

Orange County Public Schools

# Grand Avenue Primary Learning Center



2016-17 Schoolwide Improvement Plan

## Grand Avenue Primary Learning Center

701 W LIVINGSTON ST, Orlando, FL 32803

[www.ocps.net/lc/southwest/egr](http://www.ocps.net/lc/southwest/egr)

### School Demographics

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

### School Grades History

Year  
Grade

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2016-17 DA Category and Statuses for Grand Avenue Primary Learning Center

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

To be the top producer of successful students in the nation

#### 2. School Environment

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

Grand Avenue uses professional learning specifically tailored to meet the academic, social, and emotional needs of our student population. This includes using the work of Eric Jensen and Ruby Payne to equip teachers and staff with strategies and resources to develop meaningful relationships with students and safe classroom environments. In addition to the professional development focus, prior to the start of the new school year, teachers reach out to families through phone calls and home visits. This practice builds a strong school family connection and fosters consistent and coherent teacher-student relationships.

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

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

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

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

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

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Grand Avenue ensures that the students that demonstrate behavioral concerns receive the necessary additional counseling and mental health services through a triangulated approach. The triangulation approach includes the work of: Grand Avenue's Multi-Tiered System of Supports (MTSS) team partnering with the Behavior Leadership Team and outside counseling agencies, such as Deveroux and Kinder Consulting.

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

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

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

### 3. Early Warning Systems

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

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	13	14	11	0	0	0	0	0	0	0	0	0	0	38
One or more suspensions	6	11	8	0	0	0	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	



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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	4	0	0	0	0	0	0	0	0	0	0	0	5

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

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

**B. Family and Community Engagement**

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

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

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

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

Yes

**1. PIP Link**

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

**2. Description**

We 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.

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

The school fosters relationships and sustains partnerships with the local community in many ways. The Principal seeks the support and ongoing partnerships with Rollins College and the University of Central Florida by serving on their advisory councils, welcoming pre-service teachers on campus, and implementing service learning projects at Grand Avenue. Grand Avenue is also a part of the UCF Professional Development Consortium to provide professional development in a collaborative manner.



Through the efforts of our Partner In Education program, the Family Intervention Specialist, Guidance Counselor, Principal, and dedicated faculty, we are able to develop and sustain relationships with programs such as Blessings in a Backpack, the Kate and Justin Rose Foundation, the Orlando Science Center, Cathedral of St. Luke's, New City Church, Lake Highland Preparatory School, and the Orlando Philharmonic. These partnerships provide our students materials to meet their basic needs, experiential learning opportunities, and enriched instruction that improves student achievement.

Parent ESOL classes were put in place each week to build student advocacy capacity among Spanish-speaking parents which will in turn increase student achievement. This program was put in place by the school guidance counselor and local volunteers.

## C. Effective Leadership

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

### 1. School Leadership Team

#### a. Membership

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

Name	Title
Rodriguez, Lino	Principal
Brown, Bevan	Instructional Coach
Dinkins, Bilandra	Instructional Coach
Maddox, Katundra	Other
New, Abigail	Instructional Coach
Wuthrich, Jodi	Teacher, ESE
Morris, Audra	Instructional Coach
Bernier, Megan	Instructional Coach

#### b. Duties

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

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

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

The Leadership Team uses the School Improvement Plan structure to identify the overarching needs of the school. The needs are identified by using the following resources; Developmental Reading

Assessment (DRA), reading inventories, running records, math assessments, teacher observations, common formative and summative assessments, classroom walkthroughs, as well as the School Effectiveness Surveys completed by staff members and parents. School-wide data is brought before the team to be desegregated in order to identify areas and subgroups in need of additional resources or support. The Leadership Team collaborates with grade level based PLCs and the MTSS Leadership Team to examine all learners, learning environments, instructional strategies, and any possible barriers affecting student achievement (i.e., health concerns, social/emotional problems, homelessness, etc.).

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

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

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

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

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

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

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

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

-Grand Avenue Primary Learning Center participates in the Voluntary Prekindergarten program (VPK) by providing two pre-k units. This program encourages students in our community to start school at

age four, which prepares them for school both socially and academically.

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

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

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

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

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Lino Rodriguez	Principal
Megan Bernier	Teacher
Katundra Maddox	Teacher
Bilandra Dinkins	Teacher
Tameika Ward	Parent
Tony Williams	Education Support Employee
Felicia Chambers	Teacher
Sharon Southhall	Parent
Cassie Mortimore	Parent
Amber Thomas	Parent
John Neusaenger	Business/Community
Eric Stites	Business/Community
Shareka Wright	Parent
Vickie Pinkney	Parent
Josseline Lopez	Parent

### b. Duties

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

*a. Evaluation of last year's school improvement plan*

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

*b. Development of this school improvement plan*

The SAC held a School Improvement Planning retreat May 27, 2016. Each member of the SAC, consisting of instructional staff and a parent, received a copy of the 2015-2016 SIP and the results from the student, parent, and staff surveys. The SAC discussed the data and made recommendations and adjustments according to school needs and new initiatives being implemented both state and district wide.

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

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

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

The SAC used the school improvement funds to purchase materials for ELL and ESE instruction. Our school was allocated \$3,161.35 for the 2016-2017 school year.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Brown, Bevan	Instructional Coach
Chambers, Felicia	Teacher, K-12
Wuthrich, Jodi	Instructional Coach
Dinkins, Bilandra	Instructional Coach
Meister, Jane	Other
Reitzel, Rebecca	Teacher, K-12
Morris, Audra	Teacher, ESE
Bonesteel, Kimberly	Teacher, K-12
Rodriguez, Lino	Principal

**b. Duties**

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

The Literacy Leadership Team (LLT) will focus their efforts on continuing to support teachers with the adopted curriculum, intervention programs, and Language Arts Florida Standards (LAFS). The LLT will meet monthly to discuss the academic support needed for the school. Individuals will meet with their respective grade-level team to collect student data, student concerns, and student successes. Based on this feedback and support, members of the LLT will provide professional development, modeling and coaching opportunities, and instructional resources as needed. This team will also work closely with administration to help ensure that available instructional resources are closely aligned to student needs.

