



## Greynolds Park Elementary School

1536 NE 179TH ST, North Miami Beach, FL 33162

<http://greynolds.dadeschools.net/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	91%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	96%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	C	C

*\*Preliminary Informational Baseline School Grade*

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

### School Board Approval

This plan is pending approval by the Dade 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
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Greynolds Park Elementary School is to develop a community of actively engaged learners working collaboratively to build on our standards, beliefs, skill and will.

##### **Provide the school's vision statement**

The vision of Greynolds Park Elementary School is to ensure students reach their maximum potential with the encouragement and guidance of a supportive faculty, staff and community partners. The students at Greynolds Park Elementary Schools will be caring, well-informed citizens empowered to excel and successfully meet the challenges of tomorrow.

#### School Environment

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

The instructional staff, leadership team and student services team work collaboratively with the students' families to identify the needs of the students. This year we met over the summer of 2015 to revise and update the current school's mission. Support is provided through a variety of means, such as the Rtl process, Community Involvement Specialist, Title I Parent Resource Center, the student services team and direct contact with the families. Additionally, the school schedules activities that incorporate cultural background and promote cultural awareness. The school culture is one that promotes the core values.

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

Students at Greynolds Park Elementary School are greeted each morning by staff and administrators during the morning arrival process. Although, we have a closed campus, parents are always welcome to come to the office for assistance. Security Monitors are visible throughout the school day and staff is vigilant as well. All visitors are directed to the main office and/or escorted to the requested area. Fire drills, evacuation drills and lock down drills are performed periodically throughout the school year. Students feel comfortable to approach staff members for assistance and/or guidance. The discipline met at the beginning of the year, they decided to take a positive approach to discipline. Students will be recognized monthly by teachers and will be showcased on the school grounds and well as through social media.

##### **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**

Faculty and staff implement the MDCPS Code of Student Conduct. Action is taken depending on the level of the infraction. All teachers have classroom rules and behavior plans which are utilized with fidelity. Students are required to obtain a pass when leaving the classroom during the school day. Policies and procedures are posted on the school's website for easy access. Referrals to the student services team and/or the administration are completed in order to minimize the severity of the infractions.



Staff training is provided throughout the school year in order to assist staff and minimize distractions. Additionally, the staff is provided with strategies to minimize disruptive behaviors and assist students with special needs, such as Autism, EbD, ADD and ADHD. As mentioned earlier the discipline committee met at the beginning of the school year and decided to take a positive approach to school wide discipline. Teachers will be identifying students on a weekly basis that have demonstrated positive behaviors and following the core values. Teachers will be recognizing students through programs such as SPOT Success and Do The Right Thing. In addition the administration will be selecting one students from each grade level and highlighting them on the morning announcements, bulletin board and on social media.

**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**

Teachers identify students that may benefit from counseling services and that may be in need of additional support. The school leadership team and student services team refer families to local community agencies which provide therapeutic services for the students and their families. Faculty and staff serve as mentors for students throughout the year. The student services department is responsible for designating students to the staff mentors. Presentations are scheduled throughout the year that emphasize the schools anti bullying and anti-discrimination policies.

**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**

The administration and student services team monitors student attendance reports regularly. On a daily basis using the daily attendance reports parents will receive a personal phone call from our Community involvement Specialist. She will identify the reason for the absence and encourage the parents to bring the student to school. Letters are sent home to parents of students who are exhibiting severe absences and/or tardies. Parent conferences are scheduled to address these issues. The administration, teachers, counselor and social worker participate in these conferences and provide support to the families. Also, referrals are made to local agencies as needed.

Attendance below 90 percent

The parents of students who are in danger of Course failure in ELA or Math will be notified and invited to a conference.

Level 1 on statewide assessment will be placed into reading intervention.

**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	4	5	
Attendance below 90 percent	3	6	5	1	1	16
One or more suspensions	0	0	0	0	0	
Course failure in ELA or Math	5	15	18	15	24	77
Level 1 on statewide assessment	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	8	15	20	2	14	16	75

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

- Parent conferences
- Referral to Social Worker
- RTI Process
- Interventions for Reading
- Tier 2 Interventions for behavior
- Attendance letters issued at mid-point and end of grading periods
- Referral to outside agencies
- Mentoring program
- Review of incoming student records
- 5000 Role Models

**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/188866>.

**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 PTA and Community Liaison work collaboratively in the community to solicit and secure community members that are willing to pair up with the school and support our academic programs. Student pictures and letters are sent to nearby businesses and organizations that have supported the school. The school had also used its Twitter account to recognize companies and organizations that have supported the school and its families.

