

Orange County Public Schools

Grand Avenue Primary Learning Center



2015-16 School Improvement Plan

Grand Avenue Primary Learning Center

800 W GRAND ST, Orlando, FL 32805

www.ocps.net/lc/southwest/egr

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	92%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year
Grade

School Board Approval

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

SIP Authority and Template

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

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>.

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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 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Grand Avenue uses professional learning specifically tailored to our student population which includes the works of Eric Jensen and Ruby Payne to equip teachers and staff with strategies and resources to develop meaningful relationships and safe classroom environments.

In addition to the professional development focus, prior to the start of the new school year, teachers reach out to families through phone calls and home visits. This practice builds a strong school family connection and fosters consistent and coherent teacher-student relationships.

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

Grand Avenue maximizes all student contact time to build teacher-student relationships, teacher-family relationships, and school-community relationships, as well as provides a safe and secure environment at all times through supervision. Every on-campus interaction (arrival, lunch time, dismissal), is used as an opportunity to expand student learning as well as address young children's healthy social and emotional development.

Grand Avenue has intentionally implemented instructional resources that focus on the importance of cooperation, collaboration, kindness, and personal responsibility. These values are embedded across content areas and assist in increasing student achievement by helping students feel safe and secure in school, which fosters their willingness to take academic risks.

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

All teachers and staff will continue being trained on Grand Avenue's school-wide discipline plan. Training modules began during pre-planning of the 2015-2016 school year. During these modules, staff will continue to participate in ongoing discussions about prevention, engagement, risk factors, behavioral patterns, and behavioral expectations as identified in The Caring School Community, Conscious Discipline, and The Responsive Classroom researched-based professional resources. The school's SMART goals will be shared and discussed in detail during grade level PLC meetings. Further support will be provided as needed through grade level PLCs. PLCs will also study the latest work of Eric Jensen, Engaging Students With Poverty in Mind, to enhance smart purposeful engagement strategies in order to expand students' cognitive capacity and increase motivation and effort.

The Behavior Leadership Team approaches disciplinary incidents as a PLC. This PLC meets

regularly, the second Wednesday of every month, to discuss trends and patterns in student behavior, and to implement and monitor individualized behavior plans. The behavior leadership team also works closely with the families to identify clear behavioral expectations, while providing additional support as need (such as medical, resources, housing, nutrition, social services, and anything else that may affect student behavior).

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

The triangulation of our Multi-Tiered System of Supports (MTSS) team partnering with the Behavior Leadership Team and outside counseling agencies, such as Deveroux and Kinder Consulting, works to ensure that the students that demonstrate behavioral concerns receive the necessary additional counseling and mental health services.

In addition, Grand Avenue's school guidance counselor provides consistent small-group support to all students.

Grand Avenue has also implemented a school-wide Tender Loving Care (TLC) program that identifies specific at risk students (for example: incarcerated family members, homelessness, and extreme behavior concerns). This program partners those identified children with a willing staff member who serves as a mentor. These school-based mentors serve as an additional caring adult on the school campus in order to model a passion for learning, offer academic help, build strong relationships, and refer families for services.

The mentor program at Grand Avenue Primary Learning Center that is provided through our Partner in Education program provides many of our second grade students with long-term mentors equipping our targeted second grade students with the long-term emotional support of a positive adult role model. This program is designed with the intention to increase students' rate of academic success, to reduce behavioral problems in school, and to increase the likelihood of high school graduation.

Early Warning Systems

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- Tardies below 90 percent
- Two or more school referrals
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics

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

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

Indicator	Grade Level			Total
	K	1	2	
Attendance below 90 percent	19	14	9	42
One or more suspensions	5	7	5	17
Course failure in ELA or Math	33	36	26	95
Level 1 on statewide assessment	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	
Students exhibiting two or more indicators	9	11	5	25

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

The members of the faculty and staff collaborate in order to support all students identified by the early warning system. A MTSS meeting is held for each student struggling academically, as well as for students exhibiting two or more early warning indicators. The MTSS team examines all factors that may attribute to student academic and behavior performance as well as school attendance. Based on conversations during this meeting time, the MTSS coordinator schedules a follow-up meeting with students' parents, classroom teachers, administration, the school Social Worker, and the Guidance Counselor as necessary. The classroom teachers also initiate and maintain regular communication with the families of these students, specifically focusing on monitoring student progress of the identified areas. During weekly grade level PLC meetings, teachers discuss the ongoing progress of these students with the members of the Leadership Team in attendance. The Behavior Leadership Team uses this information to guide the student's individualized support plan. The Behavior Leadership Team regularly checks in with these students throughout the school day and makes additional contact with parents to sustain and strengthen the ongoing communication between school and home. The Behavior Leadership Team also provides targeted students with individualized incentive programs that assist in the improvement of their academic performance.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/174944>.

Description

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

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

The school fosters relationships and sustains partnerships with the local community in many ways. The principal seeks the support and on-going partnership with Rollins College and the University of Central Florida by serving on their advisory councils, welcoming pre-service teachers on campus, and implementing service learning projects at Grand Avenue. Grand Avenue is also a part of the UCF Professional Development Consortium to provide professional development in a collaborative manner. Through the efforts of our Partner In Education program, the Family Intervention Specialist, guidance counselor, principal, and dedicated faculty, we are able to develop and sustain relationships with programs such as Blessings in a Backpack, the Kate and Justin Rose Foundation, the Orlando Science Center, Cathedral of St. Luke's, New City Church, and the Orlando Philharmonic which provides our

students materials to meet their basic needs, experiential learning opportunities, and enriched instruction that improves student achievement.

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
Rodriguez, Lino	Principal
Brown, Bevan	Instructional Coach
Dinkins, Bilandra	Instructional Coach
Maddox, Katundra	Other
New, Abigail	Instructional Coach
Wuthrich, Jodi	Teacher, ESE
Morris, Audra	Instructional Coach
Pelser-Borowicz, Nancy	Instructional Media
Holt, Chantelle	Instructional Coach

Duties

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

The Leadership Team meets weekly to debrief on classroom observations in order to refine our coaching strategies based on the trends and patterns identified as well as plan and facilitate job-embedded professional development. During these discussions, the Leadership Team uses regular classroom observations to decide on the weekly PLC focus, individualized support for each teacher, as well as collaborate to enhance the actionable feedback provided to the teachers. Additionally, the Leadership Team participates in weekly PLC meetings to assist in common planning, data analysis, and provide support for the instructional implications from the data. The Leadership Team meets with the principal to collaborate about the appropriate solutions to school-based decisions based on classroom observations and student data.

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

The Leadership Team uses the School Improvement Plan structure to identify the overarching needs of the school. The needs are identified by using the following resources; Developmental Reading Assessment (DRA), reading inventories, math assessments, teacher observations, common assessments, classroom walkthroughs, as well as the School Effectiveness Surveys completed by staff members and parents. School-wide data are brought before the team to be desegregated in order to identify areas and subgroups in need of additional resources or support. The Leadership Team collaborates with grade level base PLCs and the MTSS Leadership Team to examine all learners, learning environments, instructional strategies, and any possible barriers affecting student achievement (i.e. health concerns, social/emotional problems, homelessness, etc.).

The Leadership Team meets weekly with grade level PLCs, the MTSS Leadership Team meets monthly with grade level PLCs, and the MTSS Leadership Team also meets with administration on a monthly basis in order to align resources and personnel for the highest impact on student achievement.

Once this information is gathered, the team further examines the delivery of instruction for all struggling learners and aligns targeted interventions. The MTSS team continuously monitors student learning and provides the classroom and intervention teachers with resources and support. Once interventions are aligned and all data is collected, the team collaborates to determine if interventions continue as planned. Interventions will increase in frequency, if additional interventions are needed, or if eligibility consideration for Exceptional Student Education (ESE) is applicable as determined by student data.

