Greenland Pines Elementary School

2015-16 School Improvement Plan

Greenland Pines Elementary School

5050 GREENLAND RD, Jacksonville, FL 32258

http://www.duvalschools.org/greenlandpines

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	31%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	39%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*Preliminary 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 12/7/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Greenland Pines is committed to preparing all students to achieve success in academics, character, and leadership in a safe and caring environment. We recognize each child as an individual with particular academic needs and learning styles. Each child will be encouraged to succeed in making adequate learning gains and demonstrating progress towards achieving his/her scholastic growth. Safety nets are provided to ensure success.

Provide the school's vision statement

Greenland Pines Elementary is committed to preparing all students to achieve success in academics, character, and leadership in a safe and caring environment.

School Environment

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

Greenland Pines Elementary has a number of ways that we celebrate the various cultures and create relationships with our students. Teachers build relationships by getting to know individual students. They conduct individual student conferences where they learn about the students learning styles, book preferences, and set academic goals. Students track their goals in their data notebooks. We celebrate students individual successes through the school wide "I Got Caught" program. This program celebrates a student when they have done a good deed. The student gets recognized by their teacher and then sent to the office, where they receive a sticker and their name is entered into a drawing for a gift card. Through the Social Studies curriculum, cultures are discussed and recognized. Each year we have a Cultural Arts Festival, where all the different cultures of the school are celebrated through the arts program.

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

Greenland Pines Elementary has a very safe and secure campus. Every classroom door and exterior building door remain closed and locked throughout the school day. Before school, students enter the building and go directly to the hallway outside their classroom, or a alternate supervised location. There are paraprofessionals on duty in every hallway to monitor student behavior and help students. During school, students are taught Second Step lessons that help them deal with emotions, positive behaviors, bullying, and dealing with tough situations effectively. Students attend an assembly with the Assistant Principals where they discuss school rules and the student code of conduct. During the assembly, we discuss rewards and consequences that are associated with following or breaking the rules. Students also receive lessons from the school guidance personnel. These lessons help create a positive school environment. After school, students are monitored at their dismissal locations. Each dismissal location has paraprofessionals assigned to help
students get home safely.

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

Greenland Pines Elementary uses C.H.A.M.P.s in every classroom as a school wide behavior system. In
addition, we use a flip card system in each room so that students see their behavior grade and can work to improve it. At the start of each school year, students attend an assembly on the student Code of Conduct. Teachers and parents have access to the Code of Conduct online, so that they may read and understand the rules and consequences. Greenland Pines Elementary also has rules and rewards in the cafeteria. Students in each class have the opportunity to earn a point each day for positive class behavior in the cafeteria. After every 30 points a class earns, a different reward is given. Rewards include popcorn, ice cream, and pizza parties. The foundations team has created lesson plans for all common areas throughout the school to ensure that all students follow the same expectations. We also have the school guidelines for success, Prepare, Achieve, and Work for, Success (PAWS).

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

Greenland Pines Elementary has a full time school counselor. The school counselor pulls small groups of
students to work on social-emotional lessons. In addition, the school counselor works with every class to conduct lessons on emotions. Students can also be referred to the counselor on an individual need basis. Students that are struggling with their behavior receive a mentor and a personal behavior plan. This plan allows them to check in with their mentor twice a day. If they reach their personal behavior goals, they are rewarded.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

Greenland Pines Elementary uses a variety of methods to keep parents informed and up-to-date. We send home a school-wide newsletter monthly to all families, we use the mass call out system to remind parents of up-coming events, we send home paper flyers in students planners, and post important information on our school website. In addition, our school PTA keeps parents informed about school events through Social Media sites and through remind.com. Parents can become involved in the school by volunteering their time, participating in our PTA, our SAC, or attending our many parent involvement events hosted throughout the year. To keep parents informed of their child's progress academically, all parents can sign-up for access into the grade portal. In addition, we highly encourage parents to schedule conferences with their child's teachers often. Parents receive progress reports and report cards every 4.5 weeks.