**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
Mazon, Jorge	Principal
Jenkins, Peter	Assistant Principal
Jackson, Marthe	Instructional Coach
Colon, Antonia	Instructional Coach
Schoenlank, Inge	Instructional Coach

## Duties

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

Jorge Mazon, principal and Dr. Peter Jenkins, assistant principal will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving School reading, math, science, and behavior specialists(Inge Schoenlank, Antonia Colon, Marthe Jackson)

Special education personnel (Aide Patterson)

School guidance counselor (Laura Heller)

School psychologist (Claudia Arce)

School social worker (Doris Kitchen)

### ***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 MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

#### Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving

meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

#### Title I, Part A

Greynolds Park Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities during-school, after-school, and intervention programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Greynolds Park Elementary has several Support services that are provided to students, and families. Our Title I Community Involvement Specialists (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Parents participate in the developing of our school's Parent Involvement Plan (PIP – which is provided in three languages), the school improvement and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Parents are informed of the importance of this survey via CIS, School flyer, and Connect-Ed. This survey is available in English, Spanish and Haitian-Creole, online and via hard copy. Supplemental Educational Services and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students are also integrated into the school-wide program.

#### Title I, Part C- Migrant

The school provides services and support to migrant students and parents when applicable. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

#### Title I, Part D

N/A

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on

Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group Implementation and protocols. At Greynolds Park we allow beginning teachers to observe our MINT mentor teachers who demonstrate best practices and have continuously demonstrated growth. Mentor teachers will then observe mentee in the delivery of instructional lessons and assist in monitoring student progress and modifying instruction. Mentor and mentee will meet biweekly and inform administration of any additional support needed.

#### Title III

Greynolds Park Elementary School uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implementand/or provide:

- tutorial programs (K-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- reading and supplementary instructional materials(K-5)
- cultural supplementary instructional materials (K-5)
- purchase of supplemental hardware and software for the development of language and literacy skills in

reading, mathematics and science, as well as, thematic cultural lessons is used by ELL students and recently

arrived immigrant students (K-5)

The above services will be provided should funds become available for the 2014-2015 school year.

Title VI, Part B - NA

Title X- Homeless

Greynolds Park Elementary School is eligible to receive services through Project Upstart upon identification and classification of a student as homeless.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education

Finance Program (FEFP) allocation.

Violence Prevention Programs

Greynolds Park Elementary School participates in the District's research-based bullying program.

Training is provided for counselors, administrators, teachers, and students. Students will participate in an assembly program that will provide the strategies. In addition we participate in the Safe and Drug-Free Schools Program which addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and counselor. Our social worker, Doris Kitchen, will also provide students and teachers with the curriculum "No Place for Hate" which is sponsored by the Anti-Defamation League.

Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after-care snacks, follow the Healthy Food and Beverage

Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Greynolds Park Elementary works to involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center. Information is provided to inform parents about available programs, referrals, and their rights under No Child Left Behind. An important goal is to increase parental involvement through our school's Title I School-Parent Compact, and our Title I Parent Involvement Plan. We conduct a Title I Annual Meeting and adhere to and comply with dissemination and reporting requirements.

Additionally, the M-DCPS Title I Parent/Family Survey is completed annually in May. The Survey's results are used to assist with revision of our Title I parental documents for the next school year.

Greynolds Park Elementary conducts parent surveys to determine the needs of our parents, and offers workshops and Parent Academy Courses that accommodate our parents' schedules while building their capacity for involvement.

The School Health Initiative (Dr. John T. Macdonald Foundation - School Health Initiative - through University of Miami, Miller School of Medicine) has been in Greynolds Park for about nine years. Currently, the School Health Initiative is part of Health Connect in Our Schools (HCiOS), which is funded by The Children's Trust, The Miami Dade County Health Department, Miami Dade County Public Schools, as well as the Dr. John T. Macdonald Foundation/University of Miami. School Clinic Medical Services are provided by nurses, medical assistants, Nurse practitioner (ARNP) at North Miami Beach Senior HS, and a doctor, Dr. Joycelyn Lawrence, the Medical Director of the School Health Initiative, who is based at JFK Middle School. Through the School Health Clinic, Free Glasses

are provided through the Miami Lighthouse Program, as well as dental sealant program and dental services for 2nd and 3rd graders at Nova Southeastern Dental School in North Miami Beach. Social work services, including crisis intervention, individual, group and family counseling, as well as participation in School Support team meetings, IEP meetings, staffing, social histories, behavioral assessments, are provided by a Clinical Social Worker.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Mrs. Laura B. Heller	Education Support Employee
Peter Jenkins	Principal
Jorge Mazon	Principal
Daisy Ho	Parent
Jeanette Gradiz	Parent
Daisy Ho	Student
	Student

#### 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 EESAC committee met in June 2015 with the preliminary state results and end of year exams to analyze and evaluate the progress made during the 2014-15 school year. There were no results released by the state.