-Title I, Part A – Grand Avenue Primary Learning Center has a full time Family Intervention Specialist (FIS) who provides services to our parents by interviewing and consulting with them to determine the most effective approach to overcome obstacles. The FIS works closely with the Guidance Counselor, School Social Worker, Staffing Specialist, Attendance Clerk, teachers, and administration to assist in promoting student success in school. Additionally, the FIS provides General Educational Development (GED) services, works with families who attend the weekly Great Start program by planning and executing activities that are self-help as well as academic programs that can be used at home to support student learning. Additionally, the FIS along with other staff members make calls and home visits to families when needed to help assist in improving the school to home connection through communication. The duties of the FIS impact all stakeholders which includes students, staff, and families.

-Title X- Homeless- Families who qualify for the McKinney-Vento Program (MVP) are identified by Homeless Education Liaison, registrar, teachers, all support staff, and the administrative team. The educational rights afforded to those who qualify under the McKinney-Vento Act are explained to parents by members of the Grand Avenue Primary Learning Center staff. These include but are not limited to all educational supplies and materials, field trips and bus transportation to remain in the school of origin if the location of the child is more than 2 miles.

All parents have access to information should they qualify during the school year. The information is provided at parent meetings, parent-teacher conferences, and written information is available at the Family Service Center (FSC), the front office, and the offices of the Guidance Counselor, FIS and the Staffing Specialist.

-Nutrition Programs – Grand Avenue Primary Learning Center students participate in the Blessings in a Backpack program which is designed to meet the nutritional needs of children and families over the weekend. For the 2015-2016 school year, Grand Avenue Primary Learning Center will continue to participate in the Love Pantry project which will provide meals to families within the community during emergency/crisis situations.

-Head Start – Our campus currently has two Head Start units that are sponsored through Orange County Head Start.

-Adult Education – Grand Avenue Primary Learning Center provides GED classes Monday and Wednesday mornings. The classes are designed to help improve reading, writing, social studies, social studies, and math skills in preparation for the high school equivalency exam.

-Grand Avenue Primary Learning Center participates in the Voluntary Prekindergarten program (VPK) by providing two pre-k units. This program encourages students in our community to start school at age four, which prepares them for school both socially and academically.

-Guidance Program- We have a full time school guidance counselor who teaches social and academic success skills, problem solving, and conflict resolution in the classroom.

-Great Starts- A Thursday morning program which provides an interactive parent breakfast meeting. During this time topics of interest are discussed by parents, school staff, and outside resources when available. This year we will implement quarterly instructional classroom visits to demonstrate authentic student learning through effective teacher language, the use of partner talk, and the art of facilitating classroom discussions. Following the classroom visits, families will debrief on their experience with staff members, helping them to apply their learning at home.

-Great Endings- A program that provides a safe learning environment for parents to learn with their children through the Parents and Children Together (P.A.C.T.) program. This takes place by providing developmentally appropriate child centered activities that enhance learning at home. The P.A.C.T. program is funded through the Mayor's Grant.

-Social Work Services- These are provided by an Orange County Public School employed Social Worker who works to address the needs of families and to assist in contacting resources needed by families in order for students to succeed.

-ESE Services- Students receive special education services in which parents and teachers are involved in the process to determine the best educational interventions for students in need of assistance to address their academic needs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lino Rodriguez	Principal
Khadijah Bagley	Parent
Natalie Morrobel	Parent
Megan Bernier	Teacher
Katundra Maddox	Teacher
John Neusenbergl	Business/Community
Tekesha Stephens	Parent
Bilandra Dinkins	Teacher
Katundra Maddox	Teacher
Natalie Cole	Parent
Tameika Ward	Parent
Josseline Lopez	Parent
Sarah Pylant	Education Support Employee
Rahel Adunga	Parent
Tauresa Maldonado	Parent
Mia Brooks	Parent
Shamara Caneus	Parent
Jennifer Mathis	Parent
Sasha Moore	Parent
Felicia Chambers	Parent

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 School Advisory Council (SAC), comprised of school-based stakeholders including teachers, parents, and community leaders, met at the end of the year for the annual retreat. During this time, the members discussed the School Improvement Plan (SIP) and the current school data to evaluate the SIP and determine the needs of the school for the upcoming year.

Development of this school improvement plan

The SAC held a School Improvement Planning retreat May 21, 2015. Each member of the SAC, consisting of instructional staff and a parent, received a copy of the 2014-2015 School Improvement Plan (SIP) and the results from the student, parent, and staff surveys. The SAC discussed the data and made recommendations and adjustments according to school needs and new initiatives being implemented both state and district wide.

Preparation of the school's annual budget and plan

The SAC meets monthly to discuss school improvement efforts including school-wide data trends, operational concerns, community perspectives, and family needs. The team evaluates the effectiveness of our models and programs in order to determine whether or not we should continue to allocate resources in order to sustain the initiatives. An annual budget and plan of action is determined with the input from all stakeholders.

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

The SAC used the school improvement funds to purchase materials for after school tutoring. Our school was allocated \$4,100.17 for the 2014-2015 school year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brown, Bevan	Instructional Coach
Chambers, Felicia	Teacher, K-12
Wuthrich, Jodi	Instructional Coach
Dinkins, Bilandra	Instructional Coach
Meister, Jane	Other
Reitzel, Rebecca	Teacher, K-12
Morris, Audra	Teacher, ESE
Bonesteel, Kimberly	Teacher, K-12
Bernier, Megan	Teacher, K-12
Rodriguez, Lino	Principal
Pelser-Borowicz, Nancy	Instructional Media
Holt, Chantelle	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will focus their efforts on continuing to support teachers with the adopted curriculum, intervention programs, and Language Arts Florida Standards (LAFS).The LLT

will meet monthly to discuss the academic support needed for the school. Individuals will meet with their respective grade-level team to collect student data, student concerns, and student successes. Based on this feedback and support, members of the LLT will provide professional development, modeling and coaching opportunities, and instructional resources as needed. This team will also work closely with administration to help ensure that available instructional resources are closely aligned to student needs.

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

Professional Learning Communities (PLCs) at Grand Avenue are composed of collaborative teams where members work together to plan standards-based instruction for all students. Collaborative teams foster positive working relationships by creating a systematic process in which teachers work together to develop effective instructional practices and meaningful ways to formatively assess students. The expectation at Grand Avenue is for all grade level teams to collaborate weekly for lesson planning. Teachers use their PLC time to disaggregate their grade level data and identify target areas where differentiated instruction is needed. During their weekly PLC meetings, teachers use the scope and sequence found on the Instructional Management System (IMS) to identify benchmarks and standards for the upcoming unit and lessons. The teachers also utilize the district-provided Measurement Topic Plans (MTPs) to identify the appropriate Depth of Knowledge (DOK), essential question, learning goal, scale, and target for the standard. From this document, additional accommodations and enrichment opportunities are developed. During these planning meetings teachers have discussions to identify the additional resources and materials that will support student learning. PLC norms and collective inquiry enable all team members to develop new skills and capabilities that lead to an increase in teacher confidence and morale.

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

The principal recruits caring and competent teachers by partnering with local universities to identify talented interns and thoroughly checking references for highly qualified candidates. Once a candidate is identified, Leadership Team members are included in the selection process. Our strategies for retaining highly effective teachers include differentiated job embedded professional development. Teachers are supported with a mentor, provided resources for instruction and progress-monitoring, and given specific actionable feedback from instructional coaches. Additionally, all teachers receive on-going professional development, participate in instructional rounds, sharing sessions, as well as Lesson Study. The principal and instructional coaches are committed to providing classroom teachers with encouragement, support, guidance, and assistance.

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

The mentor program at Grand Avenue Primary Learning Center is based on both the needs of beginning teachers and those teachers who are new to Grand Avenue, but have prior teaching experience. Beginning teachers are paired up with an experienced Orange County Public Schools teacher who has evidence of student success, and who has the flexibility to provide support as needed. This person is typically a member of their team. This partnership is to ensure that the beginning teacher has a support system in becoming familiar with the culture of the school and staying on track without feeling overwhelmed. If a teacher comes to Grand Avenue Primary Learning Center and has more than three years of experience, they will still be paired up with someone, ideally a team member, as their go-to person for any questions or concerns in order to make their transition smooth.

