

2013-2014 SCHOOL IMPROVEMENT PLAN

Grand Avenue Primary Learning Center
800 W GRAND ST
Orlando, FL 32805
407-245-1750

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Grand Avenue Primary Learning Center

Principal

Lino Rodriguez

School Advisory Council chair

Garcia Cooper

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lino Rodriguez	Principal

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The Grand Avenue School Advisory Council is made up of thirteen members. Grand Avenue SAC membership consists of instructional staff, parents, and community members. All members are elected by their The overall membership is 69% non-school district employees, 31% school district employees, 62% black, 7% Hispanic and 31% white.

The members are as follows:

- Lino Rodriguez, principal - Hispanic
- Co-Chair: Garcia Cooper, parent - Black
- Gwen Bowen, parent - Black
- Natalie Cole, parent - Black
- Diane Wilson, parent - Black
- Natashia Washington, parent - Black
- Marllory Burgos, parent - Hispanic
- Keonite Cemelus, parent - Black
- Melissa Prowell, parent - Black
- John Neusaenger, community member - White
- Bilandra Dinkins, instructional staff - Black
- Amy Pylant, instructional staff - White

Abby New, instructional staff- White
Jane Meister, instructional staff - White

Involvement of the SAC in the development of the SIP

The SAC held a School Improvement Planning retreat May 31, 2013. Each member of the SAC, consisting of instructional staff and a parent, received a copy of the 2012-2013 School Improvement Plan (SIP) and the results from the School Effectiveness survey. The SAC discussed the data and made recommendations and adjustments according to school needs and new initiatives being implemented both state and district wide.

Activities of the SAC for the upcoming school year

The SAC will meet once a month to discuss school needs and concerns. Additionally, the SAC will monitor school progress and make adjustments to the SIP as needed throughout the year. This process will ensure that we are a school with an intense focus on student achievement, that our staff is a high-performing and dedicated team, that we provide a safe learning and working environment, that our school has efficient operations, and that we sustain community engagement as we work towards improving our school.

Projected use of school improvement funds, including the amount allocated to each project

The SAC plans to use school improvement funds to purchase materials to be used for after school tutoring. Our school was allocated \$1,003.21 for the 2013-2014 school year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Lino Rodriguez

Principal

Years as Administrator: 24

Years at Current School: 9

Credentials

Bachelor of Elementary Education 1-6
 Master of Educational Leadership

Performance Record

2008-2009 Grand Avenue Primary Learning Center (No FCAT data)

- 38% of kindergarten students scored at or above level 3 on Developmental Reading Assessment (DRA).
- 31% of 1st graders scored at or above level 16 on DRA.
- 34% of 2nd graders scored at level 28 on DRA.

2009-2010 Grand Avenue Primary Learning Center (No FCAT data)

- 81% of kindergarten students performed at or above the expected proficiency level 3 (instructional) on DRA
- 54% of first graders performed at or above the expected proficiency range of level 14 (independent) -16 (instructional) on DRA
- 54% of second graders performed at or above the expected proficiency range of level 24 (independent) -28 (instructional) on DRA

- 78% of K-2 students performed at or above the expected proficiency range(instructional) on DRA

2010-2011 Grand Avenue Primary Learning Center (No FCAT data)

- 83% of kindergarten students are reading at or above grade level (DRA Level 3 or above).
- 37% of first grade students are reading at or above grade level (DRA Level 16 or above).
- 53% of second grade students are reading at or above grade level (DRA Level 28 or above).
- 58% of K-2 grade students are reading at or above grade level according to DRA.

2011-2012 Grand Avenue Primary Learning Center (No FCAT data)

- 77% of kindergarten students are reading at or above grade level (DRA Level 3 or above).
- 71% of first grade students are reading at or above grade level (DRA Level 16 or above).
- 64% of second grade students are reading at or above grade level (DRA Level 28 or above).
- 71% of K-2 grade students are reading at or above grade level according to DRA.

2012-2013 Grand Avenue Primary Learning Center (No FCAT data)

- 54% of kindergarten students are reading at or above grade level (DRA Level 3 or above).
- 61% of first grade students are reading at or above grade level (DRA Level 16 or above).
- 67% of second grade students are reading at or above grade

level (DRA Level 28 or above).
- 61% of K-2 grade students are reading at or above grade level according to DRA.