*Development of this school improvement plan*

The SAC meets 9 times in the school year. At every meeting we discuss the SIP. We review what the staff and administration recommends and add our own recommendations.

*Preparation of the school's annual budget and plan*

The committee analyzed the needs of the school and will decide how to use the EESAC funds to best support the school's needs and goals.

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

The following purchases were made:

- Book Grade level Price
- J&J Boot camp 5th \$ 800
- Ready Florida LAFS 2nd thru 5th \$ 400
- Ready Florida MAFS 2nd thru 5th \$ 400
- Working with Words 3rd thru 5th \$500
- Saxon Phonic K thru 2nd \$ 400

**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
Goldberg, Jessica	Teacher, K-12
Jackson, Marthe	Instructional Coach
Jenkins, Peter	Assistant Principal
Mazon, Jorge	Principal
Nellon, Judy	Teacher, K-12
Colon, Antonia	Instructional Coach

### Duties

#### ***Describe how the LLT promotes literacy within the school***

This initial stage of this plan requires the Literacy MTSS to devise a plan to methodically and thoroughly observe and study students' literacy knowledge. By collecting and analyzing data from several different sources, the root of students' literacy needs are likely to be revealed, allowing the Literacy MTSS to make informed decisions and thereby selecting the most effective and efficient intervention.

In addition, we will continue training for the LLT and development and implementation of our school's School Literacy Plan, which includes fidelity of the Reading Program, intervention groups, and continued, differentiated instruction within the reading class.

## 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**

Teachers are encouraged to meet on a weekly basis. At the collaborative sessions, which are facilitated by curriculum coaches, teachers share best practices and collectively unwrap the new standards using the district pacing guides, item specs and teacher editions. They discuss the upcoming standard, look at the resources they have and discuss strategies and possible evolution of lessons.

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

The principal will:

1. Participate in Student Teaching Internship Programs with Florida Colleges and Universities. (Recruit)
2. Utilize Professional Learning Communities and Mentors to partner new teachers with veteran staff members. (Retain)
3. Solicit recommendations and recruit from field through outreach to staff and Job Fairs. (Recruit)
4. Reading, Math/Science Lead teachers will provide continuous support and mentoring. (Retain)

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

- \*Prepare, prepare, prepare, but then again... be prepared to change strategies if that's what it takes.
- \*Provide professional development as needed or desired

- \*Set clear, reasonable expectations that communicate consistency and high standards.
- \*Use innovations in teaching, technology, and rewards.
- \*Reach out to parents and form relationships with them before problems begin.
- \*First year teachers will work in teams and with mentors.
- \*Be consistent — do what you say you are going to do at all times and with every child. \*
- \*Model a love for learning.
- \*Keep an open door to parents.

## 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***

Teachers are encouraged to meet on a weekly basis. At the collaborative sessions, which are facilitated by curriculum coaches teachers share best practices and collectively unwrap the new standards using the district pacing guides, item specs and teacher editions. They discuss the upcoming standard, look at the resources they have and discuss strategies and possible evolution of lessons.

#### 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***

Greynolds Park uses the results from Unit and topic tests to monitor and adjust the instruction in the classrooms. The results from Reading Wonder Unit tests are used by the teachers and coaches to create standard driven groups and centers within the reading block. Similarly, topic tests from the GoMath Series are used to identify lessons individual students struggled and did not master. Teachers use the Reteach pages from the series at a teacher led center to re-mediate students.

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



**Strategy:** After School Program

**Minutes added to school year:** 2,160

Greynolds Park Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities during the school day with intervention programs. Our after school program will incorporate the use of McGrawHill Wonder Works for additional assistance in reading. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Our Curriculum Reading and Math Coaches analyze the data to develop professional development that will assist teachers in addressing the needs for academic improvement. The teachers have common planning time and this facilitates planning lessons, addressing the skills that need improvement and also professional development.