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

Greenland Pines Elementary recruits and retains a variety of Business partners. We have sent teachers, faculty, and staff, as well as PTA board members out to local businesses to promote a partnership. Businesses help us in a variety of ways including providing meals and incentives for teachers in order to boost the culture, rewards for students and parents to promote school attendance, supplies and volunteers to help with a variety of projects, volunteers to read to classes and with struggling students, and rewards for students with
good grades.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Sneddon, Jackie	Principal
West, Avia	Assistant Principal
Spear, Katie	Assistant Principal
Blake, Faylene	Instructional Coach

Duties

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

Jackie Sneddon-Principal: Provide a common vision for the use of data-based decision making, ensure that the teachers are implementing the curriculum with fidelity, manages school schedules to use support staff effectively, ensures that the shared decision making process is used effectively, communicates with parents in order to gain a partnership between school and home.
Katie Spear & Avia West-Assistant Principal(s): Instructional leaders within the school and oversee school operations, monitor instruction with walk throughs using the informal and formal components of the districts CAST system as well as the four pillar framework. They oversee discipline, testing, instructional materials, custodians, paraprofessionals, data analysis, transportation, common planning activities, and communications.
Faylene Blake- School Instructional Coach: Oversees all English Language Arts instruction, provides professional development and runs professional learning communities, book studies, data analysis, in-depth unpacking of item specifications and Florida State Standards.

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

The school based MTSS Team meets monthly to review universal screening, diagnostic, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. Teachers of identified students are supported by the school-based MTSS team. The MTSS team uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is be developed which identifies a student's specific areas of deficiencies and appropriate research based

interventions to address these deficiencies. The team ensures the necessary resources are available and the interventions are implemented. Each case is assigned a case liaison to support the interventionist (e.g., teacher, MTSS/Inclusion facilitator, school counselor) and reports back on all data collected for further discussion at future meetings. There is also tutoring available through SAI funds that allows some Tier III students to receive after school tutoring. Once a child has completed Tier III interventions through the MTSS process, and those interventions are deemed unsuccessful, students are referred to MRT for additional support.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ernest Davis	Parent
Janine Santangelo	Parent
Aaron Lakatos	Parent
Angie Kimsey	Parent
Jackie Sneddon	Principal
Elizabeth Ehlers	Teacher
Cindy Patton	Teacher
Sharon Klimckak	Parent
Brooke Linderman	Parent
Kelly Cox	Parent
Ernest Webster	Business/Community
Savita Singh	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The SAC members reviewed the school improvement plan and offered suggestions for improvement. Tutoring was suggested for struggling reading and math students. One parent set up a tutoring relationship with UNF for college students to assist Greenland Pines Students. Another parent noted our goal for science and donated materials and supplies to our science lab.

Development of this school improvement plan

The SAC received a draft version of the School Improvement Plan and provided the school with their input.

Preparation of the school's annual budget and plan

The SAC provides input on the schools parent involvement budget and determines how the money will be spent.

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

Greenland Pines was given over $8,000 towards school improvement funds. These funds have been allocated for K-5 tutoring needs.

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

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

Greenland Pines is not in compliance with regards to the ethnic component of our SAC committee. The principal will recruit a more diverse ethnic group to ensure compliance.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Blake, Faylene	Instructional Coach
Ehlers, Elizabeth	Teacher, K-12
Hayes, Ruby	Teacher, K-12
Lauluai, Stephanie	Teacher, K-12
Leech, Kathryn	Teacher, K-12
Mowrey, Christina	Teacher, PreK
Mueller, Karen	Teacher, K-12
Solano, Debbie	Teacher, K-12
Spilling, Kristin	Teacher, K-12
Watson, Casa	Teacher, K-12
Williams-Crosby, Devlon	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