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Bevan Brown		
Full-time / School-based	Years as Coach: 1	Years at Current School: 9
Areas	Mathematics, RtI/MTSS	
Credentials	Bachelor of Elementary Education K-6 Professional Certificate: Elementary Education K-6 ESOL	
Performance Record	2008-2009 Grand Avenue Primary Learning Center (No FCAT data) - 38% of kindergarten students scored at or above level 3 on Developmental Reading Assessment (DRA). - 31% of 1st graders scored at or above level 16 on DRA. - 34% of 2nd graders scored at level 28 on DRA. 2009-2010 Grand Avenue Primary Learning Center (No FCAT data) - 81% of kindergarten students performed at or above the expected proficiency level 3 (instructional) on DRA - 54% of first graders performed at or above the expected proficiency range of level 14 (independent) -16 (instructional) on DRA - 54% of second graders performed at or above the expected proficiency range of level 24 (independent) -28 (instructional) on DRA - 78% of K-2 students performed at or above the expected proficiency range(instructional) on DRA 2010-2011 Grand Avenue Primary Learning Center (No FCAT data) - 83% of kindergarten students are reading at or above grade level (DRA Level 3 or above). - 37% of first grade students are reading at or above grade level (DRA Level 16 or above). - 53% of second grade students are reading at or above grade level (DRA Level 28 or above). - 58% of K-2 grade students are reading at or above grade level according to DRA. 2011-2012 Grand Avenue Primary Learning Center (No FCAT data) - 77% of kindergarten students are reading at or above grade level (DRA Level 3 or above). - 71% of first grade students are reading at or above grade level (DRA Level 16 or above). - 64% of second grade students are reading at or above grade level (DRA Level 28 or above). - 71% of K-2 grade students are reading at or above grade level according to DRA. 2012-2013 Grand Avenue Primary Learning Center (No FCAT data) - 54% of kindergarten students are reading at or above grade level (DRA Level 3 or above).	

- 61% of first grade students are reading at or above grade level (DRA Level 16 or above).
- 67% of second grade students are reading at or above grade level (DRA Level 28 or above).
- 61% of K-2 grade students are reading at or above grade level according to DRA.

Jenny Dacosta		
Full-time / School-based	Years as Coach: 10	Years at Current School: 4
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Bachelor of Elementary Education 1-6 Master of Elementary Education Professional Certificate: Elementary Education 1-6	
Performance Record	2008-2009 Grand Avenue Primary Learning Center (No FCAT data) - 38% of kindergarten students scored at or above level 3 on Developmental Reading Assessment (DRA). - 31% of 1st graders scored at or above level 16 on DRA. - 34% of 2nd graders scored at level 28 on DRA. 2009-2010 Grand Avenue Primary Learning Center (No FCAT data) - 81% of kindergarten students performed at or above the expected proficiency level 3 (instructional) on DRA - 54% of first graders performed at or above the expected proficiency range of level 14 (independent) -16 (instructional) on DRA - 54% of second graders performed at or above the expected proficiency range of level 24 (independent) -28 (instructional) on DRA - 78% of K-2 students performed at or above the expected proficiency range(instructional) on DRA 2010-2011 Grand Avenue Primary Learning Center (No FCAT data) - 83% of kindergarten students are reading at or above grade level (DRA Level 3 or above). - 37% of first grade students are reading at or above grade level (DRA Level 16 or above). - 53% of second grade students are reading at or above grade level (DRA Level 28 or above). - 58% of K-2 grade students are reading at or above grade level according to DRA. 2011-2012 Grand Avenue Primary Learning Center (No FCAT data) - 77% of kindergarten students are reading at or above grade level (DRA Level 3 or above). - 71% of first grade students are reading at or above grade level (DRA Level 16 or above). - 64% of second grade students are reading at or above grade level (DRA Level 28 or above). - 71% of K-2 grade students are reading at or above grade level according to DRA. 2012-2013 Grand Avenue Primary Learning Center (No FCAT data) - 54% of kindergarten students are reading at or above grade level (DRA Level 3 or above).	

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- 67% of second grade students are reading at or above grade level (DRA Level 28 or above).
- 61% of K-2 grade students are reading at or above grade level according to DRA.

Bilandra Dinkins		
Full-time / School-based	Years as Coach: 7	Years at Current School: 19
Areas	Reading/Literacy, Mathematics, RtI/MTSS, Other	
Credentials	Bachelor of Elementary Education 1-6 Master of Educational Leadership Professional Certificate: Elementary Education 1-6	
Performance Record	2008-2009 Grand Avenue Primary Learning Center (No FCAT data) - 38% of kindergarten students scored at or above level 3 on Developmental Reading Assessment (DRA). - 31% of 1st graders scored at or above level 16 on DRA. - 34% of 2nd graders scored at level 28 on DRA. 2009-2010 Grand Avenue Primary Learning Center (No FCAT data) - 81% of kindergarten students performed at or above the expected proficiency level 3 (instructional) on DRA - 54% of first graders performed at or above the expected proficiency range of level 14 (independent) -16 (instructional) on DRA - 54% of second graders performed at or above the expected proficiency range of level 24 (independent) -28 (instructional) on DRA - 78% of K-2 students performed at or above the expected proficiency range(instructional) on DRA 2010-2011 Grand Avenue Primary Learning Center (No FCAT data) - 83% of kindergarten students are reading at or above grade level (DRA Level 3 or above). - 37% of first grade students are reading at or above grade level (DRA Level 16 or above). - 53% of second grade students are reading at or above grade level (DRA Level 28 or above). - 58% of K-2 grade students are reading at or above grade level according to DRA. 2011-2012 Grand Avenue Primary Learning Center (No FCAT data) - 77% of kindergarten students are reading at or above grade level (DRA Level 3 or above). - 71% of first grade students are reading at or above grade level (DRA Level 16 or above). - 64% of second grade students are reading at or above grade level (DRA Level 28 or above). - 71% of K-2 grade students are reading at or above grade level according to DRA. 2012-2013 Grand Avenue Primary Learning Center (No FCAT data) - 54% of kindergarten students are reading at or above grade level (DRA Level 3 or above).	