### **Strategy Rationale**

Instructional Coaches identify weak standards biweekly and then identify the students who would benefit from additional instruction and supplemental materials.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Jackson, Marthe, proverb13@dadeschools.net

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

Data is collected from Reading Wonder Works and i-ready on a biweekly basis by Curriculum Coaches. The data is analyzed and the tutorial groups (which are fluid based on the improvement or lack of according to the data collected) are adjusted as needed. The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the i-ready assessment will be utilized to re-teach the questions that students missed most frequently.

## **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**

Title I Administration assists the Greynolds Park Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This assists with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Greynolds Park Elementary School welcomes Pre-Kindergarten students attending local VPK Programs as part of the "Welcome to Kindergarten" program throughout the school year. Students are invited to observe morning activities typical to a kindergarten school day, and enjoy a school lunch with other kindergarten students. Parents and children gain familiarity with kindergarten and receive information relative to the matriculation of students at the school. Our principal also meets

with the center directors of neighborhood centers.

Prior to the beginning of the school year, parents of incoming kindergarten students attend an Open House Orientation where they are given an overview of the Kindergarten curriculum with daily activities to be expected. Parents are encouraged to become involved both at school and at home by reinforcing skills with interactive homework assignments.

At Greynolds Park Elementary all Kindergarten students are assessed using the Florida Kindergarten Readiness Screening (FLKRS) and the Florida Assessment. Kindergarten teachers use the data to plan academic and social/emotional instruction for all students and groups of students who may need intervention beyond core instruction. English Language Learners (ELL students) will be administered the ACCESS for ELLS 2.0 test at the end of the school year to diagnose proficiency in the English language.

### 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:

#### 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.** Teachers will increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

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

**G1. Teachers will increase student achievement by improving core instruction in all content areas.** 1a

G073923

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	42.0
AMO Math - All Students	67.0
AMO Reading - All Students	68.0

**Resources Available to Support the Goal** 2

- Reading Woonders, Reading Coach, Iready, Accelerated Reader, McGraw-Hill Wonder Works Intervention program, Imagine Learning, CSS from DAC, Reading Coach and differentiated instruction, explicit instruction and Intervention
- Mathematics Coach, Division of Academic Support CSS, Collaborative Planning Sessions, Go Math Textbook, FL Ready Intervention Books, I-Ready, Mathematics Planning Infographi, Math Item Specifications, and Pacing Guide.
- J&J Bootcamp, Essential lab, Planning cards, Pacing guides, NGSSS Item specs, Discovery Education, Gizmos, AIMS activity books
- Attendance committee, FAB and BIP team

**Targeted Barriers to Achieving the Goal** 3

- To increase student achievement by improving core instruction in literacy.
- Limited evidence of standard based planning and instructional delivery incorporated into the mathematics instructional framework.
- To increase student achievement by improving core instruction in science.
- To increase the daily student attendance rate

**Plan to Monitor Progress Toward G1.** 8

The attendance report will be checked daily

**Person Responsible**

Peter Jenkins

**Schedule**

Monthly, from 10/12/2015 to 6/3/2016

**Evidence of Completion**

The daily attendance will report will indicate increased attendance

## 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.** Teachers will increase student achievement by improving core instruction in all content areas. **1**

 G073923

**G1.B1** To increase student achievement by improving core instruction in literacy. **2**

 B193065

**G1.B1.S1** Plan for and deliver explicit lessons that are aligned to the English Language Arts Florida Standards, through the use of the Gradual Release of Responsibility Model. **4**

 S204580

### Strategy Rationale

A school-wide literacy action plan is an essential blueprint for improving student achievement. An effective plan requires the skillful use of data about student performance, literacy needs and expectations in the school and community, school capacity to support literacy development, current teaching practices, and effectiveness of the literacy program.

### Action Step 1 **5**

Conduct Bi-Weekly collaborative planning sessions with 2nd-5th grade teachers that are focused on planning for the delivery of explicit lessons during whole group instruction, through the use of the Gradual Release of Responsibility Model.

#### Person Responsible

Antonia Colon

#### Schedule

Biweekly, from 10/12/2015 to 4/29/2016

#### Evidence of Completion

PowerPoint Presentation, Participant Artifacts, Sign-in sheets

### Action Step 2 5

Conduct weekly collaborative planning sessions with Kindergarten and 1st grade teachers that are focused on planning for the delivery of explicit lesson during whole group instruction, through the use of the Gradual Release of Responsibility Model.

**Person Responsible**

Inge Schoenlank

**Schedule**

Weekly, from 10/12/2015 to 4/29/2016

**Evidence of Completion**

Common Planning and Coaching Cycles

### Action Step 3 5

Provide a Professional Learning Community (PLC) focused on the integration of technology during whole group instruction.