The mentor and mentee will meet weekly to discuss questions/concerns and to plan standards-based instruction. The mentor is given time to complete classroom observations of the mentee and to discuss take-aways from the experience. The mentor and mentee will participate in instructional rounds of other highly qualified teachers which will allow them to have dialogue as needed to ensure teacher success during this transition. Time will be given for feedback, coaching, and planning. Additionally, the mentee will be supported by other resource teachers as needed throughout the year. Both the mentor and mentee will participate in monthly meetings scheduled by the instructional coaching team as well as the district required teacher induction program.

Instructional coaches will observe them bi-weekly and provide actionable feedback aligned to the Marzano Framework.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Grand Avenue uses screening and diagnostic assessments such as the Developmental Reading Assessment (DRA) and the Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) screening to establish a detailed and prescriptive academic profile for each student. This data is used as a guide to differentiate instruction inside the classroom and align instructional practices to student needs. Teachers also work in Professional Learning Communities (PLCs) to design and analyze standards-based formative assessments to monitor learning progress along the way.

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: 2,400

Students will participate in the Title I Academic Tutoring program funded by Title I. This program will target previously retained kindergarten, first, and second graders, as well as the lowest 30% of second graders in the area of reading with a focus on vocabulary, phonics, and comprehension. Retained kindergartners will receive instruction focused on oral language development, phonics, and phonemic awareness. Retained first and second graders will receive instruction targeting oral language development, phonics, academic vocabulary, fluency, and comprehension. Tutors will use Journey's Literacy Toolbox to provide targeted, small-group reading instruction aligned to the Florida Standards.

Strategy Rationale

The tutoring program is a short-term, intensive, small-group intervention designed to accelerate progress in order to bring reading skills up to grade level so that early literacy difficulties do not become long-term deficits.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dinkins, Bilandra, bilandra.dinkins@ocps.net

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

Data will be collected by using weekly progress monitoring assessments to closely monitor student progression towards the Developmental Reading Assessment (DRA) cut score for the student's next grade level. These assessments will include reading comprehension, fluency, phonics and decoding strategies, and phonemic awareness, each aligned to the student's targeted need. DRA levels will be monitored twice during the after-school session.

Strategy: Summer Program

Minutes added to school year: 5,760

Students will participate in a Summer Reading Camp program funded through Title I. This program targets students at risk of retention or who are significantly below proficiency level in reading at the end of the academic year. The school day will focus on reading comprehension strategies as well as vocabulary for kindergarten, first, and second graders at Grand Avenue Primary Learning Center. Third graders who attend from surrounding sister schools are also invited to the program. Teachers will use the After the Bell program, as well as research-based materials and resources provided by the district.

Strategy Rationale

The summer reading camp is a short-term, intensive program geared toward accelerating reading comprehension and vocabulary. This program is to close the achievement gap so that the student is better prepared for the upcoming year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dinkins, Bilandra, bilandra.dinkins@ocps.net

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

Data will be collected by using weekly progress monitoring assessments to closely monitor student progression towards the Developmental Reading Assessment (DRA) cut score for the student's next grade level. These assessments will include reading comprehension, fluency, phonics and decoding strategies, and phonemic awareness, each aligned to the student's targeted need. DRA levels will be monitored twice during the summer reading program session.

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

Pre-K teachers complete home visits during the summer prior to the students' first day of school. Parents and students are invited to attend the "Meet and Greet Your Teacher" event on the Friday prior to the beginning of the school year. This gives teachers the opportunity to explain curricula and daily activities to parents. Classroom teachers send home weekly newsletters outlining special events, student learning in the classroom, and ways to expand learning opportunities at home. Additionally, parents are invited to attend the "First Day of School" celebration where they receive additional information regarding school activities, Parent Teacher Association (PTA), SAC, Parent Leadership Council, and ADDitions volunteers.

As second graders prepare to attend Grand Avenue Primary Learning Center's five surrounding sister schools, the second grade teachers and the Family Involvement Specialist (FIS) first identify students who are going to these respective schools. Then the FIS reaches out to the schools to schedule campus tours and orientation for incoming students and parents. The principal and the FIS will reach out to the new school to schedule meetings or phone conferences regarding students who are struggling academically or with unique situations.

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.** Grand Avenue Primary Learning Center teachers will participate in collaborative common planning in order to increase student achievement. (Division Priority #1 Accelerate student performance; Division Priority #2 Increase the percentage of high-performing recruited instructional candidates.)

- G2.** Grand Avenue Primary Learning Center teachers will provide rigorous standards-based instruction in every classroom in order to accelerate student performance. (Division Priority #1 Accelerate student performance; Division Priority #2 Narrow achievement gaps.)

- G3.** Grand Avenue will continue to develop capacity before, during, and after school in our community by including families in the learning and development of children. (Division Priority #1 Develop and implement programs that increase community and parental support of schools; Division Priority #2 Develop and sustain a collaborative relationship between internal and external stakeholders.)

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. Grand Avenue Primary Learning Center teachers will participate in collaborative common planning in order to increase student achievement. (Division Priority #1 Accelerate student performance; Division Priority #2 Increase the percentage of high-performing recruited instructional candidates.) 1a

G072698

Targets Supported 1b

Indicator	Annual Target
Math Gains	88.0
ELA/Reading Gains	85.0

Resources Available to Support the Goal 2

- Teacher manuals
- OCPS revised lesson plan template
- Marzano Framework
- Instructional coaches
- Webb's Depth of Knowledge
- OCPS Launchpad
- District coaches
- Curriculum crosswalks
- UCF Professional Development Consortium (Dr. Taylor Wenzel)
- Marzano professional literature

Targeted Barriers to Achieving the Goal 3

- The lack of experience in collaboratively planning standards-based instruction

Plan to Monitor Progress Toward G1. 8

The leadership team will join in Professional Learning Community meetings to participate in the collaborative planning process and review student performance data to monitor whether efforts are resulting in an increase in student achievement.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

iObservation data, student work and/or performance data reflecting growth in mastery of the standards, PLC notes indicating the specific goal/ focus of the meeting

G2. Grand Avenue Primary Learning Center teachers will provide rigorous standards-based instruction in every classroom in order to accelerate student performance. (Division Priority #1 Accelerate student performance; Division Priority #2 Narrow achievement gaps.) **1a**

 G072699

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	85.0
Math Gains	88.0

Resources Available to Support the Goal **2**

- Master schedule
- Instructional coaches
- School-based professional development plan
- Collaborative and flexible staff
- Partnership with local universities
- Professional libraries
- Supportive Principal
- "The Art and Science of Teaching" by Robert Marzano
- "The Lesson Planning Handbook" by Peter Brunn
- "Engaging Students with Poverty in Mind" by Eric Jensen
- Language Arts Florida Standards and Mathematics Florida Standards
- Orange County Public Schools "Lesson Study Protocol"
- "Becoming a Reflective Teacher" by Robert Marzano
- Supportive Leadership Team
- "Coaching Classroom Instruction" by Robert Marzano
- "Effective Supervision- Supporting the Art and Science of Teaching" by Robert Marzano

Targeted Barriers to Achieving the Goal **3**

- Limited teacher understanding of deconstructed Florida Standards, Webb's Depth of Knowledge, Marzano Framework strategies within Design Questions 3 and 4, and how to design lessons that continuously address individual student needs driven by standards-based formative and summative assessments
- Lack of experience in the PLC framework that is intentionally dedicated to identifying targeted learning outcomes, creating quality assessments, analyzing student data, adjusting instruction as needed, and celebrating success