One major initiative is demonstration classrooms to provide models for best practices in literacy instruction.
The Reading PLC is responsible for assisting in the monitoring of standards-based reading strategies in all classrooms. The reading PLC monitors the elements of the Reading standards and assures successful implementation of all elements of the reading curriculum. This PLC carefully and thoughtfully examines all learner's progress in reading as measured by teacher assessments, district provided assessments, i-Ready and Achieve Data, and the FSA. Each member of the team is responsible for assisting grade level colleagues in developing a clear understanding of the standards based strategies necessary to ensure learner success.
Related areas of responsibility include, but are not limited to:
• 25-Book Goal
• Book of the Month Implementation
• Read-A-Thon
• Literacy Week
• End of Year Reading Celebration
• Family Reading Night
• Analyze school-wide reading data, looking for weaknesses across grade levels that need to be addressed.
• Help establish an organized classroom library in every classroom that is leveled with Lexile levels

Another initiative is to increase project based learning to show relevancy of instruction towards the Florida Standards, use data from CGAs, observations, DARs, Achieve 3000, and i-Ready to inform our instruction and next steps.

Public and Collaborative Teaching

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

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

All teachers have common planning time daily which allows for collaboration and building working relationships. Teachers participate in professional learning communities where they teach and observe each other to gain insight into best practices. There are social events that take place outside of business hours that focus on building relationships which leads to positive working relationships. In addition, every teacher is a member of a vertical PLC group that meets monthly. These PLC groups collaborate to ensure there are no gaps as students move between grade levels.

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

In an effort to recruit highly qualified teachers, our Professional Development Facilitator (PDF) works with several local colleges to obtain interns within our school. Having interns in the school allows us to work with individual prospective candidates for the future. The Principal and Assistant Principal also use the districts application system to review candidate information in order to select highly qualified candidates. In order to retain our highly qualified teachers, we have worked to create a positive school culture. Every new teacher receives a mentor to help them adapt to the school and assist in developing the teacher. All teachers meet weekly with their grade levels for common planning time. This helps teachers to work together to build lesson plans and assessments. Each teacher is a member of a professional learning community (PLC) where they work together to build a specific subject area. We have a well developed Social Committee that plans and implements many school wide events to build camaraderie..

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

Each of our new teachers is assigned a mentor that has been through the Clinical Education Training (CET) program. These mentors assist new teachers in the completion of the Teacher Induction Program through Duval County.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

We are utilizing a new core instructional program this year, which has been aligned at the district level to meet the Florida Standards. The core instructional program is being monitored for fidelity by administration by biweekly walkthroughs of all classrooms.

Instructional Strategies

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

Greenland Pines provides data chats and professional development opportunities for teachers to not only access their data but analyze and implement changes based on students' collective and individual needs. Math, Literacy, and Science rotations are differentiated based on students' individual needs. Small groups are pulled to provide intervention time that focus on student deficiencies. Guided Reading groups are also pulled as a way to not only diagnose a struggling reader's needs but to push higher readers to the next level.

Blended Learning opportunities are used in every classroom, everyday. Achieve 3000 and i-Ready are computer based interventions that provide individualized instruction for each student. Because of this differentiated and adaptive technology, struggling students are able to work towards proficiency, proficient students are working towards advanced levels, and advanced level students are provided enrichment. Teachers are able to receive item analysis and rate of progress data to track students. This information also helps teachers modify instruction based on collective and individual students' needs.

Students who consistently struggle in one or more subject area are monitored and brought before our RtI committee. While in this committee, students move through the Tiers and receive individualized interventions and are closely monitored throughout the process. For students who receive Tier III interventions and are not making adequate gains, a referral for MRT is completed.

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: 10,800

The Extended Day program facilitates homework completion and assistance while also providing computer based interventions in computer lab.

Strategy Rationale

Providing extended time for homework and technology interventions will have a positive impact on student achievement in all subject areas.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy
O'Leary-Brown, Lynn, brownl@duvalschools.org

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

Data is loosely prescriptive for interventions based on recommendations by grade level.

Student Transition and Readiness

PreK-12 Transition

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

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

Greenland Pines partners with local day cares in the Mandarin area to open doors for Pre-K students to visit kindergarten classrooms. All kindergarten students and their parents participate in an extensive orientation prior to the start of their school year. On the first day of Kindergarten, students participate in a "scavenger hunt" type activity to become comfortable and oriented with the school. Parents of kindergarten students are invited to a "Boo Hoo" breakfast on the first day of school to help them with their transition. Fifth grade students attend a field trip to their future middle school to learn what will be expected as they transition into 6th grade.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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 administration recognizes and praises faculty frequently thru the use of notes, Teacher of the Month, and celebrations, then the teachers' perception of their value will increase and school culture will improve as evidences on the Gallup Poll.