**Person Responsible**

Inge Schoenlank

**Schedule**

Monthly, from 10/8/2015 to 4/29/2016

**Evidence of Completion**

PowerPoint Presentation and Sign-in sheets

### Action Step 4 5

Conduct coaching cycles focused on the Gradual Release of Responsibility Model during whole group instruction.

**Person Responsible**

Inge Schoenlank

**Schedule**

Weekly, from 10/12/2015 to 4/29/2016

**Evidence of Completion**

Coaching Cycles logs

### Action Step 5 5

Create a framework for collaborative planning sessions

**Person Responsible**

Inge Schoenlank

**Schedule**

Weekly, from 10/12/2015 to 4/29/2016

***Evidence of Completion***

PowerPoint Presentation and Participant Artifacts

### Action Step 6 5

Provide training on effective TLC Centers during DI

**Person Responsible**

Antonia Colon

**Schedule**

On 9/25/2015

***Evidence of Completion***

Effective Data Driven TLC Centers

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

Administration, will conduct walk- troughs to see evidence of implicit and effective instructional delivery.

**Person Responsible**

Jorge Mazon

**Schedule**

Weekly, from 10/12/2015 to 4/29/2016

***Evidence of Completion***

Common planning and walk-troughs



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

The reading coach will also monitor strategies that were taught in professional development , provide follow up lessons and on-going support.

**Person Responsible**

Antonia Colon

**Schedule**

Weekly, from 10/12/2015 to 4/29/2016

**Evidence of Completion**

PowerPoint Presentation, Participant Artifacts and Sign-In Sheets and common planning

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

Common Planning and data chats

**Person Responsible**

Antonia Colon

**Schedule**

Weekly, from 10/12/2015 to 4/29/2016

**Evidence of Completion**

Sign-In Sheets, PowerPoint Presentations, Participant Artifacts

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

Common Planning and data chats

**Person Responsible**

Jorge Mazon


**Schedule**

Weekly, from 10/12/2015 to 4/29/2016


**Evidence of Completion**

Common planning and current data, i.e. Iready and 2016 ELA data

**G1.B2** Limited evidence of standard based planning and instructional delivery incorporated into the mathematics instructional framework. **2**

 B193066

**G1.B2.S1** Collaborative Planning Sessions will provide a forum to develop a deeper understanding of the standards and how to implement the 60 minute math block. **4**

 S204581

### **Strategy Rationale**

A school- wide mathematics action plan is needed for in depth knowledge and expertise with regard to teaching and learning mathematics, specifically prekindergarten through fifth grade level. Teachers acknowledges the importance of teaching mathematics with coherence, precision, and reasoning at all grade levels.

### **Action Step 1** **5**

Provide Professional Development that focuses on the math instructional block.

#### **Person Responsible**

Marthe Jackson

#### **Schedule**

On 10/23/2015

#### ***Evidence of Completion***

PowerPoint presentations and Sign-in Sheets

### **Action Step 2** **5**

Conduct Coaching Cycles on Instructional framework for mathematics

#### **Person Responsible**

Marthe Jackson

#### **Schedule**

Weekly, from 10/12/2015 to 4/29/2016

#### ***Evidence of Completion***

Coaching cycle log and teacher reflection

### Action Step 3 5

Create a planning framework for each grade level incorporating instructional practice self reflection.

**Person Responsible**

Marthe Jackson

**Schedule**

Weekly, from 10/12/2015 to 4/29/2016

***Evidence of Completion***

Power point presentation and teacher reflection

### Action Step 4 5

Facilitating common planning sessions that enhance teacher's ability to increase student engagement

**Person Responsible**

Marthe Jackson

**Schedule**

Weekly, from 10/12/2015 to 4/29/2016

***Evidence of Completion***

Power point presentation and teacher reflection

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

The mathematics coach will monitor the progress of improving the core instruction in mathematics.

**Person Responsible**

Marthe Jackson

**Schedule**

Weekly, from 10/12/2015 to 4/29/2016

***Evidence of Completion***

Common Planning, teacher reflection and data chats

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

The mathematics coach will monitor the progress of improving the core instruction in mathematics.