Plan to Monitor Progress Toward G2. 8

The leadership team conducts ongoing classroom observations and reviews student performance data and student works to determine whether teachers are making progress in delivery of standards-based instruction.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/7/2015 to 5/30/2016

Evidence of Completion

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

G3. Grand Avenue will continue to develop capacity before, during, and after school in our community by including families in the learning and development of children. (Division Priority #1 Develop and implement programs that increase community and parental support of schools; Division Priority #2 Develop and sustain a collaborative relationship between internal and external stakeholders.) **1a**

 G072700

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	85.0
Math Gains	88.0

Resources Available to Support the Goal **2**

- Classroom teachers
- Instructional coaches
- Family Intervention Specialist
- Guidance Counselor will collaborate with the Family Intervention Specialist to address the needs of our families.
- ESOL translator
- Community resources
- Great Endings and Parent and Child Together Center (PACT Center)
- Parent and Child Activities (PACA)
- Blessings in a Backpack and Love Pantry
- Social media

Targeted Barriers to Achieving the Goal **3**

- Challenges in consistent attendance and representation of all subgroups during curriculum nights and school-wide events designed to build capacity between home and school
- Under-resourced families often struggle to include strategies and activities that extend learning in the home environment

Plan to Monitor Progress Toward G3. **8**

The leadership team will review student performance data from those students whose parents attend meetings and document families that attend each family involvement opportunity in order to identify any correlation to student achievement.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/21/2015 to 5/2/2016

Evidence of Completion

Sign-in sheets, student achievement data, teacher observations, surveys, and agendas from events

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. Grand Avenue Primary Learning Center teachers will participate in collaborative common planning in order to increase student achievement. (Division Priority #1 Accelerate student performance; Division Priority #2 Increase the percentage of high-performing recruited instructional candidates.) **1**

 G072698

G1.B1 The lack of experience in collaboratively planning standards-based instruction **2**

 B189683

G1.B1.S1 Classroom support teachers and the principal will be actively involved in collaborative common planning to support teachers in the planning of standards-based instruction. **4**

 S201043

Strategy Rationale

Teachers will be able to more effectively plan for standards-based instruction when they have the support of resource personnel and the principal.

Action Step 1 **5**

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

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/19/2015 to 6/1/2016

Evidence of Completion

lesson plans, deconstructed standards and scales

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

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

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/19/2015 to 5/31/2016

Evidence of Completion

observation feedback, PLC notes, lesson plans, deconstructed standards

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

The leadership team attends common planning, reviews lesson plans and student performance data, and conducts ongoing classroom observations to determine whether teachers' knowledge of the standards is increasing.

Person Responsible

Lino Rodriguez

Schedule

On 6/8/2016

Evidence of Completion

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

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

The principal and instructional coaches will conduct weekly classroom walkthroughs and facilitate PLC discussions.

Person Responsible

Lino Rodriguez

Schedule

On 6/8/2016

Evidence of Completion

Standards-based lesson plans, increased student performance, instructional alignment within planning and delivery among grade-level teams

G1.B1.S2 Facilitate Lesson Study to strengthen the common planning process. 4

 S201044

Strategy Rationale

Using the steps in this model provides guidance in making sure that all components and elements are in place such as: identifying the standards, planning the instruction, analyzing student data, and reflecting on the process to make adjustments as needed.

Action Step 1 5

Instructional coaches will facilitate two lesson study cycles per grade level.

Person Responsible

Lino Rodriguez

Schedule

Quarterly, from 10/8/2015 to 3/11/2016

Evidence of Completion

The lesson plan, student data, teacher reflections

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

The instructional coaches will follow the OCPS Lesson Study model which includes attending and participating in the planning, observing, and debriefing phases.

Person Responsible

Lino Rodriguez

Schedule

Quarterly, from 10/8/2015 to 3/11/2016

Evidence of Completion

lesson plans, peer observation notes, student data, Lesson Study template, and teacher reflections

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

The principal and instructional coaches will do weekly classroom walkthroughs and participate in weekly PLC discussions.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Standards-based lesson plans, increased student performance, instructional alignment within planning and delivery among grade-level teams

G2. Grand Avenue Primary Learning Center teachers will provide rigorous standards-based instruction in every classroom in order to accelerate student performance. (Division Priority #1 Accelerate student performance; Division Priority #2 Narrow achievement gaps.) 1

G072699

G2.B1 Limited teacher understanding of deconstructed Florida Standards, Webb's Depth of Knowledge, Marzano Framework strategies within Design Questions 3 and 4, and how to design lessons that continuously address individual student needs driven by standards-based formative and summative assessments 2

B189684

G2.B1.S1 Provide on-going job-embedded professional development to include the following: PLCs, lesson study, book studies, coaching with actionable feedback, and instructional rounds. Through these multiple exposures, teachers' understanding of the standards will increase. 4

S201045

Strategy Rationale

As Grand Avenue Primary Learning Center (GAPLC) continues to function as a PLC, teachers within the school will continue to embrace high levels of learning for all students as both their purpose and as the fundamental responsibility for everyone within the school.

Action Step 1 5

The leadership team will facilitate professional development focused on understanding and deconstructing the Florida Standards, in order to ensure guaranteed and viable instruction is provided across all grade levels.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/17/2015 to 5/4/2016

Evidence of Completion

Agendas, sign-in sheets, PLC notes, classroom observations, and coaching/actionable feedback

Action Step 2 5

The leadership team will facilitate professional development focusing on whole group and small group instructional strategies with an emphasis on the Florida Standards, DOK, standards-based formative assessment data, and how to align instruction and assessments to increase student achievement in all subgroups to close the achievement gap.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/17/2015 to 5/4/2016

Evidence of Completion

Agendas, sign-in sheets, classroom observations, formative assessment data, and PLC notes

Action Step 3 5

The leadership team will provide follow-up for all professional development during PLC meetings to align professional learning to the team's collective work regarding the OCPS lesson plan template questions and the four questions of a PLC: 1. What we want students to learn? 2. How will we know when each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency? This support will occur through weekly PLC meetings and also following Wednesday afternoon professional development in order to align coaching/support to individual grade level needs.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/17/2015 to 5/4/2016

Evidence of Completion

Agendas, PLC notes, common assessments, sign-in sheets, student work samples, and classroom observations

Action Step 4 5

The leadership team will facilitate multiple instructional rounds and Lesson Study sessions focusing on targeted content areas, unit planning, and the alignment of appropriate instructional strategies to the Florida Standards and DOK.

Person Responsible

Lino Rodriguez

Schedule

Biweekly, from 10/5/2015 to 4/4/2016

Evidence of Completion

Teacher reflections, research lessons, and instructional rounds observations

Action Step 5 5

The leadership team will conduct weekly classroom observations in order to provide teachers with actionable feedback related to the Marzano Framework, standards-based instruction, DOK, and evidence of student learning. This feedback will also align to teachers' individual needs and targeted Deliberate Practice.