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- 61% of K-2 grade students are reading at or above grade level according to DRA.

Chantelle Holt		
Full-time / School-based	Years as Coach: 3	Years at Current School: 3
Areas	Rtl/MTSS, Other	
Credentials	Bachelor of Science – Elementary Education Master of Education – Educational Leadership Early Childhood Certification	
Performance Record	2008-2009 Grand Avenue Primary Learning Center (No FCAT data) - 38% of kindergarten students scored at or above level 3 on Developmental Reading Assessment (DRA). - 31% of 1st graders scored at or above level 16 on DRA. - 34% of 2nd graders scored at level 28 on DRA. 2009-2010 Grand Avenue Primary Learning Center (No FCAT data) - 81% of kindergarten students performed at or above the expected proficiency level 3 (instructional) on DRA - 54% of first graders performed at or above the expected proficiency range of level 14 (independent) -16 (instructional) on DRA - 54% of second graders performed at or above the expected proficiency range of level 24 (independent) -28 (instructional) on DRA - 78% of K-2 students performed at or above the expected proficiency range(instructional) on DRA 2010-2011 Grand Avenue Primary Learning Center (No FCAT data) - 83% of kindergarten students are reading at or above grade level (DRA Level 3 or above). - 37% of first grade students are reading at or above grade level (DRA Level 16 or above). - 53% of second grade students are reading at or above grade level (DRA Level 28 or above). - 58% of K-2 grade students are reading at or above grade level according to DRA. 2011-2012 Grand Avenue Primary Learning Center (No FCAT data) - 77% of kindergarten students are reading at or above grade level (DRA Level 3 or above). - 71% of first grade students are reading at or above grade level (DRA Level 16 or above). - 64% of second grade students are reading at or above grade level (DRA Level 28 or above). - 71% of K-2 grade students are reading at or above grade level according to DRA. 2012-2013 Grand Avenue Primary Learning Center (No FCAT data) - 54% of kindergarten students are reading at or above grade level (DRA Level 3 or above). - 61% of first grade students are reading at or above grade level	

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- 61% of K-2 grade students are reading at or above grade level according to DRA.

Classroom Teachers

of classroom teachers

30

receiving effective rating or higher

28, 93%

Highly Qualified Teachers

100%

certified in-field

30, 100%

ESOL endorsed

17, 57%

reading endorsed

4, 13%

with advanced degrees

11, 37%

National Board Certified

3, 10%

first-year teachers

2, 7%

with 1-5 years of experience

4, 13%

with 6-14 years of experience

9, 30%

with 15 or more years of experience

15, 50%

Education Paraprofessionals

of paraprofessionals

6

Highly Qualified

6, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The Principal recruits highly qualified teachers by partnering with local universities to identify effective interns, attending job fairs, and following up on references for candidates who are qualified. Once a candidate is identified, the leadership team is included in the interview process and collaborates with the Principal to ensure the most highly qualified candidate is hired.

Our strategies for retaining effective teachers include job embedded support according to their areas of need, pairing them up with a colleague as a mentor, providing resources, and classroom support as needed and utilizing instructional coaches. Additionally, all teachers receive on-going professional development, collegial observations, in classroom coaching, sharing sessions, as well as demonstration lessons. The Principal, instructional coaches, and district support are responsible for ensuring that all teachers needs are met.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 a teacher with at least five years of experience, have evidence of student success and who has the flexibility to be able to provide support as needed. This person is typically a member of their team. This partnership is to ensure that the beginning teacher completes the Beginning Teacher Portfolio as well as have the support in becoming familiar with the culture of the school and staying on track without feeling overwhelmed. However, if a teacher comes to Grand Avenue Primary Learning Center and has more than three years of experience, they will be paired up with someone, ideally a team member, as their go-to person for any questions or concerns as well.

The mentor and mentee will meet weekly to discuss questions/concerns and to plan. The mentor is given release time to observe the mentee. The mentor and mentee will be allowed to participate in classroom observations which will allow them to have dialogue as needed to ensure teacher success during this transition. The mentee will also be allowed to observe other highly qualified teachers. Time will be given for feedback, coaching and planning. The mentee will also be supported by other resource teachers as needed throughout the year. Both the mentor and mentee will participate in monthly protégé/mentor meetings scheduled by the instructional coach as well as the district required teacher induction program.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS leadership team uses the SIP structure to identify struggling learners across all grade levels by discussing teacher observations and examining Florida Assessments for Instruction in Reading (FAIR), Developmental Reading Assessment (DRA), reading inventories, and teacher made assessments. Students of concern come before the team in order for the team to examine the learner, the environment, the instructional strategies, and any possible exclusionary factors. The team also examines cumulative records to identify pre-existing issues or concerns. The team then gathers information about what is known, what needs to be determined and any additional questions and

concerns that need to be addressed. The team agrees to gather this information and report back. At this time resources are provided to families that may need assistance in addressing any underlying medical issues.