**Person Responsible**

Peter Jenkins

**Schedule**

Weekly, from 10/12/2015 to 4/29/2016

***Evidence of Completion***

Common Planning, teacher reflection and data chats

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

The administrator will monitor the effectiveness

**Person Responsible**

Peter Jenkins

**Schedule**

Monthly, from 10/12/2015 to 6/3/2016

***Evidence of Completion***

Chapter test data, interim test data, data chats, and 2016 FSA test results

**G1.B3** To increase student achievement by improving core instruction in science. **2**

 B193067

**G1.B3.S1** Inconsistent use of the NGSSS to ensure standards based and scaffolded instruction that is aligned to the cognitive complexity of the standards **4**

 S204582

### Strategy Rationale

A school- wide science action plan is needed for in depth knowledge and expertise with regard to teaching science learning outcomes depends on improving teachers' skills in presenting lessons, engaging and motivating students, and integrating science, mathematics and reading.

### Action Step 1 **5**

Provide PD on how to utilize pacing guides, planning cards and resources to develop lessons aligned to the standards

#### **Person Responsible**

Peter Jenkins

#### **Schedule**

On 10/15/2015

#### **Evidence of Completion**

Power point presentation and sign-sheet

### Action Step 2 **5**

Model during common planning how to select text, journal task and hands on investigation aligned to the cognitive complexity to the standards.

#### **Person Responsible**

Peter Jenkins

#### **Schedule**

Biweekly, from 10/15/2015 to 4/29/2016

#### **Evidence of Completion**

Common Planning and Teacher reflection

**Action Step 3** 5

Provide PD on scaffolded instruction/ During common planning model on how to create a weekly lesson plans focused on scaffolded instruction

**Person Responsible**

Peter Jenkins

**Schedule**

Biweekly, from 10/12/2015 to 4/29/2016

***Evidence of Completion***

Common Planning and teacher reflection

**Action Step 4** 5

Monitor common planning and delivery of lessons.

**Person Responsible**

Peter Jenkins

**Schedule**

Biweekly, from 10/12/2015 to 4/29/2016

***Evidence of Completion***

Attending Common Planning Sessions

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

To increase student achievement by improving core instruction in science

**Person Responsible**

Peter Jenkins

**Schedule**

Weekly, from 10/12/2015 to 4/29/2016

***Evidence of Completion***

Walk-troughs and attending common planning

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

Administration will monitor the effectiveness through the use of the most recent data.

**Person Responsible**

Peter Jenkins

**Schedule**

Monthly, from 10/12/2015 to 6/3/2016


**Evidence of Completion**

Chapter test data, interim data and 2016 FCAT 5.0 results

**G1.B4 To increase the daily student attendance rate 2**

 B193068

**G1.B4.S1 We need to increase the daily attendance rate. 4**

 S204583

**Strategy Rationale**

When students are absent from school their academics performance is negatively impacted.

**Action Step 1 5**

Monitor student daily attendance report

**Person Responsible**

Peter Jenkins

**Schedule**

Daily, from 10/12/2015 to 4/29/2016

**Evidence of Completion**

Increased attendance Rate

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

Monitor the daily attendance report

**Person Responsible**

Peter Jenkins

**Schedule**

Daily, from 10/12/2015 to 6/3/2016

**Evidence of Completion**

Increased student daily attendance

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

The daily attendance will be monitored on a daily basis

**Person Responsible**

Peter Jenkins

**Schedule**

Daily, from 10/12/2015 to 6/3/2016

**Evidence of Completion**

Student increase their attendance as determined by the attendance report.

**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	Conduct Bi-Weekly collaborative planning sessions with 2nd-5th grade teachers that are focused on planning for the delivery of explicit lessons during whole group instruction, through the use of the Gradual Release of Responsibility Model.	Colon, Antonia	10/12/2015	PowerPoint Presentation, Participant Artifacts, Sign-in sheets	4/29/2016 biweekly
G1.B2.S1.A1	Provide Professional Development that focuses on the math instructional block.	Jackson, Marthe	10/23/2015	PowerPoint presentations and Sign-in Sheets	10/23/2015 one-time
G1.B3.S1.A1	Provide PD on how to utilize pacing guides, planning cards and resources to develop lessons aligned to the standards	Jenkins, Peter	10/15/2015	Power point presentation and sign-sheet	10/15/2015 one-time
G1.B4.S1.A1	Monitor student daily attendance report	Jenkins, Peter	10/12/2015	Increased attendance Rate	4/29/2016 daily
G1.B1.S1.A2	Conduct weekly collaborative planning sessions with Kindergarten and 1st	Schoenlank, Inge	10/12/2015	Common Planning and Coaching Cycles	4/29/2016 weekly