#### **D. Public and Collaborative Teaching**

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

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

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

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

The Principal recruits caring and competent teachers by partnering with local universities to identify talented interns and thoroughly checking references for highly qualified candidates. Once a candidate is identified, Leadership Team members are included in the selection process.

The strategies for retaining highly effective teachers include differentiated job embedded professional development. Teachers are supported with a mentor, provided resources for instruction and progress-monitoring, and given specific actionable feedback from instructional coaches. Additionally, all teachers receive on-going professional development, participate in instructional rounds, sharing sessions, as well as Lesson Study. The Principal and Instructional Coaches are committed to providing classroom teachers with encouragement, support, guidance, and assistance.

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

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

ideally a team member, as their go-to person for any questions or concerns in order to make their transition smooth.

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

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

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

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

#### b. Instructional Strategies

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

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

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



**Strategy: After School Program**

**Minutes added to school year: 2,400**

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

***Strategy Rationale***

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

***Strategy Purpose(s)***

- Core Academic Instruction

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

Dinkins, Bilandra, bilandra.dinkins@ocps.net

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

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



**Strategy:** Summer Program

**Minutes added to school year:** 5,760

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

### **Strategy Rationale**

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

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

- Core Academic Instruction

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

Dinkins, Bilandra, bilandra.dinkins@ocps.net

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

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

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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

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

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

Due to the unique circumstances of the school's closing at the end of the 2016-2017 school year, all students will be transitioning to the Downtown PS8 school. Grand Avenue will host orientations for the new the Downtown PS8 school as well as facilitate meetings on campus with the newly appointed principal, social worker and other key staff members to support the transition for students and families.

## b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### B. Problem Analysis Summary

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

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Grand Avenue Primary Learning Center teachers will create self-sustaining PLC teams by building capacity in collaborative common planning as well as common implementation of standards-based instruction. (Division Priority #1: Accelerate student performance; Division Priority #2: Increase the percentage of high-performing recruited instructional candidates.)
- G2.** Grand Avenue Primary Learning Center teachers will provide rigorous standards-based instruction in every classroom in order to accelerate student performance. (Division Priority #1: Accelerate student performance; Division Priority #2: Narrow achievement gaps.)

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** Grand Avenue Primary Learning Center teachers will create self-sustaining PLC teams by building capacity in collaborative common planning as well as common implementation of standards-based instruction. (Division Priority #1: Accelerate student performance; Division Priority #2: Increase the percentage of high-performing recruited instructional candidates.) 1a

G084350

### Targets Supported 1b

Indicator	Annual Target
Math Gains	88.0
ELA/Reading Gains	85.0

### Targeted Barriers to Achieving the Goal 3

- The lack of teacher experience in the implementation of comprehensive collaborative planning

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher manuals
- Marzano Framework
- Instructional coaches
- Webb's Depth of Knowledge
- OCPS Launchpad
- Program Specialists
- Curriculum crosswalks
- UCF Professional Development Consortium (Dr.Taylor Wenzel)
- Marzano professional literature
- Instructional Focus Calendar
- IMS website
- Master schedule
- OCPS deconstructing standards worksheet
- Backwards Design approach
- Google Docs
- Google Drive
- Language Arts Florida Standards and Mathematics Florida Standards Test Item Specs K-2
- Language Arts Florida Standards (LAFS)
- Mathematics Florida Standards (MAFS)

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

The Leadership Team will join in PLC meetings to participate/facilitate in the collaborative planning process and review student performance data to monitor whether efforts are resulting in an increase in student achievement.

**Person Responsible**

Lino Rodriguez

**Schedule**

Weekly, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

Student work and/or performance data reflecting growth in mastery of the standards, PLC notes indicating the instructional decisions being made based on the analysis of student performance data

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

G084351

### Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	85.0
Math Gains	88.0

### Targeted Barriers to Achieving the Goal 3

- limited teacher ability to deconstruct Florida Standards with automaticity in order to design lessons that continuously address individual student needs driven by standards-based formative and summative assessments
- lack of teacher experience in comprehensively completing lesson planning using the Backwards Design approach that is intentionally dedicated to identifying targeted learning outcomes, creating quality formative assessments, analyzing student data, adjusting instruction as needed, and celebrating success

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Master schedule
- Instructional coaches
- School-based professional development plan
- Collaborative and flexible staff
- Partnership with local universities
- Professional libraries
- Supportive Principal
- "The Art and Science of Teaching" by Robert Marzano
- "The Lesson Planning Handbook" by Peter Brunn
- "Engaging Students with Poverty in Mind" by Eric Jensen
- Language Arts Florida Standards and Mathematics Florida Standards
- Orange County Public Schools "Lesson Study Protocol"
- "Becoming a Reflective Teacher" by Robert Marzano
- Supportive Leadership Team
- "Coaching Classroom Instruction" by Robert Marzano
- "Effective Supervision- Supporting the Art and Science of Teaching" by Robert Marzano
- Backwards Design approach
- Google Docs
- Google Drive
- Language Arts Florida Standards and Mathematical Florida Standards Test Item Specs K-2

- IMS website

## Plan to Monitor Progress Toward G2. 8

The Leadership Team will conduct ongoing classroom observations and review student performance data and student work to determine whether teachers are making progress in implementation of rigorous standards-based instruction.

### **Person Responsible**

Lino Rodriguez

### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

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

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



## 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

 = Problem Solving Step     S123456 = Quick Key

**G1.** Grand Avenue Primary Learning Center teachers will create self-sustaining PLC teams by building capacity in collaborative common planning as well as common implementation of standards-based instruction. (Division Priority #1: Accelerate student performance; Division Priority #2: Increase the percentage of high-performing recruited instructional candidates.) 1

G084350

**G1.B1** The lack of teacher experience in the implementation of comprehensive collaborative planning 2

B224119

**G1.B1.S1** Instructional Coaches will provide ongoing, job-embedded professional development to support teachers in the cultural and developmental process of common planning. 4

S236505

### Strategy Rationale

By focusing on a shared vision and providing differentiated training and accountability mechanisms, teachers will be able to more effectively common plan and implement common standards-based instruction.