G2.   If we increase the rigor in all 3-5 classrooms through the use of complex text, then we will increase student achievement in ELA as evidenced by the FSA Reading Assessments

Strategic Goals Detail

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

G1. If administration recognizes and praises faculty frequently thru the use of notes, Teacher of the Month, and celebrations, then the teachers' perception of their value will increase and school culture will improve as evidences on the Gallup Poll. 1a

Targets Supported 1b

🔍 G071874

Indicator	Annual Target
School Climate Survey - Staff	3.2

Resources Available to Support the Goal 2

- Weekly Administration Meetings to set aside time
- Common Planning time set in Administration Schedule
- Biweekly walkthroughs set in Administration Schedule

Targeted Barriers to Achieving the Goal 3

- Lack of scheduled time

Plan to Monitor Progress Toward G1. 8

We will create an anonymous survey of teachers at mid year and ask them culture related questions, similar to that of the Gallup Poll.

Person Responsible
Jackie Sneddon

Schedule
On 1/15/2016

Evidence of Completion
Survey Results

Duval - 2491 - Greenland Pines Elem. School - 2015-16 SIP

Greenland Pines Elementary School

G2. If we increase the rigor in all 3-5 classrooms through the use of complex text, then we will increase student achievement in ELA as evidenced by the FSA Reading Assessments 1a

🔍 G071875

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	88.0

Resources Available to Support the Goal 2

- Reading Coach

- New Curriculum that is scripted and includes complex text

- Common Planning time for all teachers

Targeted Barriers to Achieving the Goal 3

- Lack of vocabulary knowledge

- Lack of professional development for teachers in the area of complex text instruction

Plan to Monitor Progress Toward G2. 8

We will be looking at iReady and Achieve 3000 data as well as district ELA assessment data to look for growth in the vocabulary standards.

Person Responsible
Jackie Sneddon

Schedule
Every 6 Weeks, from 9/21/2015 to 5/27/2016

Evidence of Completion
Data Notebook and Data boards

Duval - 2491 - Greenland Pines Elem. School - 2015-16 SIP

Greenland Pines Elementary School

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 administration recognizes and praises faculty frequently thru the use of notes, Teacher of the Month, and celebrations, then the teachers' perception of their value will increase and school culture will improve as evidences on the Gallup Poll. `1`

🔑 G071874

G1.B1 Lack of scheduled time `2`

🔑 B187420

G1.B1.S1 During weekly administration meetings we will write notes to teachers to praise them for great things we saw during the week `4`

🔑 S198890

Strategy Rationale

This helps to designate a time to complete the task. It also allows administration to reflect as a team on what they observed throughout the week.

Action Step 1 `5`

Each Friday during administration team meetings, positive notes of praise are written to teachers

Person Responsible

Katie Spear

Schedule

Weekly, from 8/28/2015 to 6/10/2016

Evidence of Completion

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

Place this task on the Administration Team agenda weekly

Person Responsible

Jackie Sneddon

Schedule

Weekly, from 8/28/2015 to 6/10/2016

Evidence of Completion

Agendas from meetings

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

We will look at the results from the Gallup Pole to see if the culture scores increased

Person Responsible

Avia West

Schedule

On 6/10/2016

Evidence of Completion

Gallup Pole Data

G1.B1.S2 Schedule a day each month to have teachers submit candidates for teacher of the month. The candidate with the most submissions will be named the teacher of the month and will be recognized publicly. They will also receive an award. 4

S198891

Strategy Rationale

This award gives teachers an opportunity to recognize each other. You are nominated by your peers, not by administration.