**Dade - 2281 - Greynolds Park Elementary Schl - 2015-16 SIP**  
*Greynolds Park Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	grade teachers that are focused on planning for the delivery of explicit lesson during whole group instruction, through the use of the Gradual Release of Responsibility Model.				
G1.B2.S1.A2	Conduct Coaching Cycles on Instructional framework for mathematics	Jackson, Marthe	10/12/2015	Coaching cycle log and teacher reflection	4/29/2016 weekly
G1.B3.S1.A2	Model during common planning how to select text, journal task and hands on investigation aligned to the cognitive complexity to the standards.	Jenkins, Peter	10/15/2015	Common Planning and Teacher reflection	4/29/2016 biweekly
G1.B1.S1.A3	Provide a Professional Learning Community (PLC) focused on the integration of technology during whole group instruction.	Schoenlank, Inge	10/8/2015	PowerPoint Presentation and Sign-in sheets	4/29/2016 monthly
G1.B2.S1.A3	Create a planning framework for each grade level incorporating instructional practice self reflection.	Jackson, Marthe	10/12/2015	Power point presentation and teacher reflection	4/29/2016 weekly
G1.B3.S1.A3	Provide PD on scaffolded instruction/ During common planning model on how to create a weekly lesson plans focused on scaffolded instruction	Jenkins, Peter	10/12/2015	Common Planning and teacher reflection	4/29/2016 biweekly
G1.B1.S1.A4	Conduct coaching cycles focused on the Gradual Release of Responsibility Model during whole group instruction.	Schoenlank, Inge	10/12/2015	Coaching Cycles logs	4/29/2016 weekly
G1.B2.S1.A4	Facilitating common planning sessions that enhance teacher's ability to increase student engagement	Jackson, Marthe	10/12/2015	Power point presentation and teacher reflection	4/29/2016 weekly
G1.B3.S1.A4	Monitor common planning and delivery of lessons.	Jenkins, Peter	10/12/2015	Attending Common Planning Sessions	4/29/2016 biweekly
G1.B1.S1.A5	Create a framework for collaborative planning sessions	Schoenlank, Inge	10/12/2015	PowerPoint Presentation and Participant Artifacts	4/29/2016 weekly
G1.B1.S1.A6	Provide training on effective TLC Centers during DI	Colon, Antonia	9/25/2015	Effective Data Driven TLC Centers	9/25/2015 one-time
G1.MA1	The attendance report will be checked daily	Jenkins, Peter	10/12/2015	The daily attendance will report will indicate increased attendance	6/3/2016 monthly
G1.B1.S1.MA1	Common Planning and data chats	Colon, Antonia	10/12/2015	Sign-In Sheets, PowerPoint Presentations, Participant Artifacts	4/29/2016 weekly
G1.B1.S1.MA4	Common Planning and data chats	Mazon, Jorge	10/12/2015	Common planning and current data, i.e. Iready and 2016 ELA data	4/29/2016 weekly
G1.B1.S1.MA1	Administration, will conduct walk-troughs to see evidence of implicit and effective instructional delivery.	Mazon, Jorge	10/12/2015	Common planning and walk-troughs	4/29/2016 weekly
G1.B1.S1.MA3	The reading coach will also monitor strategies that were taught in professional development , provide follow up lessons and on-going support.	Colon, Antonia	10/12/2015	PowerPoint Presentation, Participant Artifacts and Sign-In Sheets and common planning	4/29/2016 weekly
G1.B2.S1.MA1	The administrator will monitor the effectiveness	Jenkins, Peter	10/12/2015	Chapter test data, interim test data, data chats, and 2016 FSA test results	6/3/2016 monthly
G1.B2.S1.MA1	The mathematics coach will monitor the progress of improving the core instruction in mathematics.	Jackson, Marthe	10/12/2015	Common Planning, teacher reflection and data chats	4/29/2016 weekly
G1.B2.S1.MA3	The mathematics coach will monitor the progress of improving the core instruction in mathematics.	Jenkins, Peter	10/12/2015	Common Planning, teacher reflection and data chats	4/29/2016 weekly
G1.B3.S1.MA1	Administration will monitor the effectiveness through the use of the most recent data.	Jenkins, Peter	10/12/2015	Chapter test data, interim data and 2016 FCAT 5.0 results	6/3/2016 monthly
G1.B3.S1.MA1	To increase student achievement by improving core instruction in science	Jenkins, Peter	10/12/2015	Walk-troughs and attending common planning	4/29/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	The daily attendance will be monitored on a daily basis	Jenkins, Peter	10/12/2015	Student increase their attendance as determined by the attendance report.	6/3/2016 daily
G1.B4.S1.MA1	Monitor the daily attendance report	Jenkins, Peter	10/12/2015	Increased student daily attendance	6/3/2016 daily

**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.** Teachers will increase student achievement by improving core instruction in all content areas.