### Action Step 1 5

The Instructional Coaches will provide new teachers with training on the routines, process, and protocols of common planning prior to the start of the school year.

#### Person Responsible

Lino Rodriguez

#### Schedule

On 8/1/2016

#### Evidence of Completion

Meeting agenda and meeting notes reflecting an understanding of the processes and protocols of comprehensive common planning

## Action Step 2 5

Instructional Coaches will train teachers on the new routines, protocols, and expectations of common planning during three, paid common planning days prior to the start of the school year.

### **Person Responsible**

Lino Rodriguez

### **Schedule**

On 8/4/2016

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

Training agenda reflecting the important elements of common planning, lesson plans aligned to the rigor of the standards

## Action Step 3 5

The master schedule will include a structured time for PLC teams to meet together once a month, with the support of the Leadership Team and Instructional Coaches, in order to create and enhance common formative assessments.

### **Person Responsible**

Lino Rodriguez

### **Schedule**

Monthly, from 9/7/2016 to 5/3/2017

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

Completed common formative assessments aligning the performance tasks to the rigor of the standards

## Action Step 4 5

The Instructional Coaches and grade-level PLC teams will meet weekly to commonly plan for instruction and assessments.

### **Person Responsible**

Lino Rodriguez

### **Schedule**

Weekly, from 8/8/2016 to 5/31/2017

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

Standards-based lesson plans, deconstructed standards, learning goals and scales, and common formative assessments aligned to the rigor of the standards

### Action Step 5 5

The Leadership Team will facilitate multiple instructional rounds and Lesson Study sessions focusing on targeted content areas, common implementation, the Backwards Design approach, and the alignment of appropriate instructional strategies to the Florida Standards and aligned DOK level.

#### **Person Responsible**

Lino Rodriguez

#### **Schedule**

Quarterly, from 10/3/2016 to 3/10/2017

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

Standards-based lesson plans, student data reflecting growth in the mastery of the standards, teacher reflections indicating growth in the understanding of comprehensive common planning and common implementation of standards-based instruction

### Action Step 6 5

Teachers will take part in peer observations focusing on common implementation of lessons planned within grade level PLCs.

#### **Person Responsible**

Lino Rodriguez

#### **Schedule**

Semiannually, from 9/19/2016 to 3/24/2017

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

Notes from the debrief with Instructional Coaches reflecting observations of common implementation of standards-based instruction

### Action Step 7 5

The Principal will provide PLC teams one school day to common plan using the Backwards Design approach.

**Person Responsible**

Lino Rodriguez

**Schedule**

On 4/21/2017

***Evidence of Completion***

Standards-based lesson plans and common formative assessments aligned to the rigor and depth of the standards

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

Instructional Coaches will meet weekly with the Principal to discuss the progress of the common planning process.

**Person Responsible**

Lino Rodriguez

**Schedule**

Weekly, from 8/16/2016 to 5/30/2017

***Evidence of Completion***

Leadership Team meeting notes reflecting growth in teacher ability to comprehensively common plan standards-based instruction

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

Instructional Coaches will follow the OCPS Lesson Study model and will facilitate the planning, observing, and debriefing phases.

**Person Responsible**

Lino Rodriguez

**Schedule**

Semiannually, from 10/3/2016 to 3/10/2017

***Evidence of Completion***

Standards-based lesson plans, student data reflecting growth in the mastery of the standards, Lesson Study template and teacher reflections indicating a deeper understanding of the processes and protocols of collaborative planning and standards-based instruction

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

The Leadership Team will honor the time set aside in the master schedule to plan and implement ongoing professional development, driven by student data, to ensure PD to practice.

**Person Responsible**

Lino Rodriguez

**Schedule**

Daily, from 8/2/2016 to 5/31/2017

***Evidence of Completion***

Master schedule, PLC meeting notes reflecting instructional decisions being made based on the analysis of student performance data, classroom walkthrough/ classroom observation data reflecting growth in mastery of the standards

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

The Leadership Team will attend common planning sessions, review lesson plans, student performance data, and conduct ongoing classroom observations to determine whether teachers are achieving common implementation of standards-based instruction as a result of collaborative common planning.

**Person Responsible**

Lino Rodriguez

**Schedule**

Daily, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

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

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

The Principal and Instructional Coaches will conduct weekly classroom walkthroughs.

**Person Responsible**

Lino Rodriguez

**Schedule**

Daily, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

Standards-based lesson plans, student work and/or performance data reflecting growth in mastery of the standards, classroom walkthrough data/ observation data reflecting instructional alignment within planning and delivery among grade-level teams

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

Instructional Coaches will differentiate facilitation of PLC common planning meetings.

**Person Responsible**

Lino Rodriguez

**Schedule**

Weekly, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

PLC meeting notes, Team Leader meeting notes and Leadership Team meeting notes reflecting differentiated facilitation resulting in common planning of standards-based instruction



**G1.B1.S2** PLC teams will regularly share deliverables to reflect the work taking place during PLC common planning school-wide. 4

 S236506

### **Strategy Rationale**

In addition to being an instructional resource for each PLC, the deliverables will be used as an accountability component to monitor comprehensive common planning and enhance the vertical alignment throughout the school.

### **Action Step 1** 5

Team Leader meetings will be used as a time for teams to share the current work being done during common planning sessions school-wide.

#### **Person Responsible**

Lino Rodriguez

#### **Schedule**

Weekly, from 8/22/2016 to 5/29/2017

#### **Evidence of Completion**

Team Leader notes reflecting resources shared vertically to enhance standards-based instruction

### **Action Step 2** 5

During pre-planning, teachers will be trained on using Google Docs and Google Drive in order to share resources and commonly plan throughout the school year.