Person Responsible

Lino Rodriguez

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Sign-in sheets, classroom observations, and student data

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

The leadership team will meet weekly to discuss classroom observations, iObservation data, and student data. Instructional coaches will provide individual support to all instructional staff adapting support to the needs identified during weekly meetings. School-wide professional development will be adjusted to align each action step with the collective needs of the school as a result of this monitoring of professional development.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

iObservation data, professional development plan, and PLC notes

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

The leadership team and instructional coaches will collaborate with district-level instructional coaches to gather grade level and classroom based evidence of implementation of professional development and the impact on student achievement. The leadership team, instructional coaches, and district coaches will analyze classroom walkthrough data, observations, school-based data, and student work samples during their visits to Grand Avenue Primary Learning Center. Ongoing support will be provided and/or adjusted as needed based on the data collected during these visits.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/14/2015 to 5/2/2016

Evidence of Completion

iObservation data, professional development, plan and PLC notes

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

The leadership team will monitor the effectiveness of standards-based instruction by collecting and analyzing data throughout the year. The following data collection tools will be used: Developmental Reading Assessment (DRA), formative and summative assessments, Go Math Assessments, ST Math Reports, Measures of Academic Progress (MAP) assessment, and student work samples aligned to a learning goal.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

School-wide data reports, weekly PLC meetings, and monthly data conferences including: Developmental Reading Assessment (DRA), PLC formative and summative assessments, Go Math Assessments, Measures of Academic Progress (MAP) assessment, ST Math Reports, and student work samples

G2.B2 Lack of experience in the PLC framework that is intentionally dedicated to identifying targeted learning outcomes, creating quality assessments, analyzing student data, adjusting instruction as needed, and celebrating success **2**

 B189685

G2.B2.S1 Weekly PLCs will continue to focus on the development of collaborative teams in which teachers work together to achieve a common goal. The work on this PLC will focus on identifying and deconstructing the standards to be taught with emphasis on identifying targeted learning goals, creating standards-based assessments, analyzing student data, adjusting instruction as needed, and how can we extend and enrich the learning of students who demonstrate proficiency. **4**

 S201046

Strategy Rationale

The process of maintaining meaningful collaborative teams within the PLCs is to continuously improve the collective capacity of each grade level in order to achieve the intended results.

Action Step 1 **5**

PLCs will designate a lead facilitator to keep all conversations focused on the identified learning targets and an instructional coach will be appointed to each grade level in order to offer another layer of support.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

PLC agendas and notes

Action Step 2 **5**

PLCs will share their meeting notes with the leadership team on a weekly basis in order to demonstrate that a consistent and collective inquiry structure has been established based on the OCPS lesson plan template questions and the four questions of a PLC: 1. What we want students to learn? 2. How will we know when each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency?

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

PLC agendas and notes

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

The Instructional Coach designated to each grade level will monitor and support the level of collaborative work achieved during PLCs and the implementation of the professional learning within and across grade levels.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/17/2015 to 5/30/2016

Evidence of Completion

PLC agendas, iObservation data, and PLC notes

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

The Leadership Team will review and discuss PLC notes, agendas and i-Observation data in order to support and monitor that the time is being dedicated to the planning of standards-based instruction.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/17/2015 to 5/30/2016

Evidence of Completion

PLC agendas and Notes, grade level PLC notes and iObservation data

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

The leadership team will monitor and support the effectiveness of PLCs. The leadership team will collect classroom walkthrough data to analyze how professional development and the work within the PLC impacts standards-based instruction and learning within the classroom.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/17/2015 to 5/2/2016

Evidence of Completion

Classroom observations reflecting application of professional development initiatives, and student data reflecting application of PLC focus/goals

G3. Grand Avenue will continue to develop capacity before, during, and after school in our community by including families in the learning and development of children. (Division Priority #1 Develop and implement programs that increase community and parental support of schools; Division Priority #2 Develop and sustain a collaborative relationship between internal and external stakeholders.) 1

G072700

G3.B1 Challenges in consistent attendance and representation of all subgroups during curriculum nights and school-wide events designed to build capacity between home and school 2

B189686

G3.B1.S1 Classroom teachers will conduct home visits providing families with important school information including family involvement opportunities. 4

S201047

Strategy Rationale

When teachers get to know their students and their families, families become powerful advocates in their children's education to support learning at home.

Action Step 1 5

Classroom teachers will pair up with other teachers to perform home visits throughout the school year.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 8/17/2015 to 5/30/2016

Evidence of Completion

Number of home visits completed and percentage of families that attend school activities

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

A member of the leadership team will participate in home visits and review parent-teacher contact logs throughout the year.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 8/17/2015 to 5/30/2016

Evidence of Completion

School effectiveness survey and parent-teacher contact log

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

The leadership team will utilize MTSS monthly meetings to monitor and support the need for home visits and increased parent involvement. The leadership team will also determine if actions taken have impacted specific students' behavior, attendance, social/emotional, and academic needs.

Person Responsible

Lino Rodriguez


Schedule

Monthly, from 9/21/2015 to 5/30/2016

Evidence of Completion

MTSS notes indicating a plan for family involvement, referrals to outside counseling agencies, discipline data, attendance data, student performance data

G3.B1.S2 Design and facilitate a variety of family engagement experiences within the classroom in order to nurture a home-to-school connection. 4

 S201048

Strategy Rationale

Building capacity between home and school ensures that families have the skills and resources to create a positive, nurturing home atmosphere that not only supports what goes on in the classroom, but also instills the love of learning.

Action Step 1 5

Model strategies within the classroom to increase oral language development and higher order thinking skills during various academic learning experiences for all families and debrief the classroom experience in order to transfer the learning to the home environment.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/10/2015 to 5/5/2016

Evidence of Completion

Sign-in sheets, surveys, and family reflections

Action Step 2 5

Integrate curriculum and classroom experiences into family involvement opportunities including monthly classroom experiences, Great Starts, Great Endings, school book fairs, family nights, and curriculum nights.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/10/2015 to 5/5/2016

Evidence of Completion

Agendas, sign-in sheets, demonstration lessons, notes from debrief

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

The Leadership Team will facilitate a monthly debrief in PLCs with all participating grade levels, including Family Intervention Specialist and guidance counselor.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/10/2015 to 5/5/2016

Evidence of Completion

Agendas and notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

The leadership team will analyze surveys regarding participation in family activities and events designed to support academic and, social/emotional development.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/10/2015 to 5/5/2016

Evidence of Completion

Parent surveys, anecdotal data collected during family events, discipline data, attendance data

G3.B1.S3 Provide families with resources to address academic, social, emotional, and medical needs. This will be provided through resource teachers, instructional coaches, classroom teachers, guidance counselor and Family Intervention Specialist. 4

 S201049

Strategy Rationale

The whole child approach ensures that each student is healthy, safe, supported, and challenged. This approach sets the standard for comprehensive school improvement and provides for long-term student success.

Action Step 1 5

The guidance counselor and Family Intervention Specialist will make resources available for families as needed.

Person Responsible

Katundra Maddox

Schedule

Daily, from 8/24/2015 to 6/8/2016

Evidence of Completion

tracking form, Love Pantry distribution log

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

The guidance counselor and family intervention specialist will track how many families received resources/support.

Person Responsible

Katundra Maddox

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

tracking forms and surveys

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

The guidance counselor, Family Intervention Specialist, and MTSS team will meet monthly to monitor student performance and progress towards academic, social/emotional goals.

Person Responsible

Katundra Maddox


Schedule

Monthly, from 9/3/2015 to 6/8/2016


Evidence of Completion

Student data, attendance data, cumulative folders, and discipline data

G3.B2 Under-resourced families often struggle to include strategies and activities that extend learning in the home environment 2

 B189687

G3.B2.S1 During family involvement activities, families have the opportunity to engage in strategies that extend learning at home. Materials and resources will also be provided to support these activities. 4

 S201050

Strategy Rationale

As a school, we must continually strive to provide families with the most effective strategies and resources to use at home in order to enhance and support learning.