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 teacher 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS team will meet monthly; agendas will be utilized; discussion will take place with regard to students who have been identified as needing intense interventions; The classroom teachers will serve as liaisons for their grade levels; Resource specialists and administrators will serve as extra support for classroom instruction. After meeting with parents about purpose of MTSS, duties are assigned to each member. These include each of the sections of matrix designed to answer questions about students academic performance and behavior (RIOT X ICEL). Using the Decision Making Rubric and problem solving strategies, a plan for the student is formed. After all interventions have been determined, put in place and monitored, and any additional evaluations administered, the MTSS team determines if a child needs to be referred to an ESE team for consideration. Members of the MTSS team will make sure that the needs of the students also align with the goals of the SIP.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS leadership team meets regularly to monitor and analyze student progress monitoring data to ensure that all students are provided high quality initial instruction and targeted intervention as needed. The team uses data to adjust instruction, maintain fluid and flexible grouping of students and review student performance within all research based interventions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Base-line data is determined by the end of the year performance assessments as well as initial assessments when new students enter the school. The assessments used to collect data are as follows: DRA, FAIR, Go Math assessments, and behavior charts provided by Behavior Support Services. Based on this data, students are identified and grouped. Students' progress is monitored based on the Tier of instructional support and continued interventions will be provided based on students' response to those interventions. Progress monitoring data is collected through AIMSweb, a research based benchmark and assessment system that monitors student progress through direct, continuous assessment of foundational skills. Based on data collected from progress monitoring, information will be adjusted accordingly. Tiered data information will be adjusted based on student progress or lack there of.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

There will be monthly scheduled meetings with the MTSS team to discuss student progress and provide information received from the district. Designated Wednesdays will be set aside to provide professional development for staff members to be trained on what MTSS is and how it will be implemented in our school. Classroom teachers regularly complete a data form in order to provide the MTSS team with a snapshot of the entire classroom progression and how students compare academically among their

peers. Additionally, the Staffing Specialist facilitates family workshops and meets throughout the year with parents of all Tier III students receiving interventions. The Staffing Specialist also attends grade level and team leader meetings to provide support and professional learning for teachers. There will be grade level follow-up to provide support in further understanding the components of MTSS and making the necessary changes to promote effective instruction and to identify and provide appropriately Tiered instructional support.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 2,880

Students will participate in the Title I Academic Tutoring program funded by Title I. This program will target previously retained first graders for reading with a focus on vocabulary, phonics, and comprehension and second graders either previously retained and/or performing below grade level in reading with a focus on vocabulary, phonics, comprehension, and fluency. Tutors will use Flying Starts and Explorations to provide targeted, small-group reading instruction.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected by using monthly "Cloze" passage assessments to assess reading comprehension and vocabulary, monthly reading fluency passages, monthly running records to monitor phonics and decoding strategies when applied to a text, Developmental Reading Assessment (DRA) levels monitored three times throughout the year, and FAIR data monitored three times throughout the year.

Who is responsible for monitoring implementation of this strategy?

After school tutors, instructional coaches, and classroom teachers.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jenny Dacosta	Reading Coach
Bilandra Dinkins	Curriculum Resource Teacher
Chantelle Holt	Instructional Coach
Lino Rodriguez	Principal
Katundra Maddox	Family Intervention Specialist

Name	Title
Barbara Reynolds	Staffing Specialist
Barbara Barry	Guidance Counselor
Bevan Brown	Math Coach
Rebecca Reitzel	First Grade Teacher
Kim Bonesteel	Kindergarten Teacher
Audra Morris	Second Grade Teacher
Donna Walker Knight	ESE Teacher
Robin Frisella	Music Teacher
Jane Meister	ESOL Compliance Teacher
Felicia Chambers	Second Grade Teacher

How the school-based LLT functions

The LLT will meet twice a month to discuss the academic support needed for the school. Individuals will meet with the respective teams and collect student data, concerns and celebrations to be shared with LLT. Based on feedback and support needed members of the LLT will provide professional development, modeling and coaching opportunities to classrooms as needed. This team will also work closely with administration to help ensure that the curriculum and supplemental resources used will meet the needs of the students.

Major initiatives of the LLT

The LLT will focus their efforts on supporting teachers with newly adopted curriculum and Common Core State Standards.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Pre-k teachers complete home visits during the summer prior to students' first day of school. Parents 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 help 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	129	61%	66%
Students scoring at or above Achievement Level 4	44	21%	33%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	120	57%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	29	55%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	40%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		40%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	50	78%	81%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	121	55%	65%
Students scoring at or above Achievement Level 4	116	52%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	162	86%	89%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	82%	85%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	57%	60%
Students scoring at or above Achievement Level 4			

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		20
Participation in STEM-related experiences provided for students	201	95%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	28	10%	7%
Students retained, pursuant to s. 1008.25, F.S.	27	9%	6%
Students who are not proficient in reading by third grade	22	33%	28%
Students who receive two or more behavior referrals	24	8%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	7%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We will develop and expand the quality and frequency of family involvement activities, in order to increase the number of families that participate and the academic learning gains of these students.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of families who consistently attend parental involvement activities.	200	71%	81%
Increase the number of second language families who are actively engaged in parental involvement activities.	0	0%	60%

Goals Summary

- G1.** We will use Professional Learning Communities (PLC's) to increase the percentage of our free and reduced lunch students demonstrating proficiency and achieving learning gains in reading, writing, math, and science by June 2014.