#### **Person Responsible**

Lino Rodriguez

#### **Schedule**

On 8/9/2016

#### **Evidence of Completion**

Pre-planning agenda reflecting time dedicated to learning about and using Google Docs and Google Drive to share resources and commonly plan

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

The Leadership Team will honor the Team Leader meeting and professional development time set aside in the master schedule.

#### **Person Responsible**

Lino Rodriguez

#### **Schedule**

Biweekly, from 8/8/2016 to 5/23/2017

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

Team Leader and PLC team meeting notes reflecting the ongoing processes and protocols of collaborative common planning of standards-based instruction

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

Instructional Coaches will be assisting PLC teams in adapting and implementing resources shared from other teams.

#### **Person Responsible**

Lino Rodriguez

#### **Schedule**

Weekly, from 8/16/2016 to 5/31/2017

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

PLC notes reflecting vertical sharing and implementation of resources to enhance standards-based instruction

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

The Principal and Instructional Coaches will conduct weekly classroom walkthroughs.

#### **Person Responsible**

Lino Rodriguez

#### **Schedule**

Daily, from 8/15/2016 to 5/31/2017

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

Classroom walkthrough data/ observation data reflecting common planning and common implementation of standards-based instruction

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

G084351

**G2.B1** limited teacher ability to deconstruct Florida Standards with automaticity in order to design lessons that continuously address individual student needs driven by standards-based formative and summative assessments 2

B224120

**G2.B1.S1** Instructional Coaches will provide ongoing job-embedded professional development to support teacher ability to deconstruct Florida standards with automaticity and include the following: PLCs, lesson study, book studies, coaching with actionable feedback, and instructional rounds. 4

S236507

### Strategy Rationale

Through various types of ongoing professional development, teachers' understanding of the Florida Standards will deepen in order to accelerate student gains through rigorous standards-based instruction.

### Action Step 1 5

The Leadership Team will facilitate school-wide professional development for teachers that is focused on enhancing teacher understanding and expectations of the Backwards Design approach.

#### Person Responsible

Lino Rodriguez

#### Schedule

On 8/2/2016

#### Evidence of Completion

Professional development agendas reflecting a focus on the Backwards Design approach, focus calendars including the elements of the Backwards Design approach, common formative assessments and lesson plans aligned to the rigor of the standards, PLC notes reflecting the on-going work of the Backwards Design approach

## Action Step 2 5

The Leadership Team will facilitate professional development for teachers that is focused on understanding and deconstructing the Florida Standards in order to ensure that instruction is aligned to the appropriate rigor of the standards.

### **Person Responsible**

Lino Rodriguez

### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

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

Professional development agenda reflecting a focus on deconstruction of standards, common formative assessments aligned to the rigor of the standards, standards-based lesson plans, PLC notes reflecting on-going deconstruction of standards aligning with standards-based lesson plans

## Action Step 3 5

The Leadership Team will provide specific training to teachers on programs purchased to enhance independent learning, whole group and small group instruction with an emphasis on the Florida Standards, Webb's Depth of Knowledge, standards-based formative assessment data, and how to align instruction and assessments to increase student achievement in all subgroups to close the achievement gap.

### **Person Responsible**

Lino Rodriguez

### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

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

Professional development agendas reflecting curriculum resources, sign-in sheets from teachers attending trainings, teacher/student profiles reflecting implementation of programs such as ST Math and iReady, classroom observations reflecting implementation of standards-based instructional resources, formative assessment data reflecting growth in the mastery of the standards

#### Action Step 4 5

The Leadership Team will provide follow-up for all professional development to teachers during PLC meetings in order to ensure PD to practice. Each PLC meeting will be focused on one of the four questions of a PLC: 1. What we want students to learn? 2. How will we know when each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency?

##### **Person Responsible**

Lino Rodriguez

##### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

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

PLC meeting notes reflecting discussion of the application of knowledge gained through professional development, classroom observation data reflecting application of knowledge gained from professional developments, assessments aligned to the rigor of the standards, student work samples reflecting growth in mastery of the standards,

#### Action Step 5 5

The Leadership Team will facilitate multiple instructional rounds and Lesson Study sessions with teachers that is focused on targeted content areas, common implementation, the Backwards Design approach, and the alignment of appropriate instructional strategies to the Florida Standards and aligned DOK level.

##### **Person Responsible**

Lino Rodriguez

##### **Schedule**

Biweekly, from 10/3/2016 to 3/10/2017

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

Teacher reflections, standards-based research lessons, and instructional rounds observations reflecting common implementation and alignment of rigorous standards-based instructional strategies

## Action Step 6 5

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

### **Person Responsible**

Lino Rodriguez

### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

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

Classroom observation data and student performance data reflecting growth in mastery of standards

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

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

### **Person Responsible**

Lino Rodriguez

### **Schedule**

Weekly, from 8/8/2016 to 5/31/2017

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

Classroom walkthrough/ classroom observation data reflecting growth in mastery of the standards, professional development plan aligned to the needs of the teachers, PLC notes reflecting growth in teacher ability to design lessons driven by standards-based assessment data

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

The Leadership Team will analyze classroom walkthrough data, school-based data, and student work samples to find evidence of implementation of professional development learning and analyze its impact on student achievement. Ongoing support will be provided and/or adjusted as needed based on the data collected.