Action Step 1 5

The Leadership Team will meet with PLCs, guidance counselor, and Family Intervention Specialist to plan activities designed to build capacity between home and school.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/24/2015 to 5/2/2016

Evidence of Completion

PLC notes, curriculum night agendas, attendance

Action Step 2 5

The leadership team, resource teachers, guidance counselor, and Family Intervention Specialist will debrief learning experiences with families during Great Start, Great Endings, and family nights in order to support implementation of what families learned into the home environment.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/21/2015 to 5/26/2016

Evidence of Completion

Attendance, family survey data

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

A member of the leadership team will attend school-family events to monitor the implementation of learning activities and obtain data regarding how strategies and/or activities supported the families.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 10/1/2015 to 5/5/2016

Evidence of Completion

Family survey data, attendance, feedback from families during various school events

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

The leadership team will analyze school attendance, student achievement data, and discipline data to determine the effectiveness of the implementation of various school-family events.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 10/1/2015 to 5/5/2016

Evidence of Completion

DRA data, MAP Assessment, Go Math Assessments, student work samples, student observations, formative assessments, attendance data, and discipline data

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The instructional coaches and grade-level teams will meet weekly to commonly plan for instruction and assessments.	Rodriguez, Lino	8/19/2015	lesson plans, deconstructed standards and scales	6/1/2016 weekly
G1.B1.S2.A1	Instructional coaches will facilitate two lesson study cycles per grade level.	Rodriguez, Lino	10/8/2015	The lesson plan, student data, teacher reflections	3/11/2016 quarterly
G2.B1.S1.A1	The leadership team will facilitate professional development focused on understanding and deconstructing the Florida Standards, in order to ensure guaranteed and viable instruction is provided across all grade levels.	Rodriguez, Lino	8/17/2015	Agendas, sign-in sheets, PLC notes, classroom observations, and coaching/ actionable feedback	5/4/2016 weekly
G2.B2.S1.A1	PLCs will designate a lead facilitator to keep all conversations focused on the identified learning targets and an instructional coach will be appointed to each grade level in order to offer another layer of support.	Rodriguez, Lino	8/17/2015	PLC agendas and notes	6/8/2016 weekly
G3.B1.S1.A1	Classroom teachers will pair up with other teachers to perform home visits throughout the school year.	Rodriguez, Lino	8/17/2015	Number of home visits completed and percentage of families that attend school activities	5/30/2016 monthly
G3.B1.S2.A1	Model strategies within the classroom to increase oral language development and higher order thinking skills during various academic learning experiences for all families and debrief the classroom experience in order to transfer the learning to the home environment.	Rodriguez, Lino	9/10/2015	Sign-in sheets, surveys, and family reflections	5/5/2016 monthly
G3.B1.S3.A1	The guidance counselor and Family Intervention Specialist will make resources available for families as needed.	Maddox, Katundra	8/24/2015	tracking form, Love Pantry distribution log	6/8/2016 daily
G3.B2.S1.A1	The Leadership Team will meet with PLCs, guidance counselor, and Family Intervention Specialist to plan activities designed to build capacity between home and school.	Rodriguez, Lino	9/24/2015	PLC notes, curriculum night agendas, attendance	5/2/2016 monthly
G2.B1.S1.A2	The leadership team will facilitate professional development focusing on whole group and small group instructional strategies with an emphasis on the Florida Standards, DOK, standards-based formative assessment data, and how to align instruction and assessments to increase student achievement in all subgroups to close the achievement gap.	Rodriguez, Lino	8/17/2015	Agendas, sign-in sheets, classroom observations, formative assessment data, and PLC notes	5/4/2016 weekly
G2.B2.S1.A2	PLCs will share their meeting notes with the leadership team on a weekly basis in order to demonstrate that a consistent and collective inquiry structure has been established based on the OCPS lesson plan template questions and the four questions of a PLC: 1. What we want students to learn? 2. How will we know when each student has learned it? 3. How will we respond when some students do not	Rodriguez, Lino	8/17/2015	PLC agendas and notes	6/8/2016 weekly

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Grand Avenue Primary Learning Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency?				
G3.B1.S2.A2	Integrate curriculum and classroom experiences into family involvement opportunities including monthly classroom experiences, Great Starts, Great Endings, school book fairs, family nights, and curriculum nights.	Rodriguez, Lino	9/10/2015	Agendas, sign-in sheets, demonstration lessons, notes from debrief	5/5/2016 monthly
G3.B2.S1.A2	The leadership team, resource teachers, guidance counselor, and Family Intervention Specialist will debrief learning experiences with families during Great Start, Great Endings, and family nights in order to support implementation of what families learned into the home environment.	Rodriguez, Lino	9/21/2015	Attendance, family survey data	5/26/2016 monthly
G2.B1.S1.A3	The leadership team will provide follow-up for all professional development during PLC meetings to align professional learning to the team's collective work regarding the OCPS lesson plan template questions and the four questions of a PLC: 1. What we want students to learn? 2. How will we know when each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency? This support will occur through weekly PLC meetings and also following Wednesday afternoon professional development in order to align coaching/ support to individual grade level needs.	Rodriguez, Lino	8/17/2015	Agendas, PLC notes, common assessments, sign-in sheets, student work samples, and classroom observations	5/4/2016 weekly
G2.B1.S1.A4	The leadership team will facilitate multiple instructional rounds and Lesson Study sessions focusing on targeted content areas, unit planning, and the alignment of appropriate instructional strategies to the Florida Standards and DOK.	Rodriguez, Lino	10/5/2015	Teacher reflections, research lessons, and instructional rounds observations	4/4/2016 biweekly
G2.B1.S1.A5	The leadership team will conduct weekly classroom observations in order to provide teachers with actionable feedback related to the Marzano Framework, standards-based instruction, DOK, and evidence of student learning. This feedback will also align to teachers' individual needs and targeted Deliberate Practice.	Rodriguez, Lino	8/24/2015	Sign-in sheets, classroom observations, and student data	6/8/2016 biweekly
G1.MA1	The leadership team will join in Professional Learning Community meetings to participate in the collaborative planning process and review student performance data to monitor whether efforts are resulting in an increase in student achievement.	Rodriguez, Lino	8/17/2015	iObservation data, student work and/or performance data reflecting growth in mastery of the standards, PLC notes indicating the specific goal/ focus of the meeting	6/8/2016 weekly
G1.B1.S1.MA1	The leadership team attends common planning, reviews lesson plans and student performance data, and conducts ongoing classroom observations to determine whether teachers' knowledge of the standards is increasing.	Rodriguez, Lino	8/25/2015	Lesson plans reflecting a deeper understanding of aligning tasks to rigor of the standards, classroom walkthrough data, student works, and/or performance data reflecting growth in mastery of the standards	6/8/2016 one-time

Orange - 0191 - Grand Avenue Primary Learning Center - 2015-16 SIP
Grand Avenue Primary Learning Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	The principal and instructional coaches will conduct weekly classroom walkthroughs and facilitate PLC discussions.	Rodriguez, Lino	8/25/2015	Standards-based lesson plans, increased student performance, instructional alignment within planning and delivery among grade-level teams	6/8/2016 one-time
G1.B1.S1.MA1	Instructional coaches will meet weekly with the principal to discuss the progress of the common planning process.	Rodriguez, Lino	8/19/2015	observation feedback, PLC notes, lesson plans, deconstructed standards	5/31/2016 weekly
G1.B1.S2.MA1	The principal and instructional coaches will do weekly classroom walkthroughs and participate in weekly PLC discussions.	Rodriguez, Lino	8/24/2015	Standards-based lesson plans, increased student performance, instructional alignment within planning and delivery among grade-level teams	6/8/2016 weekly
G1.B1.S2.MA1	The instructional coaches will follow the OCPS Lesson Study model which includes attending and participating in the planning, observing, and debriefing phases.	Rodriguez, Lino	10/8/2015	lesson plans, peer observation notes, student data, Lesson Study template, and teacher reflections	3/11/2016 quarterly
G2.MA1	The leadership team conducts ongoing classroom observations and reviews student performance data and student works to determine whether teachers are making progress in delivery of standards-based instruction.	Rodriguez, Lino	9/7/2015	Classroom walkthrough data/classroom observation data, student work and/or performance data reflecting growth in mastery of the standards	5/30/2016 monthly
G2.B1.S1.MA1	The leadership team will monitor the effectiveness of standards-based instruction by collecting and analyzing data throughout the year. The following data collection tools will be used: Developmental Reading Assessment (DRA), formative and summative assessments, Go Math Assessments, ST Math Reports, Measures of Academic Progress (MAP) assessment, and student work samples aligned to a learning goal.	Rodriguez, Lino	8/24/2015	School-wide data reports, weekly PLC meetings, and monthly data conferences including: Developmental Reading Assessment (DRA), PLC formative and summative assessments, Go Math Assessments, Measures of Academic Progress (MAP) assessment, ST Math Reports, and student work samples	6/8/2016 monthly
G2.B1.S1.MA1	The leadership team will meet weekly to discuss classroom observations, iObservation data, and student data. Instructional coaches will provide individual support to all instructional staff adapting support to the needs identified during weekly meetings. School-wide professional development will be adjusted to align each action step with the collective needs of the school as a result of this monitoring of professional development.	Rodriguez, Lino	8/17/2015	iObservation data, professional development plan, and PLC notes	6/8/2016 weekly
G2.B1.S1.MA3	The leadership team and instructional coaches will collaborate with district-level instructional coaches to gather grade level and classroom based evidence of implementation of professional development and the impact on student achievement. The leadership team, instructional coaches, and district coaches will analyze classroom walkthrough data, observations, school-based data, and student work samples during their visits to Grand Avenue Primary Learning Center. Ongoing support will be provided and/or adjusted as needed based on the data collected during these visits.	Rodriguez, Lino	9/14/2015	iObservation data, professional development, plan and PLC notes	5/2/2016 monthly