- G2.** We will develop and expand the quality and frequency of family involvement activities, in order to increase the number of families that participate and the academic learning gains of these students.

Goals Detail

G1. We will use Professional Learning Communities (PLC's) to increase the percentage of our free and reduced lunch students demonstrating proficiency and achieving learning gains in reading, writing, math, and science by June 2014.

Targets Supported

- Writing
- Science - Elementary School
- STEM - All Levels
- EWS - Elementary School

Resources Available to Support the Goal

- Master schedule
- instructional coaches
- Teacher Incentive Fund Grant (TIF) Academic Coach
- school-based professional development plan
- collaborative and flexible staff
- partnership with Developmental Studies Center
- partnership with local universities
- professional libraries
- "Solution Tree Professional Development" with Cassie Erkens
- supportive Principal
- "The Art and Science of Teaching" by Robert Marzano
- "The Lesson Planning Handbook" by Peter Brunn
- "Teaching with Poverty in Mind" by Eric Jensen
- "Conscious Discipline" by Becky Bailey
- Common Core State Standards and Next Generation Sunshine State Standards
- Orange County Public Schools "Lesson Study Protocol"
- "Becoming a Reflective Teacher" by Robert Marzano
- supportive leadership team

Targeted Barriers to Achieving the Goal

- Limited teacher understanding of deconstructed Common Core State Standards and how to design lessons that continuously address individual student needs at all levels (interventions through enrichment) driven by both formative and summative assessments.
- Insufficient time in the PLC framework 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 the Goal

Compile teacher's classroom data in order to monitor the effectiveness of instruction, trends and patterns, enrichment and interventions.

Person or Persons Responsible

Principal and instructional coaches

Target Dates or Schedule:

On-going August 2013-June 2014

Evidence of Completion:

School-wide achievement report identifying important trends and patterns related to instruction, student achievement, and professional development.

G2. We will develop and expand the quality and frequency of family involvement activities, in order to increase the number of families that participate and the academic learning gains of these students.

Targets Supported

- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Classroom teachers
- instructional coaches
- Family Intervention Specialist
- Guidance Counselor will collaborate with the Family Intervention Specialist in order to administer to 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

Targeted Barriers to Achieving the Goal

- Lack of available and sufficient translation support for all bilingual families to engage in meaningful conversations.
- Challenges in recruiting parents new to Grand Avenue Primary Learning Center including bilingual and exceptional education families to participate in school-based activities while creating a strong home school connection.

Plan to Monitor Progress Toward the Goal

Collect and document families that attend each family involvement opportunity and meet with PLC's to see any correlation to student achievement.

Person or Persons Responsible

Principal, Family Intervention Specialist (FIS), classroom teachers, Guidance Counselor, Instructional Coaches

Target Dates or Schedule:

October 8, 2013 November 11, 2013 December 10, 2013 January 21, 2014 February 18, 2014 March 18, 2014

Evidence of Completion:

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

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. We will use Professional Learning Communities (PLC's) to increase the percentage of our free and reduced lunch students demonstrating proficiency and achieving learning gains in reading, writing, math, and science by June 2014.

G1.B1 Limited teacher understanding of deconstructed Common Core State Standards and how to design lessons that continuously address individual student needs at all levels (interventions through enrichment) driven by both formative and summative assessments.

G1.B1.S1 Provide on-going job embedded professional development (PD). PD's will include the following: lesson study, book studies, coaching, and instructional rounds.

Action Step 1

Professional development focused on the implementation of Common Core, Instructional Shifts, Critical Areas, and developing college and career readiness skills in primary students through rigor and relevance.

Person or Persons Responsible

Principal, instructional coaches

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

Agendas, sign-in sheets, classroom observations

Facilitator:

Instructional coaches

Participants:

All grade levels and resource teachers

Action Step 2

Provide professional development in making connections between Houghton Mifflin Journeys curriculum and Developmental Studies Center (DSC) supplemental curriculum

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

September 2013-February 2014

Evidence of Completion

Agendas, sign-in sheets, classroom observations

Facilitator:

Instructional coaches and Developmental Studies Center (DSC) Consultants

Participants:

Classroom and resource teachers

Action Step 3

Provide professional development with a focus on deconstructed standards incorporating Webb's Depth of Knowledge (DOK) to increase rigor in instruction

Person or Persons Responsible

Principal, instructional coaches

Target Dates or Schedule

September 2013-May 2014

Evidence of Completion

Exit slips, lesson plans, agendas, teacher reflections

Facilitator:

Instructional coaches

Participants:

Classroom and resource teachers

Action Step 4

Create and implement a Master schedule that allows for time for PLC's to collaborate weekly

Person or Persons Responsible

Principal, instructional coaches, and team leaders

Target Dates or Schedule

September 2013

Evidence of Completion

Agendas, schedule, and teacher reflections

Action Step 5

Provide multiple Lesson Study sessions focusing on targeted content areas

Person or Persons Responsible

Principal, instructional coaches and Developmental Studies Center (DSC) Consultants

Target Dates or Schedule

November 2013-April 2014

Evidence of Completion

Teacher reflections, lesson plans

Facilitator:

Developmental Studies Center (DSC) consultants and instructional coaches

Participants:

Classroom and resource teachers

Action Step 6

Professional development focusing on using the new curriculum with the deconstructed Common Core standards to design lessons to address varying student needs.