#### **Person Responsible**

Lino Rodriguez

#### **Schedule**

Monthly, from 8/8/2016 to 5/31/2017

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

Classroom walkthrough/ classroom observation data reflecting growth in mastery of the standards, professional development plan aligned to the needs of the teachers, PLC notes reflecting growth in teacher ability to design lessons driven by standards-based assessment data

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

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

#### **Person Responsible**

Lino Rodriguez

#### **Schedule**


Monthly, from 8/15/2016 to 5/31/2017

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

School-wide data reports reflecting growth in mastery of the standards, weekly PLC meeting notes reflecting growth in common assessment data, and monthly data conferences including analysis of growth according to: Developmental Reading Assessment (DRA), PLC formative and summative assessments, Go Math Assessments, iReady reports, Measures of Academic Progress (MAP) assessment, ST Math reports, and student work samples

**G2.B2** lack of teacher experience in comprehensively completing lesson planning using the Backwards Design approach that is intentionally dedicated to identifying targeted learning outcomes, creating quality formative assessments, analyzing student data, adjusting instruction as needed, and celebrating success

2

 B224121

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

 S236508

### Strategy Rationale

The process of maintaining and enhancing the work as collaborative teams within the PLCs will continuously improve the collective capacity of each grade level in order to maximize student learning and student performance data.

### Action Step 1 5

PLCs will follow set procedures and protocol of the Backwards Design approach in order to have ownership and continuity in between PLC meetings. An Instructional Coach will be appointed to each PLC team in order to facilitate the meetings as needed and offer another layer of support.

#### Person Responsible

Lino Rodriguez

#### Schedule

Weekly, from 8/15/2016 to 5/31/2017

#### Evidence of Completion

PLC agendas and notes reflecting the ongoing work of the Backwards Design approach, standards-based lesson plans, student performance data indicating growth in mastery of the standards



## Action Step 2 5

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

### **Person Responsible**

Lino Rodriguez

### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

### **Evidence of Completion**

PLC notes indicating the ongoing work of the Backwards Design approach

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

The Instructional Coach designated to each grade level will attend and facilitate each PLC meeting to ensure the desired level of collaborative work is being achieved and to support the implementation of professional learning within and across grade levels.

### **Person Responsible**

Lino Rodriguez

### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

### **Evidence of Completion**

PLC agendas and notes reflecting the ongoing work of the Backwards Design approach, standards-based lesson plans, student performance data indicating growth in mastery of the standards, classroom observation data reflecting PD to practice

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

The Leadership Team will review and discuss PLC notes, Google Docs, Google Drive, PLC agendas and classroom observation data in order to identify areas in need of additional support and monitor that the appropriate time is being dedicated to the planning of standards-based instruction.

**Person Responsible**

Lino Rodriguez

**Schedule**

Weekly, from 8/15/2016 to 5/31/2017

***Evidence of Completion***

Leadership Team meeting notes reflecting analysis of PLC notes, classroom walkthrough/ classroom observation data, and student performance data reflecting growth in mastery of the standards

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

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

**Person Responsible**

Lino Rodriguez

**Schedule**

Weekly, from 8/15/2016 to 5/31/2017












***Evidence of Completion***

Classroom observation data reflecting application of professional development initiatives, student performance data reflecting growth in mastery of the standards

## IV. Implementation Timeline





Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S1.A1 A305102	The Instructional Coaches will provide new teachers with training on the routines, process, and...	Rodriguez, Lino	8/1/2016	Meeting agenda and meeting notes reflecting an understanding of the processes and protocols of comprehensive common planning	8/1/2016 one-time
G2.B1.S1.A1 A305111	The Leadership Team will facilitate school-wide professional development for teachers that is...	Rodriguez, Lino	8/2/2016	Professional development agendas reflecting a focus on the Backwards Design approach, focus calendars including the elements of the Backwards Design approach, common formative assessments and lesson plans aligned to the rigor of the standards, PLC notes reflecting the on-going work of the Backwards Design approach	8/2/2016 one-time
G1.B1.S1.A2 A305103	Instructional Coaches will train teachers on the new routines, protocols, and expectations of...	Rodriguez, Lino	8/2/2016	Training agenda reflecting the important elements of common planning, lesson plans aligned to the rigor of the standards	8/4/2016 one-time
G1.B1.S2.A2 A305110	During pre-planning, teachers will be trained on using Google Docs and Google Drive in order to...	Rodriguez, Lino	8/9/2016	Pre-planning agenda reflecting time dedicated to learning about and using Google Docs and Google Drive to share resources and commonly plan	8/9/2016 one-time
G1.B1.S1.MA4 M311094	Instructional Coaches will follow the OCPS Lesson Study model and will facilitate the planning,...	Rodriguez, Lino	10/3/2016	Standards-based lesson plans, student data reflecting growth in the mastery of the standards, Lesson Study template and teacher reflections indicating a deeper understanding of the processes and protocols of collaborative planning and standards-based instruction	3/10/2017 semiannually
G1.B1.S1.A5 A305106	The Leadership Team will facilitate multiple instructional rounds and Lesson Study sessions...	Rodriguez, Lino	10/3/2016	Standards-based lesson plans, student data reflecting growth in the mastery of the standards, teacher reflections indicating growth in the understanding of comprehensive common planning and common implementation of standards-based instruction	3/10/2017 quarterly
G2.B1.S1.A5 A305115	The Leadership Team will facilitate multiple instructional rounds and Lesson Study sessions with...	Rodriguez, Lino	10/3/2016	Teacher reflections, standards-based research lessons, and instructional rounds observations reflecting common implementation and alignment of rigorous standards-based instructional strategies	3/10/2017 biweekly
G1.B1.S1.A6 A305107	Teachers will take part in peer observations focusing on common implementation of lessons planned...	Rodriguez, Lino	9/19/2016	Notes from the debrief with Instructional Coaches reflecting observations of common implementation of standards-based instruction	3/24/2017 semiannually
G1.B1.S1.A7 A305108	The Principal will provide PLC teams one school day to common plan using the Backwards Design...	Rodriguez, Lino	11/11/2016	Standards-based lesson plans and common formative assessments aligned to the rigor and depth of the standards	4/21/2017 one-time
G1.B1.S1.A3 A305104	The master schedule will include a structured time for PLC teams to meet together once a month,...	Rodriguez, Lino	9/7/2016	Completed common formative assessments aligning the performance tasks to the rigor of the standards	5/3/2017 monthly
G1.B1.S2.MA1 M311098	The Leadership Team will honor the Team Leader meeting and professional development time set aside...	Rodriguez, Lino	8/8/2016	Team Leader and PLC team meeting notes reflecting the ongoing processes and protocols of collaborative common planning of standards-based instruction	5/23/2017 biweekly