**G1.B1** To increase student achievement by improving core instruction in literacy.

**G1.B1.S1** Plan for and deliver explicit lessons that are aligned to the English Language Arts Florida Standards, through the use of the Gradual Release of Responsibility Model.

### PD Opportunity 1

Provide a Professional Learning Community (PLC) focused on the integration of technology during whole group instruction.

#### Facilitator

Inge Schoenlank

#### Participants

Instructional staff

#### Schedule

Monthly, from 10/8/2015 to 4/29/2016

### PD Opportunity 2

Conduct coaching cycles focused on the Gradual Release of Responsibility Model during whole group instruction.

#### Facilitator

Antonia Colon

#### Participants

Reading Teachers

#### Schedule

Weekly, from 10/12/2015 to 4/29/2016

### PD Opportunity 3

Provide training on effective TLC Centers during DI

#### Facilitator

Darlene Gonzalez

#### Participants

Select Reading Teachers

#### Schedule

On 9/25/2015

**G1.B2** Limited evidence of standard based planning and instructional delivery incorporated into the mathematics instructional framework.

**G1.B2.S1** Collaborative Planning Sessions will provide a forum to develop a deeper understanding of the standards and how to implement the 60 minute math block.

### PD Opportunity 1

Provide Professional Development that focuses on the math instructional block.

#### Facilitator

Marthe Jackson

#### Participants

Instructional Staff

#### Schedule

On 10/23/2015

**G1.B3** To increase student achievement by improving core instruction in science.

**G1.B3.S1** Inconsistent use of the NGSSS to ensure standards based and scaffolded instruction that is aligned to the cognitive complexity of the standards

**PD Opportunity 1**

Provide PD on how to utilize pacing guides, planning cards and resources to develop lessons aligned to the standards

**Facilitator**

Randy Ramsay (curriculum support specialist)

**Participants**

Instructional Staff

**Schedule**

On 10/15/2015

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Conduct Bi-Weekly collaborative planning sessions with 2nd-5th grade teachers that are focused on planning for the delivery of explicit lessons during whole group instruction, through the use of the Gradual Release of Responsibility Model.				\$0.00
2	G1.B1.S1.A2	Conduct weekly collaborative planning sessions with Kindergarten and 1st grade teachers that are focused on planning for the delivery of explicit lesson during whole group instruction, through the use of the Gradual Release of Responsibility Model.				\$0.00
3	G1.B1.S1.A3	Provide a Professional Learning Community (PLC) focused on the integration of technology during whole group instruction.				\$0.00
4	G1.B1.S1.A4	Conduct coaching cycles focused on the Gradual Release of Responsibility Model during whole group instruction.				\$0.00
5	G1.B1.S1.A5	Create a framework for collaborative planning sessions				\$0.00
6	G1.B1.S1.A6	Provide training on effective TLC Centers during DI				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3660	140-Substitute Teachers	2281 - Greynolds Park Elementary Schl	General Fund		\$400.00
7	G1.B2.S1.A1	Provide Professional Development that focuses on the math instructional block.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	120-Classroom Teachers	2281 - Greynolds Park Elementary Schl			\$0.00
8	G1.B2.S1.A2	Conduct Coaching Cycles on Instructional framework for mathematics				\$0.00
9	G1.B2.S1.A3	Create a planning framework for each grade level incorporating instructional practice self reflection.				\$0.00
10	G1.B2.S1.A4	Facilitating common planning sessions that enhance teacher's ability to increase student engagement				\$0.00
11	G1.B3.S1.A1	Provide PD on how to utilize pacing guides, planning cards and resources to develop lessons aligned to the standards				\$0.00
12	G1.B3.S1.A2	Model during common planning how to select text, journal task and hands on investigation aligned to the cognitive complexity to the standards.				\$0.00
13	G1.B3.S1.A3	Provide PD on scaffolded instruction/ During common planning model on how to create a weekly lesson plans focused on scaffolded instruction				\$0.00

### Budget Data

14	G1.B3.S1.A4	Monitor common planning and delivery of lessons.	\$0.00
15	G1.B4.S1.A1	Monitor student daily attendance report	\$0.00
<b>Total:</b>			<b>\$400.00</b>