Person or Persons Responsible

Instructional coaches and Developmental Studies Center (DSC) consultants

Target Dates or Schedule

On-going August 2013-June 2014

Evidence of Completion

Sign-in sheets, classroom observations, student data and agendas

Facilitator:

Instructional coaches and Developmental Studies Center (DSC) consultants

Participants:

All grade levels and resource teachers

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

Leadership team will meet weekly to discuss classroom observations and teacher and student data

Person or Persons Responsible

Principal and instructional coaches

Target Dates or Schedule

August 2013-June 2014 Tuesdays at 9:00 a.m. weekly

Evidence of Completion

Instructional coaches will provide individual support to all instructional staff adapting our support to needs identified during weekly meetings. Evidence will include trends and patterns observed during classroom observations.

Plan to Monitor Effectiveness of G1.B1.S1

Developmental Reading Assessment (DRA), PLC common assessments, formative and summative classroom assessments, and FAIR.

Person or Persons Responsible

Classroom teachers, instructional coaches and principal

Target Dates or Schedule

On-going August 2013-June 2014

Evidence of Completion

School-wide data reports and monthly data conferences with all instructional staff

G1.B2 Insufficient time in the PLC framework intentionally dedicated to identifying targeted learning outcomes, creating quality assessments, analyzing student data, adjusting instruction as needed, and celebrating success.

G1.B2.S1 Weekly PLC's will focus on what students know, need to know, and how teachers will design instruction to meet student needs.

Action Step 1

PLC's will designate a lead facilitator to keep all conversations focused on the identified learning targets.

Person or Persons Responsible

Classroom teachers, instructional coaches and principal

Target Dates or Schedule

On-going during weekly PLC meetings August 2013-June 2014

Evidence of Completion

PLC agendas and notes

Facilitator:

Instructional coaches

Participants:

Classroom teachers

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

Attendance at weekly PLC meetings

Person or Persons Responsible

Instructional coaches and leadership

Target Dates or Schedule

On-going during weekly PLC meetings August 2013-June 2014

Evidence of Completion

PLC agendas, observations shared during leadership meetings, and notes

Plan to Monitor Effectiveness of G1.B2.S1

Conversations during PLC meetings are focused on student achievement only and evidence of application of ideas discussed within the PLC meeting in everyday instruction

Person or Persons Responsible

Instructional coaches and leadership

Target Dates or Schedule

On-going August 2013-June 2014

Evidence of Completion

Classroom observations, observations shared during weekly leadership meetings, and student data

G2. We will develop and expand the quality and frequency of family involvement activities, in order to increase the number of families that participate and the academic learning gains of these students.

G2.B1 Lack of available and sufficient translation support for all bilingual families to engage in meaningful conversations.

G2.B1.S1 Recruit several staff members, community members, and families to provide translation services at all school-based family involvement activities.

Action Step 1

Develop a schedule for designated bilingual personnel to be available during school-based family involvement activities

Person or Persons Responsible

Principal, FIS, Guidance Counselor

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

School Effectiveness Survey, sign-in sheets

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

Observe the effectiveness of translation services being provided

Person or Persons Responsible

Principal, FIS, and Guidance Counselor

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

School Effectiveness Survey, sign-in sheets

Plan to Monitor Effectiveness of G2.B1.S1

Increased family engagement in school-based activities from bilingual families

Person or Persons Responsible

Principal, FIS, Guidance Counselor

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

School Effectiveness Survey, sign-in sheets, and Great Start survey

G2.B1.S2 Provide bilingual translations for all home/school communications (newsletters, Connect Orange, parent/teacher conferences when needed, and home visits).

Action Step 1

Provide translation services for parent/teacher conferences if needed

Person or Persons Responsible

Bilingual Paraprofessionals and classroom teachers

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

conference notes and sign-in sheets

Action Step 2

Connect Orange and School Newsletter translations

Person or Persons Responsible

FIS, Bilingual Paraprofessional

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

Newsletters

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

The number of bilingual families that attend regular parent/teacher conferences

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

September 2013 - May 2014

Evidence of Completion

School Effectiveness Survey and conference notes

Plan to Monitor Effectiveness of G2.B1.S2

Monitor the number of bilingual families who attend school-wide activities

Person or Persons Responsible

FIS, classroom teachers, and guidance counselor

Target Dates or Schedule

Monthly August 2013-May 2014

Evidence of Completion

School Effectiveness Survey, conference notes, and sign-in sheets

G2.B2 Challenges in recruiting parents new to Grand Avenue Primary Learning Center including bilingual and exceptional education families to participate in school-based activities while creating a strong home school connection.

G2.B2.S1 Classroom teachers will conduct at least two home visits providing families with important school information including family involvement opportunities.