**Orange - 0191 - Grand Avenue Primary Learning Center - 2016-17 SIP**  
Grand Avenue Primary Learning Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1  A305109	Team Leader meetings will be used as a time for teams to share the current work being done during...	Rodriguez, Lino	8/22/2016	Team Leader notes reflecting resources shared vertically to enhance standards-based instruction	5/29/2017 weekly
G1.B1.S1.MA1  M311093	Instructional Coaches will meet weekly with the Principal to discuss the progress of the common...	Rodriguez, Lino	8/16/2016	Leadership Team meeting notes reflecting growth in teacher ability to comprehensively common plan standards-based instruction	5/30/2017 weekly
G1.MA1  M311099	The Leadership Team will join in PLC meetings to participate/facilitate in the collaborative...	Rodriguez, Lino	8/15/2016	Student work and/or performance data reflecting growth in mastery of the standards, PLC notes indicating the instructional decisions being made based on the analysis of student performance data	5/31/2017 weekly
G2.MA1  M311106	The Leadership Team will conduct ongoing classroom observations and review student performance data...	Rodriguez, Lino	8/15/2016	Classroom walkthrough data/ classroom observation data and student work and/or performance data reflecting growth in mastery of the standards	5/31/2017 weekly
G1.B1.S1.MA1  M311090	The Leadership Team will attend common planning sessions, review lesson plans, student performance...	Rodriguez, Lino	8/15/2016	Lesson plans reflecting a deeper understanding of aligning tasks to rigor of the standards, classroom walkthrough data/ classroom observation data, student works and/or performance data reflecting growth in mastery of the standards	5/31/2017 daily
G1.B1.S1.MA1  M311091	The Principal and Instructional Coaches will conduct weekly classroom walkthroughs.	Rodriguez, Lino	8/15/2016	Standards-based lesson plans, student work and/or performance data reflecting growth in mastery of the standards, classroom walkthrough data/ observation data reflecting instructional alignment within planning and delivery among grade-level teams	5/31/2017 daily
G1.B1.S1.MA6  M311092	Instructional Coaches will differentiate facilitation of PLC common planning meetings.	Rodriguez, Lino	8/15/2016	PLC meeting notes, Team Leader meeting notes and Leadership Team meeting notes reflecting differentiated facilitation resulting in common planning of standards-based instruction	5/31/2017 weekly
G1.B1.S1.MA5  M311095	The Leadership Team will honor the time set aside in the master schedule to plan and implement...	Rodriguez, Lino	8/2/2016	Master schedule, PLC meeting notes reflecting instructional decisions being made based on the analysis of student performance data, classroom walkthrough/ classroom observation data reflecting growth in mastery of the standards	5/31/2017 daily
G1.B1.S1.A4  A305105	The Instructional Coaches and grade-level PLC teams will meet weekly to commonly plan for...	Rodriguez, Lino	8/8/2016	Standards-based lesson plans, deconstructed standards, learning goals and scales, and common formative assessments aligned to the rigor of the standards	5/31/2017 weekly
G2.B1.S1.MA1  M311100	The Leadership Team will monitor the effectiveness of standards-based instruction by collecting and...	Rodriguez, Lino	8/15/2016	School-wide data reports reflecting growth in mastery of the standards, weekly PLC meeting notes reflecting growth in common assessment data, and monthly data conferences including analysis of growth according to: Developmental Reading Assessment (DRA), PLC formative and summative assessments, Go Math Assessments, iReady reports, Measures of Academic Progress (MAP) assessment, ST Math reports, and student work samples	5/31/2017 monthly
G2.B1.S1.MA1  M311101	The Leadership Team will meet weekly to discuss classroom walkthrough/ classroom observations data...	Rodriguez, Lino	8/8/2016	Classroom walkthrough/ classroom observation data reflecting growth in mastery of the standards, professional	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				development plan aligned to the needs of the teachers, PLC notes reflecting growth in teacher ability to design lessons driven by standards-based assessment data	
G2.B1.S1.MA3  M311102	The Leadership Team will analyze classroom walkthrough data, school-based data, and student work...	Rodriguez, Lino	8/8/2016	Classroom walkthrough/ classroom observation data reflecting growth in mastery of the standards, professional development plan aligned to the needs of the teachers, PLC notes reflecting growth in teacher ability to design lessons driven by standards-based assessment data	5/31/2017 monthly
G2.B1.S1.A2  A305112	The Leadership Team will facilitate professional development for teachers that is focused on...	Rodriguez, Lino	8/15/2016	Professional development agenda reflecting a focus on deconstruction of standards, common formative assessments aligned to the rigor of the standards, standards-based lesson plans, PLC notes reflecting on-going deconstruction of standards aligning with standards-based lesson plans	5/31/2017 weekly
G2.B1.S1.A3  A305113	The Leadership Team will provide specific training to teachers on programs purchased to enhance...	Rodriguez, Lino	8/15/2016	Professional development agendas reflecting curriculum resources, sign-in sheets from teachers attending trainings, teacher/student profiles reflecting implementation of programs such as ST Math and iReady, classroom observations reflecting implementation of standards-based instructional resources, formative assessment data reflecting growth in the mastery of the standards	5/31/2017 weekly
G2.B1.S1.A4  A305114	The Leadership Team will provide follow-up for all professional development to teachers during PLC...	Rodriguez, Lino	8/15/2016	PLC meeting notes reflecting discussion of the application of knowledge gained through professional development, classroom observation data reflecting application of knowledge gained from professional developments, assessments aligned to the rigor of the standards, student work samples reflecting growth in mastery of the standards,	5/31/2017 weekly
G2.B1.S1.A6  A305116	The Leadership Team will conduct weekly classroom observations in order to provide teachers with...	Rodriguez, Lino	8/15/2016	Classroom observation data and student performance data reflecting growth in mastery of standards	5/31/2017 weekly
G2.B2.S1.MA1  M311103	The Leadership Team will monitor and support the effectiveness of PLCs. The Leadership Team will...	Rodriguez, Lino	8/15/2016	Classroom observation data reflecting application of professional development initiatives, student performance data reflecting growth in mastery of the standards	5/31/2017 weekly
G2.B2.S1.MA1  M311104	The Instructional Coach designated to each grade level will attend and facilitate each PLC meeting...	Rodriguez, Lino	8/15/2016	PLC agendas and notes reflecting the ongoing work of the Backwards Design approach, standards-based lesson plans, student performance data indicating growth in mastery of the standards, classroom observation data reflecting PD to practice	5/31/2017 weekly
G2.B2.S1.MA3  M311105	The Leadership Team will review and discuss PLC notes, Google Docs, Google Drive, PLC agendas and...	Rodriguez, Lino	8/15/2016	Leadership Team meeting notes reflecting analysis of PLC notes, classroom walkthrough/ classroom observation data, and student performance data reflecting growth in mastery of the standards	5/31/2017 weekly

