/31/2016	Administration will meet weekly (at least) to debrief on coaching cycles, modeled lessons, etc.	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. If we implement various incentive measures through our school's counseling office and conduct consistent AIT meetings for students with less than a 90% daily attendance rate, then our overall proficiency in ELA and Math will improve, as measured by i-Ready and the FSA.

G1.B1 Lack of parental support for students attending inconsistently

G1.B1.S2 To implement a rigorous and engaging program within the class setting that meets the needs of all leveled learners, which will develop the love for school within each and every student, so they will want to attend school.

PD Opportunity 1

Implementation of a rigorous, engaging program must be implemented, provoking students to attend school daily is a must to improve student achievement.

Facilitator

Instructional Coaches

Participants

All faculty and Staff

Schedule

Weekly, from 9/1/2016 to 6/2/2017

G2. If we consistently and effectively implement Tier II and III instruction during center rotations, then student achievement will increase for all leveled learners, as evidenced by more students performing at grade level during implementation of the CORE.

G2.B1 Novice and Experienced teachers are not effectively utilizing data to implement Tier II and Tier III interventions

G2.B1.S1 During Common Planning and Early Dismissal meetings, instruct teachers on how to disaggregate, analyze and use the data effectively, as to develop small groups for intentional instruction.

PD Opportunity 1

Plan effective Common Planning and Early Dismissal professional development, as to instruct teachers on how to disaggregate, analyze and use the data to develop effective, strategic small groups to meet the needs of ALL leveled learners.

Facilitator

Instructional Coaches and Administration

Participants

ALL Faculty members

Schedule

Weekly, from 9/12/2016 to 6/2/2017

G2.B2 Limited knowledge of the resources used to meet the needs of individual students.

G2.B2.S1 Increase teacher knowledge of all the district mandated ancillary materials to be used during center rotations as to effectively implement with fidelity.

PD Opportunity 1

Increase teachers' knowledge of Tier II and III intervention materials that should be used during center rotations effectively with fidelity.

Facilitator

Instructional Coaches

Participants

All teachers and paraprofessionals

Schedule

Weekly, from 9/1/2016 to 6/2/2017

G3. If we utilize current data points effectively and consistently, collaborate regularly for structured common planning sessions, and differentiate instruction in reading and mathematics to meet the needs of each student, then we will improve our school's overall performance on the FSA.

G3.B1 Limited knowledge and resources to use with our growing ELL population.

G3.B1.S3 Implement Imagine Learning with fidelity.

PD Opportunity 1

Reading Coach will model lessons and engage in coaching cycles as needed.

Facilitator

Reading Coach

Participants

ELA teachers (as needed)

Schedule

Biweekly, from 8/31/2015 to 6/30/2016

G3.B3

G3.B3.S1 Prepare teachers to deliver effective small group instruction utilizing current data points, always knowing how to group student appropriately, select the correct material to meet their individual needs and analyze their data to move them appropriately in groups and further their learning through this intentional, strategic means of instruction.

PD Opportunity 1

Prepare teachers to deliver quality small group instruction through consistent common planning and professional development, which will empower them to develop effective small groups.

Facilitator

Mary Noll

Participants

All 3rd - 5th grade ELA teachers

Schedule

Weekly, from 9/1/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The school's guidance counselor must keep parents abreast of their children's absences and tardies and its effect on student performance through parent calls, informal meetings, and formal AIT meetings, if needed.	\$0.00
2	G1.B1.S2.A1	Implementation of a rigorous, engaging program must be implemented, provoking students to attend school daily is a must to improve student achievement.	\$0.00
3	G1.B2.S1.A1	Our School Counselor will implement the Dazzling Dolphin incentive program, conduct AIT meetings for students whose attendance doesn't improve and utilize the Englewood Full Service to conduct programs discussing the importance of attendance and tardies.	\$0.00
4	G2.B1.S1.A1	Plan effective Common Planning and Early Dismissal professional development, as to instruct teachers on how to disaggregate, analyze and use the data to develop effective, strategic small groups to meet the needs of ALL leveled learners.	\$0.00
5	G2.B2.S1.A1	Increase teachers' knowledge of Tier II and III intervention materials that should be used during center rotations effectively with fidelity.	\$0.00
6	G3.B1.S1.A1	Ensure that all novice teachers are assigned mentor teachers either on or off grade level in which to collaborate with consistently.	\$0.00
7	G3.B1.S3.A1	Reading Coach will model lessons and engage in coaching cycles as needed.	\$0.00
8	G3.B2.S1.A1	We will strategically develop our common planning sessions to meet the individual needs of each learning practitioner, which will enable her to deliver quality instruction during CORE and the center rotations	\$0.00
9	G3.B2.S1.A2	We will strategically develop our common planning sessions to meet the individual needs of each learning practitioner, which will enable her to deliver quality instruction during CORE and the center rotations	\$0.00
10	G3.B3.S1.A1	Prepare teachers to deliver quality small group instruction through consistent common planning and professional development, which will empower them to develop effective small groups.	\$0.00
Total:			\$0.00