Orange - 0191 - Grand Avenue Primary Learning Center - 2015-16 SIP
Grand Avenue Primary Learning Center

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	The leadership team will monitor and support the effectiveness of PLCs. The leadership team will collect classroom walkthrough data to analyze how professional development and the work within the PLC impacts standards-based instruction and learning within the classroom.	Rodriguez, Lino	8/17/2015	Classroom observations reflecting application of professional development initiatives, and student data reflecting application of PLC focus/goals	5/2/2016 weekly
G2.B2.S1.MA1	The Instructional Coach designated to each grade level will monitor and support the level of collaborative work achieved during PLCs and the implementation of the professional learning within and across grade levels.	Rodriguez, Lino	8/17/2015	PLC agendas, iObservation data, and PLC notes	5/30/2016 weekly
G2.B2.S1.MA3	The Leadership Team will review and discuss PLC notes, agendas and i-Observation data in order to support and monitor that the time is being dedicated to the planning of standards-based instruction.	Rodriguez, Lino	8/17/2015	PLC agendas and Notes, grade level PLC notes and iObservation data	5/30/2016 weekly
G3.MA1	The leadership team will review student performance data from those students whose parents attend meetings and document families that attend each family involvement opportunity in order to identify any correlation to student achievement.	Rodriguez, Lino	9/21/2015	Sign-in sheets, student achievement data, teacher observations, surveys, and agendas from events	5/2/2016 monthly
G3.B1.S1.MA1	The leadership team will utilize MTSS monthly meetings to monitor and support the need for home visits and increased parent involvement. The leadership team will also determine if actions taken have impacted specific students' behavior, attendance, social/emotional, and academic needs.	Rodriguez, Lino	9/21/2015	MTSS notes indicating a plan for family involvement, referrals to outside counseling agencies, discipline data, attendance data, student performance data	5/30/2016 monthly
G3.B1.S1.MA1	A member of the leadership team will participate in home visits and review parent-teacher contact logs throughout the year.	Rodriguez, Lino	8/17/2015	School effectiveness survey and parent-teacher contact log	5/30/2016 monthly
G3.B2.S1.MA1	The leadership team will analyze school attendance, student achievement data, and discipline data to determine the effectiveness of the implementation of various school-family events.	Rodriguez, Lino	10/1/2015	DRA data, MAP Assessment, Go Math Assessments, student work samples, student observations, formative assessments, attendance data, and discipline data	5/5/2016 monthly
G3.B2.S1.MA1	A member of the leadership team will attend school-family events to monitor the implementation of learning activities and obtain data regarding how strategies and/or activities supported the families.	Rodriguez, Lino	10/1/2015	Family survey data, attendance, feedback from families during various school events	5/5/2016 monthly
G3.B1.S2.MA1	The leadership team will analyze surveys regarding participation in family activities and events designed to support academic and, social/emotional development.	Rodriguez, Lino	9/10/2015	Parent surveys, anecdotal data collected during family events, discipline data, attendance data	5/5/2016 monthly
G3.B1.S2.MA1	The Leadership Team will facilitate a monthly debrief in PLCs with all participating grade levels, including Family Intervention Specialist and guidance counselor.	Rodriguez, Lino	9/10/2015	Agendas and notes	5/5/2016 monthly
G3.B1.S3.MA1	The guidance counselor, Family Intervention Specialist, and MTSS team will meet monthly to monitor student	Maddox, Katundra	9/3/2015	Student data, attendance data, cumulative folders, and discipline data	6/8/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	performance and progress towards academic, social/emotional goals.				
G3.B1.S3.MA1	The guidance counselor and family intervention specialist will track how many families received resources/ support.	Maddox, Katundra	8/24/2015	tracking forms and surveys	6/8/2016 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.

G1. Grand Avenue Primary Learning Center teachers will participate in collaborative common planning in order to increase student achievement. (Division Priority #1 Accelerate student performance; Division Priority #2 Increase the percentage of high-performing recruited instructional candidates.)

G1.B1 The lack of experience in collaboratively planning standards-based instruction

G1.B1.S2 Facilitate Lesson Study to strengthen the common planning process.

PD Opportunity 1

Instructional coaches will facilitate two lesson study cycles per grade level.

Facilitator

Instructional coaches

Participants

classroom and resource teachers

Schedule

Quarterly, from 10/8/2015 to 3/11/2016

G2. Grand Avenue Primary Learning Center teachers will provide rigorous standards-based instruction in every classroom in order to accelerate student performance. (Division Priority #1 Accelerate student performance; Division Priority #2 Narrow achievement gaps.)

G2.B1 Limited teacher understanding of deconstructed Florida Standards, Webb's Depth of Knowledge, Marzano Framework strategies within Design Questions 3 and 4, and how to design lessons that continuously address individual student needs driven by standards-based formative and summative assessments

G2.B1.S1 Provide on-going job-embedded professional development to include the following: PLCs, lesson study, book studies, coaching with actionable feedback, and instructional rounds. Through these multiple exposures, teachers' understanding of the standards will increase.

PD Opportunity 1

The leadership team will facilitate professional development focused on understanding and deconstructing the Florida Standards, in order to ensure guaranteed and viable instruction is provided across all grade levels.

Facilitator

Instructional coaches

Participants

All grade levels, special area, and resource teachers

Schedule

Weekly, from 8/17/2015 to 5/4/2016

PD Opportunity 2

The leadership team will facilitate professional development focusing on whole group and small group instructional strategies with an emphasis on the Florida Standards, DOK, standards-based formative assessment data, and how to align instruction and assessments to increase student achievement in all subgroups to close the achievement gap.

Facilitator

Instructional coaches

Participants

Classroom and resource teachers

Schedule

Weekly, from 8/17/2015 to 5/4/2016

PD Opportunity 3

The leadership team will provide follow-up for all professional development during PLC meetings to align professional learning to the team's collective work regarding the OCPS lesson plan template questions and the four questions of a PLC: 1. What we want students to learn? 2. How will we know when each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency? This support will occur through weekly PLC meetings and also following Wednesday afternoon professional development in order to align coaching/support to individual grade level needs.

Facilitator

Team Leaders and instructional coaches

Participants

Classroom and resource teachers

Schedule

Weekly, from 8/17/2015 to 5/4/2016

PD Opportunity 4

The leadership team will facilitate multiple instructional rounds and Lesson Study sessions focusing on targeted content areas, unit planning, and the alignment of appropriate instructional strategies to the Florida Standards and DOK.

Facilitator

Instructional coaches

Participants

Classroom and resource teachers

Schedule

Biweekly, from 10/5/2015 to 4/4/2016

PD Opportunity 5

The leadership team will conduct weekly classroom observations in order to provide teachers with actionable feedback related to the Marzano Framework, standards-based instruction, DOK, and evidence of student learning. This feedback will also align to teachers' individual needs and targeted Deliberate Practice.