**Orange - 0191 - Grand Avenue Primary Learning Center - 2016-17 SIP**  
*Grand Avenue Primary Learning Center*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1  A305117	PLCs will follow set procedures and protocol of the Backwards Design approach in order to have...	Rodriguez, Lino	8/15/2016	PLC agendas and notes reflecting the ongoing work of the Backwards Design approach, standards-based lesson plans, student performance data indicating growth in mastery of the standards	5/31/2017 weekly
G2.B2.S1.A2  A305118	PLCs will share their meeting notes with the Leadership Team on a weekly basis in order to...	Rodriguez, Lino	8/15/2016	PLC notes indicating the ongoing work of the Backwards Design approach	5/31/2017 weekly
G1.B1.S2.MA1  M311096	Instructional Coaches will be assisting PLC teams in adapting and implementing resources shared...	Rodriguez, Lino	8/16/2016	PLC notes reflecting vertical sharing and implementation of resources to enhance standards-based instruction	5/31/2017 weekly
G1.B1.S2.MA3  M311097	The Principal and Instructional Coaches will conduct weekly classroom walkthroughs.	Rodriguez, Lino	8/15/2016	Classroom walkthrough data/ observation data reflecting common planning and common implementation of standards-based instruction	5/31/2017 daily

## V. Professional Development Opportunities

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

**G1.** Grand Avenue Primary Learning Center teachers will create self-sustaining PLC teams by building capacity in collaborative common planning as well as common implementation of standards-based instruction. (Division Priority #1: Accelerate student performance; Division Priority #2: Increase the percentage of high-performing recruited instructional candidates.)

**G1.B1** The lack of teacher experience in the implementation of comprehensive collaborative planning

**G1.B1.S1** Instructional Coaches will provide ongoing, job-embedded professional development to support teachers in the cultural and developmental process of common planning.

### PD Opportunity 1

The Instructional Coaches will provide new teachers with training on the routines, process, and protocols of common planning prior to the start of the school year.

#### Facilitator

Instructional Coaches

#### Participants

First and second year teachers

#### Schedule

On 8/1/2016

### PD Opportunity 2

Instructional Coaches will train teachers on the new routines, protocols, and expectations of common planning during three, paid common planning days prior to the start of the school year.

#### Facilitator

Instructional Coaches

#### Participants

Teachers and Instructional Coaches

#### Schedule

On 8/4/2016

### **PD Opportunity 3**

The Leadership Team will facilitate multiple instructional rounds and Lesson Study sessions focusing on targeted content areas, common implementation, the Backwards Design approach, and the alignment of appropriate instructional strategies to the Florida Standards and aligned DOK level.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Teachers and Instructional Coaches

#### **Schedule**

Quarterly, from 10/3/2016 to 3/10/2017

### **PD Opportunity 4**

Teachers will take part in peer observations focusing on common implementation of lessons planned within grade level PLCs.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Teachers and Instructional Coaches

#### **Schedule**

Semiannually, from 9/19/2016 to 3/24/2017

### **PD Opportunity 5**

The Principal will provide PLC teams one school day to common plan using the Backwards Design approach.

#### **Facilitator**

Team Leaders

#### **Participants**

Teachers

#### **Schedule**

On 4/21/2017



**G1.B1.S2** PLC teams will regularly share deliverables to reflect the work taking place during PLC common planning school-wide.

### **PD Opportunity 1**

Team Leader meetings will be used as a time for teams to share the current work being done during common planning sessions school-wide.

#### **Facilitator**

Principal

#### **Participants**

Instructional Coaches and Team Leaders

#### **Schedule**

Weekly, from 8/22/2016 to 5/29/2017

### **PD Opportunity 2**

During pre-planning, teachers will be trained on using Google Docs and Google Drive in order to share resources and commonly plan throughout the school year.

#### **Facilitator**

Robin Frisella and Instructional Coaches

#### **Participants**

Instructional Coaches and teachers

#### **Schedule**

On 8/9/2016

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

**G2.B1** limited teacher ability to deconstruct Florida Standards with automaticity in order to design lessons that continuously address individual student needs driven by standards-based formative and summative assessments

**G2.B1.S1** Instructional Coaches will provide ongoing job-embedded professional development to support teacher ability to deconstruct Florida standards with automaticity and include the following: PLCs, lesson study, book studies, coaching with actionable feedback, and instructional rounds.