Action Step 1 5

Once a month have teachers submit a form nominating a teacher for "Teacher of the Month"

Person Responsible

Katie Spear

Schedule

Monthly, from 10/16/2015 to 5/20/2016

Evidence of Completion

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

The teacher of the month will be announced monthly by the Principal and an award will be given

Person Responsible

Jackie Sneddon

Schedule

Monthly, from 10/30/2015 to 6/3/2016

Evidence of Completion

List of Monthly Teacher of the Months

Duval - 2491 - Greenland Pines Elem. School - 2015-16 SIP

Greenland Pines Elementary School

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

Once a month during administration team meetings, verify that nominations that been received by Ms. Spear

Person Responsible

Avia West

Schedule

Monthly, from 10/23/2015 to 6/3/2016

Evidence of Completion

Administration Team Meeting Agendas

G2. If we increase the rigor in all 3-5 classrooms through the use of complex text, then we will increase student achievement in ELA as evidenced by the FSA Reading Assessments `1`

🔑 G071875

G2.B1 Lack of vocabulary knowledge `2`

🔑 B187421

G2.B1.S2 During our weekly common planning sessions with each grade level, we will discuss the vocabulary that is needed to order to gain understanding of the complex text that will be used during instruction that week. We will utilize strategies from "Words Their Way" and "Bringing Words to Life" to add needed explicit vocabulary instruction `4`

🔑 S198894

Strategy Rationale

Teachers have noticed that some text contains words that students are not understanding that were not included in the curriculum guides instruction. We will need to do some pre-teaching of vocabulary in order to help students access the complex text effectively.

Action Step 1 `5`

Include vocabulary instruction on weekly common planning agendas

Person Responsible

Faylene Blake

Schedule

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

Evidence of Completion

Weekly Common Planning Agendas

Duval - 2491 - Greenland Pines Elem. School - 2015-16 SIP

Greenland Pines Elementary School

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

An administrator will be attending all common planning meetings to ensure that agendas are followed through

Person Responsible

Jackie Sneddon

Schedule

Weekly, from 9/8/2015 to 6/7/2016

Evidence of Completion

Weekly Common Planning Notes

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

We will be conducting biweekly walk throughs of all classrooms. During these observations, we will be looking for vocabulary instruction to be taught the way it was planned during the common planning time

Person Responsible

Jackie Sneddon

Schedule

Biweekly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Walk through feedback forms

G2.B2 Lack of professional development for teachers in the area of complex text instruction 2

B187422

G2.B2.S1 Teachers are given common planning time with their grade level ELA team once per week. The common planning time is facilitated by both the Reading Coach and an Administrator. We will use this time to study the curriculum guides with teachers to ensure that they understand how to teach the new curriculum, using complex text, effectively. 4

S198895

Strategy Rationale

The curriculum is new to everyone this year. It contains the complex text that is needed to increase rigor in the classroom. The lessons are scripted for the teachers. However, it takes time for the teachers to study and understand what the lesson plan is asking them to do. Through the common planning time, we will be able to dissect these lessons with teachers and even role play the lessons to ensure that they are prepared to teach effectively.

Action Step 1 5

All ELA teachers will attend 50 minutes of common planning time with the Reading Coach each week

Person Responsible

Faylene Blake

Schedule

Weekly, from 9/8/2015 to 6/7/2016

Evidence of Completion

Common Planning Agendas

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

An administrator will be present at every common planning meeting to ensure that teachers are on task and that agendas are being accomplished.

Person Responsible

Jackie Sneddon

Schedule

Weekly, from 9/8/2015 to 6/7/2016

Evidence of Completion

Common Planning meeting notes

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

The administrative team will be conducting biweekly walk throughs of all classrooms to monitor implementation of curriculum, using complex text.

Person Responsible

Jackie Sneddon

Schedule

Weekly, from 9/8/2015 to 6/7/2016

Evidence of Completion

Walk through feedback forms

G2.B2.S2 Our reading PLC has a team member from every grade level represented. This PLC will be doing a book study and will be able to provide training for our entire faculty. `4`

🔑 S198896

Strategy Rationale

There needs to be some vertical conversations in order to close gaps between grade levels. These vertical PLCs help teachers have conversations about the standards as they grow from Kindergarten through 5th. This team can provide training to the teachers on their book study and can also relay their learning through their grade level meetings.