Action Step 1

Classroom teachers will buddy up to perform home visits throughout the school year.

Person or Persons Responsible

Classroom teachers, resource teachers, and leadership team

Target Dates or Schedule

Fall - Between October and December; Spring - Between January and March

Evidence of Completion

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

Facilitator:

Katundra Maddox

Participants:

Classroom teachers, resource teachers and school administration

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

Parent surveys, sign-in sheets

Person or Persons Responsible

FIS, classroom teachers, administration, and resource teachers

Target Dates or Schedule

On-going

Evidence of Completion

School Needs Assessment and School Improvement Plan

Plan to Monitor Effectiveness of G2.B2.S1

Collect parent sign-in sheets during all parental involvement activities to monitor families in attendance.

Person or Persons Responsible

FIS, guidance counselor, classroom teachers, leadership team

Target Dates or Schedule

On-going

Evidence of Completion

sign-in sheets and parent surveys

G2.B2.S2 Designing and facilitating a variety of family engagement experiences within the classroom setting in order to nurture a home school connection.

Action Step 1

Model strategies 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 or Persons Responsible

FIS, Instructional Coaches, Guidance Counselor, and classroom teachers

Target Dates or Schedule

October 2013 - March 2014

Evidence of Completion

Sign-in sheets and family reflections

Action Step 2

Integrating curriculum and classroom experiences into family involvement opportunities including monthly Great Starts and grade level curriculum nights

Person or Persons Responsible

Classroom teachers, FIS, guidance counselor, leadership team, and para professionals

Target Dates or Schedule

Twice each month August 2013-May 2014

Evidence of Completion

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

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

Monthly debrief in PLC's with all participating grade levels including FIS and guidance counselor

Person or Persons Responsible

Classroom teachers, instructional coaches, leadership, FIS and guidance counselor

Target Dates or Schedule

Monthly October 2013-March 2014

Evidence of Completion

Agendas and notes

Plan to Monitor Effectiveness of G2.B2.S2

Parental feedback regarding their participation and take aways they were able to apply at home

Person or Persons Responsible

FIS, guidance, and instructional coaches

Target Dates or Schedule

Monthly October 2013-March 2014

Evidence of Completion

Parent surveys

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

- Title I, Part A – Grand Avenue Primary Learning Center has a full time Family Intervention Specialist (FIS) that 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 impacts all stakeholders which includes students, staff, and families.
- Title I, Part C- Migrant - None
- Title I, Part D- None
- Title II – Title II funds will be used as an integral part of the school’s staff development plan by participating in at least two lesson study cycles designed to ensure the continued success and enhance achievement of our students by using scientifically based research activities. The lesson study cycles will impact all instructional staff and students as the data collected will be used to improve instruction which affects students learning.
- Title III - None
- Title X- Homeless- Families who qualify for the McKinney-Vento Act are identified by the 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.
- Supplemental Academic Instruction (SAI) - None
- Violence Prevention Programs - None
- 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 2013-2014 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. Additionally, classroom teachers integrate Healthy Habits for Life nutritional curriculum, which is in partnership with Nemours Health and Prevention Services. This curriculum helps to educate children and families on the importance of healthy food choices and exercise.
- Housing Programs - None
- 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 and math skills in preparation for the high school equivalency exam.
- Career and Technical Education - None
- Job Training- None
- Other –

- 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.
- We have a full time school guidance program that teaches social and academic success skills, problem solving and conflict resolution in the classroom.
- Great Start is 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 monthly 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 is a program that provides a safe learning environment for parents to learn with their children through the Parent and Child Together Center (P.A.C.T.) . This takes place by providing developmentally appropriate child centered activities that enhances learning at home. The P.A.C.T. Center was funded through the Mayor's Grant.
- Social work services 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.
- 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. We will use Professional Learning Communities (PLC's) to increase the percentage of our free and reduced lunch students demonstrating proficiency and achieving learning gains in reading, writing, math, and science by June 2014.

G1.B1 Limited teacher understanding of deconstructed Common Core State Standards and how to design lessons that continuously address individual student needs at all levels (interventions through enrichment) driven by both formative and summative assessments.

G1.B1.S1 Provide on-going job embedded professional development (PD). PD's will include the following: lesson study, book studies, coaching, and instructional rounds.

PD Opportunity 1

Professional development focused on the implementation of Common Core, Instructional Shifts, Critical Areas, and developing college and career readiness skills in primary students through rigor and relevance.

Facilitator

Instructional coaches

Participants

All grade levels and resource teachers

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

Agendas, sign-in sheets, classroom observations

PD Opportunity 2

Provide professional development in making connections between Houghton Mifflin Journeys curriculum and Developmental Studies Center (DSC) supplemental curriculum

Facilitator

Instructional coaches and Developmental Studies Center (DSC) Consultants

Participants

Classroom and resource teachers

Target Dates or Schedule

September 2013-February 2014

Evidence of Completion

Agendas, sign-in sheets, classroom observations

PD Opportunity 3

Provide professional development with a focus on deconstructed standards incorporating Webb's Depth of Knowledge (DOK) to increase rigor in instruction

Facilitator

Instructional coaches

Participants

Classroom and resource teachers

Target Dates or Schedule

September 2013-May 2014

Evidence of Completion

Exit slips, lesson plans, agendas, teacher reflections

PD Opportunity 4

Provide multiple Lesson Study sessions focusing on targeted content areas

Facilitator

Developmental Studies Center (DSC) consultants and instructional coaches

Participants

Classroom and resource teachers

Target Dates or Schedule

November 2013-April 2014

Evidence of Completion

Teacher reflections, lesson plans

PD Opportunity 5

Professional development focusing on using the new curriculum with the deconstructed Common Core standards to design lessons to address varying student needs.