Facilitator

Instructional coaches

Participants

All grade levels, special area teachers, and resource teachers

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

G2.B2 Lack of experience in the PLC framework that is intentionally dedicated to identifying targeted learning outcomes, creating quality assessments, analyzing student data, adjusting instruction as needed, and celebrating success

G2.B2.S1 Weekly PLCs will continue to focus on the development of collaborative teams in which teachers work together to achieve a common goal. The work on this PLC will focus on identifying and deconstructing the standards to be taught with emphasis on identifying targeted learning goals, creating standards-based assessments, analyzing student data, adjusting instruction as needed, and how can we extend and enrich the learning of students who demonstrate proficiency.

PD Opportunity 1

PLCs will designate a lead facilitator to keep all conversations focused on the identified learning targets and an instructional coach will be appointed to each grade level in order to offer another layer of support.

Facilitator

Team leaders and instructional coaches

Participants

Classroom teachers

Schedule

Weekly, from 8/17/2015 to 6/8/2016

G3. Grand Avenue will continue to develop capacity before, during, and after school in our community by including families in the learning and development of children. (Division Priority #1 Develop and implement programs that increase community and parental support of schools; Division Priority #2 Develop and sustain a collaborative relationship between internal and external stakeholders.)

G3.B1 Challenges in consistent attendance and representation of all subgroups during curriculum nights and school-wide events designed to build capacity between home and school

G3.B1.S2 Design and facilitate a variety of family engagement experiences within the classroom in order to nurture a home-to-school connection.

PD Opportunity 1

Integrate curriculum and classroom experiences into family involvement opportunities including monthly classroom experiences, Great Starts, Great Endings, school book fairs, family nights, and curriculum nights.

Facilitator

Family Intervention Specialist and guidance counselor

Participants

Grand Avenue parents

Schedule

Monthly, from 9/10/2015 to 5/5/2016

Technical Assistance Items

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

G1. Grand Avenue Primary Learning Center teachers will participate in collaborative common planning in order to increase student achievement. (Division Priority #1 Accelerate student performance; Division Priority #2 Increase the percentage of high-performing recruited instructional candidates.)

G1.B1 The lack of experience in collaboratively planning standards-based instruction

G1.B1.S1 Classroom support teachers and the principal will be actively involved in collaborative common planning to support teachers in the planning of standards-based instruction.

PD Opportunity 1

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

Facilitator

PLC facilitator and instructional coaches

Participants

Classroom teachers and instructional coaches

Schedule

Weekly, from 8/19/2015 to 6/1/2016

G3. Grand Avenue will continue to develop capacity before, during, and after school in our community by including families in the learning and development of children. (Division Priority #1 Develop and implement programs that increase community and parental support of schools; Division Priority #2 Develop and sustain a collaborative relationship between internal and external stakeholders.)

G3.B1 Challenges in consistent attendance and representation of all subgroups during curriculum nights and school-wide events designed to build capacity between home and school

G3.B1.S1 Classroom teachers will conduct home visits providing families with important school information including family involvement opportunities.

PD Opportunity 1

Classroom teachers will pair up with other teachers to perform home visits throughout the school year.

Facilitator

Katundra Maddox

Participants

Classroom teachers, resource teachers and school administration

Schedule

Monthly, from 8/17/2015 to 5/30/2016

G3.B1.S3 Provide families with resources to address academic, social, emotional, and medical needs. This will be provided through resource teachers, instructional coaches, classroom teachers, guidance counselor and Family Intervention Specialist.

PD Opportunity 1

The guidance counselor and Family Intervention Specialist will make resources available for families as needed.

Facilitator

Family Intervention Specialist and guidance counselor

Participants

Grand Avenue families

Schedule

Daily, from 8/24/2015 to 6/8/2016

Budget

Budget Data

1	G1.B1.S1.A1	The instructional coaches and grade-level teams will meet weekly to commonly plan for instruction and assessments.				\$3,240.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0191 - Grand Avenue Primary Learning Center	General Fund		\$3,240.00
			<i>Notes: We will provide each teacher with a color copy set of student friendly standards to be displayed in the classroom.</i>			
2	G1.B1.S2.A1	Instructional coaches will facilitate two lesson study cycles per grade level.				\$0.00
3	G2.B1.S1.A1	The leadership team will facilitate professional development focused on understanding and deconstructing the Florida Standards, in order to ensure guaranteed and viable instruction is provided across all grade levels.				\$0.00
4	G2.B1.S1.A2	The leadership team will facilitate professional development focusing on whole group and small group instructional strategies with an emphasis on the Florida Standards, DOK, standards-based formative assessment data, and how to align instruction and assessments to increase student achievement in all subgroups to close the achievement gap.				\$6,235.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0191 - Grand Avenue Primary Learning Center	Title I Part A		\$6,235.00
			<i>Notes: We will implement ST Math as a Tier 2 intervention to support standards-based instruction as it aligns to Mathematics Florida Standards.</i>			
5	G2.B1.S1.A3	The leadership team will provide follow-up for all professional development during PLC meetings to align professional learning to the team's collective work regarding the OCPS lesson plan template questions and the four questions of a PLC: 1. What we want students to learn? 2. How will we know when each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency? This support will occur through weekly PLC meetings and also following Wednesday afternoon professional development in order to align coaching/support to individual grade level needs.				\$0.00
6	G2.B1.S1.A4	The leadership team will facilitate multiple instructional rounds and Lesson Study sessions focusing on targeted content areas, unit planning, and the alignment of appropriate instructional strategies to the Florida Standards and DOK.				\$5,162.80
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0191 - Grand Avenue Primary Learning Center			\$1,156.00
			<i>Notes: We will purchase materials needed in order to ensure the standards-based instruction is effectively implement within all classrooms.</i>			
			0191 - Grand Avenue Primary Learning Center	General Fund		\$4,006.80

Budget Data

Notes: Secure subs for school-based lesson study cycles. This includes all classroom teachers, special area teachers, and resource teachers.

7	G2.B1.S1.A5	The leadership team will conduct weekly classroom observations in order to provide teachers with actionable feedback related to the Marzano Framework, standards-based instruction, DOK, and evidence of student learning. This feedback will also align to teachers' individual needs and targeted Deliberate Practice.	\$0.00
8	G2.B2.S1.A1	PLCs will designate a lead facilitator to keep all conversations focused on the identified learning targets and an instructional coach will be appointed to each grade level in order to offer another layer of support.	\$0.00
9	G2.B2.S1.A2	PLCs will share their meeting notes with the leadership team on a weekly basis in order to demonstrate that a consistent and collective inquiry structure has been established based on the OCPS lesson plan template questions and the four questions of a PLC: 1. What we want students to learn? 2. How will we know when each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency?	\$0.00
10	G3.B1.S1.A1	Classroom teachers will pair up with other teachers to perform home visits throughout the school year.	\$0.00
11	G3.B1.S2.A1	Model strategies within the classroom to increase oral language development and higher order thinking skills during various academic learning experiences for all families and debrief the classroom experience in order to transfer the learning to the home environment.	\$0.00
12	G3.B1.S2.A2	Integrate curriculum and classroom experiences into family involvement opportunities including monthly classroom experiences, Great Starts, Great Endings, school book fairs, family nights, and curriculum nights.	\$0.00
13	G3.B1.S3.A1	The guidance counselor and Family Intervention Specialist will make resources available for families as needed.	\$0.00
14	G3.B2.S1.A1	The Leadership Team will meet with PLCs, guidance counselor, and Family Intervention Specialist to plan activities designed to build capacity between home and school.	\$0.00
15	G3.B2.S1.A2	The leadership team, resource teachers, guidance counselor, and Family Intervention Specialist will debrief learning experiences with families during Great Start, Great Endings, and family nights in order to support implementation of what families learned into the home environment.	\$0.00
Total:			\$14,637.80