Action Step 1 `5`

Develop a reading PLC and choose a book on complex text instruction for their book study

Person Responsible

Faylene Blake

Schedule

On 9/9/2015

Evidence of Completion

Minutes from first meeting

Duval - 2491 - Greenland Pines Elem. School - 2015-16 SIP

Greenland Pines Elementary School

Action Step 2 ⑤

Have the PLC team study the book and develop professional development sessions for the rest of the ELA faculty to be delivered during Early Release Wednesdays

Person Responsible

Faylene Blake

Schedule

Monthly, from 9/9/2015 to 6/8/2016

Evidence of Completion

Meeting Minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S2 ⑥

Admin will rotate who will sit in on PLC Meetings to monitor their progress

Person Responsible

Jackie Sneddon

Schedule

Monthly, from 9/9/2015 to 9/9/2015

Evidence of Completion

PLC Meeting Attendance

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 ⑦

Administration will be conducting biweekly walk throughs of all classrooms to look for evidence of implementation

Person Responsible

Jackie Sneddon

Schedule

Biweekly, from 9/7/2015 to 9/7/2015

Evidence of Completion

Walk through Feedback Forms

Appendix 1: Implementation Timeline

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

Duval - 2491 - Greenland Pines Elem. School - 2015-16 SIP

Greenland Pines Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Each Friday during administration team meetings, positive notes of praise are written to teachers	Spear, Katie	8/28/2015		6/10/2016 weekly
G1.B1.S2.A1	Once a month have teachers submit a form nominating a teacher for "Teacher of the Month"	Spear, Katie	10/16/2015		5/20/2016 monthly
G2.B1.S2.A1	Include vocabulary instruction on weekly common planning agendas	Blake, Faylene	9/8/2015	Weekly Common Planning Agendas	6/6/2016 weekly
G2.B2.S1.A1	All ELA teachers will attend 50 minutes of common planning time with the Reading Coach each week	Blake, Faylene	9/8/2015	Common Planning Agendas	6/7/2016 weekly
G2.B2.S2.A1	Develop a reading PLC and choose a book on complex text instruction for their book study	Blake, Faylene	8/24/2015	Minutes from first meeting	9/9/2015 one-time
G2.B2.S2.A2	Have the PLC team study the book and develop professional development sessions for the rest of the ELA faculty to be delivered during Early Release Wednesdays	Blake, Faylene	9/9/2015	Meeting Minutes	6/8/2016 monthly
G1.MA1	We will create an anonymous survey of teachers at mid year and ask them culture related questions, similar to that of the Gallup Poll.	Sneddon, Jackie	1/15/2016	Survey Results	1/15/2016 one-time
G1.B1.S1.MA1	We will look at the results from the Gallup Pole to see if the culture scores increased	West, Avia	6/10/2016	Gallup Pole Data	6/10/2016 one-time
G1.B1.S1.MA1	Place this task on the Administration Team agenda weekly	Sneddon, Jackie	8/28/2015	Agendas from meetings	6/10/2016 weekly
G1.B1.S2.MA1	Once a month during administration team meetings, verify that nominations that been received by Ms. Spear	West, Avia	10/23/2015	Administration Team Meeting Agendas	6/3/2016 monthly
G1.B1.S2.MA1	The teacher of the month will be announced monthly by the Principal and an award will be given	Sneddon, Jackie	10/30/2015	List of Monthly Teacher of the Months	6/3/2016 monthly
G2.MA1	We will be looking at iReady and Achieve 3000 data as well as district ELA assessment data to look for growth in the vocabulary standards.	Sneddon, Jackie	9/21/2015	Data Notebook and Data boards	5/27/2016 every-6-weeks
G2.B2.S1.MA1	The administrative team will be conducting biweekly walk throughs of all classrooms to monitor implementation of curriculum, using complex text.	Sneddon, Jackie	9/8/2015	Walk through feedback forms	6/7/2016 weekly
G2.B2.S1.MA1	An administrator will be present at every common planning meeting to ensure that teachers are on task and that agendas are being accomplished.	Sneddon, Jackie	9/8/2015	Common Planning meeting notes	6/7/2016 weekly
G2.B1.S2.MA1	We will be conducting biweekly walk throughs of all classrooms. During these observations, we will be looking for vocabulary instruction to be taught the way it was planned during the common planning time	Sneddon, Jackie	9/7/2015	Walk through feedback forms	6/10/2016 biweekly
G2.B1.S2.MA1	An administrator will be attending all common planning meetings to ensure that agendas are followed through	Sneddon, Jackie	9/8/2015	Weekly Common Planning Notes	6/7/2016 weekly
G2.B2.S2.MA1	Administration will be conducting biweekly walk throughs of all classrooms to look for evidence of implementation	Sneddon, Jackie	9/7/2015	Walk through Feedback Forms	9/7/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.MA1	Admin will rotate who will sit in on PLC Meetings to monitor their progress	Sneddon, Jackie	9/9/2015	PLC Meeting Attendance	9/9/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If we increase the rigor in all 3-5 classrooms through the use of complex text, then we will increase student achievement in ELA as evidenced by the FSA Reading Assessments