Facilitator

Instructional coaches and Developmental Studies Center (DSC) consultants

Participants

All grade levels and resource teachers

Target Dates or Schedule

On-going August 2013-June 2014

Evidence of Completion

Sign-in sheets, classroom observations, student data and agendas

G1.B2 Insufficient time in the PLC framework intentionally dedicated to identifying targeted learning outcomes, creating quality assessments, analyzing student data, adjusting instruction as needed, and celebrating success.

G1.B2.S1 Weekly PLC's will focus on what students know, need to know, and how teachers will design instruction to meet student needs.

PD Opportunity 1

PLC's will designate a lead facilitator to keep all conversations focused on the identified learning targets.

Facilitator

Instructional coaches

Participants

Classroom teachers

Target Dates or Schedule

On-going during weekly PLC meetings August 2013-June 2014

Evidence of Completion

PLC agendas and notes

G2. We will develop and expand the quality and frequency of family involvement activities, in order to increase the number of families that participate and the academic learning gains of these students.

G2.B2 Challenges in recruiting parents new to Grand Avenue Primary Learning Center including bilingual and exceptional education families to participate in school-based activities while creating a strong home school connection.

G2.B2.S1 Classroom teachers will conduct at least two home visits providing families with important school information including family involvement opportunities.

PD Opportunity 1

Classroom teachers will buddy up to perform home visits throughout the school year.

Facilitator

Katundra Maddox

Participants

Classroom teachers, resource teachers and school administration

Target Dates or Schedule

Fall - Between October and December; Spring - Between January and March

Evidence of Completion

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	We will use Professional Learning Communities (PLC's) to increase the percentage of our free and reduced lunch students demonstrating proficiency and achieving learning gains in reading, writing, math, and science by June 2014.	\$8,400
G2.	We will develop and expand the quality and frequency of family involvement activities, in order to increase the number of families that participate and the academic learning gains of these students.	\$550
Total		\$8,950

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Program	Total
Title I	\$550	\$0	\$550
Devereux Cafe', Title I, outside source, and general budget	\$0	\$0	\$0
Title I, Devereux Cafe', partners in education and general budget	\$0	\$0	\$0
Title II, district funding and general budget	\$0	\$8,400	\$8,400
Outside source	\$0	\$0	\$0
Total	\$550	\$8,400	\$8,950

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. We will use Professional Learning Communities (PLC's) to increase the percentage of our free and reduced lunch students demonstrating proficiency and achieving learning gains in reading, writing, math, and science by June 2014.

G1.B1 Limited teacher understanding of deconstructed Common Core State Standards and how to design lessons that continuously address individual student needs at all levels (interventions through enrichment) driven by both formative and summative assessments.

G1.B1.S1 Provide on-going job embedded professional development (PD). PD's will include the following: lesson study, book studies, coaching, and instructional rounds.

Action Step 5

Provide multiple Lesson Study sessions focusing on targeted content areas

Resource Type

Evidence-Based Program

Resource

Personnel and materials

Funding Source

Title II, district funding and general budget

Amount Needed

\$8,400

Action Step 6

Professional development focusing on using the new curriculum with the deconstructed Common Core standards to design lessons to address varying student needs.

Resource Type

Evidence-Based Program

Resource

Lesson study protocol, personnel, professional books, DSC consultants

Funding Source

Outside source

Amount Needed

\$0

G2. We will develop and expand the quality and frequency of family involvement activities, in order to increase the number of families that participate and the academic learning gains of these students.

G2.B2 Challenges in recruiting parents new to Grand Avenue Primary Learning Center including bilingual and exceptional education families to participate in school-based activities while creating a strong home school connection.

G2.B2.S1 Classroom teachers will conduct at least two home visits providing families with important school information including family involvement opportunities.

Action Step 1

Classroom teachers will buddy up to perform home visits throughout the school year.

Resource Type

Personnel

Resource

lesson materials, manipulatives, food, professional libraries, and personnel

Funding Source

Title I

Amount Needed

\$550

G2.B2.S2 Designing and facilitating a variety of family engagement experiences within the classroom setting in order to nurture a home school connection.

Action Step 1

Model strategies 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

Resource Type

Evidence-Based Program

Resource

Personnel, food, and materials

Funding Source

Devereux Cafe', Title I, outside source, and general budget

Amount Needed

\$0

Action Step 2

Integrating curriculum and classroom experiences into family involvement opportunities including monthly Great Starts and grade level curriculum nights

Resource Type

Personnel

Resource

Personnel, materials, and food

Funding Source

Title I, Devereux Cafe', partners in education and general budget

Amount Needed

\$0