G2.B1 Lack of vocabulary knowledge

G2.B1.S2 During our weekly common planning sessions with each grade level, we will discuss the vocabulary that is needed to order to gain understanding of the complex text that will be used during instruction that week. We will utilize strategies from "Words Their Way" and "Bringing Words to Life" to add needed explicit vocabulary instruction

PD Opportunity 1

Include vocabulary instruction on weekly common planning agendas

Facilitator

Fay Blake

Participants

All ELA Teachers

Schedule

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

G2.B2 Lack of professional development for teachers in the area of complex text instruction

G2.B2.S1 Teachers are given common planning time with their grade level ELA team once per week. The common planning time is facilitated by both the Reading Coach and an Administrator. We will use this time to study the curriculum guides with teachers to ensure that they understand how to teach the new curriculum, using complex text, effectively.

PD Opportunity 1

All ELA teachers will attend 50 minutes of common planning time with the Reading Coach each week

Facilitator

Fay Blake

Participants

All ELA Teachers

Schedule

Weekly, from 9/8/2015 to 6/7/2016

G2.B2.S2 Our reading PLC has a team member from every grade level represented. This PLC will be doing a book study and will be able to provide training for our entire faculty.

PD Opportunity 1

Have the PLC team study the book and develop professional development sessions for the rest of the ELA faculty to be delivered during Early Release Wednesdays

Facilitator

Fay Blake and Reading PLC

Participants

ELA Teachers

Schedule

Monthly, from 9/9/2015 to 6/8/2016

Technical Assistance Items

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

G2. If we increase the rigor in all 3-5 classrooms through the use of complex text, then we will increase student achievement in ELA as evidenced by the FSA Reading Assessments

G2.B2 Lack of professional development for teachers in the area of complex text instruction

G2.B2.S2 Our reading PLC has a team member from every grade level represented. This PLC will be doing a book study and will be able to provide training for our entire faculty.

PD Opportunity 1

Develop a reading PLC and choose a book on complex text instruction for their book study

Facilitator

Fay Blake

Participants

Reading PLC

Schedule

On 9/9/2015

Budget

Budget Data

1	G1.B1.S1.A1	**Each Friday during administration team meetings, positive notes of praise are written to teachers**	$0.00
2	G1.B1.S2.A1	**Once a month have teachers submit a form nominating a teacher for "Teacher of the Month"**	$0.00
3	G2.B1.S2.A1	**Include vocabulary instruction on weekly common planning agendas**	$0.00
4	G2.B2.S1.A1	**All ELA teachers will attend 50 minutes of common planning time with the Reading Coach each week**	$0.00
5	G2.B2.S2.A1	**Develop a reading PLC and choose a book on complex text instruction for their book study**	$0.00
6	G2.B2.S2.A2	**Have the PLC team study the book and develop professional development sessions for the rest of the ELA faculty to be delivered during Early Release Wednesdays**	$0.00
		Total:	$0.00