### **PD Opportunity 1**

The Leadership Team will facilitate school-wide professional development for teachers that is focused on enhancing teacher understanding and expectations of the Backwards Design approach.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Instructional Coaches and teachers

#### **Schedule**

On 8/2/2016

### **PD Opportunity 2**

The Leadership Team will facilitate professional development for teachers that is focused on understanding and deconstructing the Florida Standards in order to ensure that instruction is aligned to the appropriate rigor of the standards.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Instructional Coaches and teachers

#### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

### **PD Opportunity 3**

The Leadership Team will provide specific training to teachers on programs purchased to enhance independent learning, whole group and small group instruction with an emphasis on the Florida Standards, Webb's Depth of Knowledge, standards-based formative assessment data, and how to align instruction and assessments to increase student achievement in all subgroups to close the achievement gap.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Instructional Coaches and teachers

#### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

### **PD Opportunity 4**

The Leadership Team will provide follow-up for all professional development to teachers during PLC meetings in order to ensure PD to practice. Each PLC meeting will be focused on one of the four questions of a PLC: 1. What we want students to learn? 2. How will we know when each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency?

#### **Facilitator**

Team Leaders and Instructional Coaches

#### **Participants**

Instructional Coaches and teachers

#### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

### **PD Opportunity 5**

The Leadership Team will facilitate multiple instructional rounds and Lesson Study sessions with teachers that is focused on targeted content areas, common implementation, the Backwards Design approach, and the alignment of appropriate instructional strategies to the Florida Standards and aligned DOK level.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Instructional Coaches and teachers

#### **Schedule**

Biweekly, from 10/3/2016 to 3/10/2017

### **PD Opportunity 6**

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

#### **Facilitator**

Instructional Coaches

#### **Participants**

Instructional Coaches and teachers

#### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

**G2.B2** lack of teacher experience in comprehensively completing lesson planning using the Backwards Design approach that is intentionally dedicated to identifying targeted learning outcomes, creating quality formative assessments, analyzing student data, adjusting instruction as needed, and celebrating success

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

### **PD Opportunity 1**

PLCs will follow set procedures and protocol of the Backwards Design approach in order to have ownership and continuity in between PLC meetings. An Instructional Coach will be appointed to each PLC team in order to facilitate the meetings as needed and offer another layer of support.

#### **Facilitator**

Team Leaders and Instructional Coaches

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 8/15/2016 to 5/31/2017

## VI. Technical Assistance Items

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

**G1.** Grand Avenue Primary Learning Center teachers will create self-sustaining PLC teams by building capacity in collaborative common planning as well as common implementation of standards-based instruction. (Division Priority #1: Accelerate student performance; Division Priority #2: Increase the percentage of high-performing recruited instructional candidates.)

**G1.B1** The lack of teacher experience in the implementation of comprehensive collaborative planning

**G1.B1.S1** Instructional Coaches will provide ongoing, job-embedded professional development to support teachers in the cultural and developmental process of common planning.

### TA Opportunity 1

The Instructional Coaches and grade-level PLC teams will meet weekly to commonly plan for instruction and assessments.

#### Facilitator

PLC facilitator and Instructional Coaches

#### Participants

Teachers and Instructional Coaches

#### Schedule

Weekly, from 8/8/2016 to 5/31/2017

## VII. Budget

1	G1.B1.S1.A1	The Instructional Coaches will provide new teachers with training on the routines, process, and protocols of common planning prior to the start of the school year.				\$0.00
2	G1.B1.S1.A2	Instructional Coaches will train teachers on the new routines, protocols, and expectations of common planning during three, paid common planning days prior to the start of the school year.				\$3,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0191 - Grand Avenue Primary Learning Center	Other		\$3,750.00
			Notes: OCPS has provided funds for teachers to take part in 3 paid days of common planning during the summer.			
3	G1.B1.S1.A3	The master schedule will include a structured time for PLC teams to meet together once a month, with the support of the Leadership Team and Instructional Coaches, in order to create and enhance common formative assessments.				\$0.00
4	G1.B1.S1.A4	The Instructional Coaches and grade-level PLC teams will meet weekly to commonly plan for instruction and assessments.				\$0.00

5	G1.B1.S1.A5	The Leadership Team will facilitate multiple instructional rounds and Lesson Study sessions focusing on targeted content areas, common implementation, the Backwards Design approach, and the alignment of appropriate instructional strategies to the Florida Standards and aligned DOK level.				\$4,352.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0191 - Grand Avenue Primary Learning Center	General Fund		\$4,352.00
			Notes: Substitute teachers will be secured for each teacher to participate in a two-day lesson study cycle. Kindergarten, first, and second grade teams will be participating in this twice during the school year. Prekindergarten and special area teachers will be participating in one cycle during the school year.			
6	G1.B1.S1.A6	Teachers will take part in peer observations focusing on common implementation of lessons planned within grade level PLCs.				\$0.00
7	G1.B1.S1.A7	The Principal will provide PLC teams one school day to common plan using the Backwards Design approach.				\$0.00
8	G1.B1.S2.A1	Team Leader meetings will be used as a time for teams to share the current work being done during common planning sessions school-wide.				\$0.00
9	G1.B1.S2.A2	During pre-planning, teachers will be trained on using Google Docs and Google Drive in order to share resources and commonly plan throughout the school year.				\$0.00
10	G2.B1.S1.A1	The Leadership Team will facilitate school-wide professional development for teachers that is focused on enhancing teacher understanding and expectations of the Backwards Design approach.				\$0.00
11	G2.B1.S1.A2	The Leadership Team will facilitate professional development for teachers that is focused on understanding and deconstructing the Florida Standards in order to ensure that instruction is aligned to the appropriate rigor of the standards.				\$0.00
12	G2.B1.S1.A3	The Leadership Team will provide specific training to teachers on programs purchased to enhance independent learning, whole group and small group instruction with an emphasis on the Florida Standards, Webb's Depth of Knowledge, standards-based formative assessment data, and how to align instruction and assessments to increase student achievement in all subgroups to close the achievement gap.				\$9,109.16
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0191 - Grand Avenue Primary Learning Center	Other		\$2,932.16
			Notes: We will implement iReady, Reading A to Z, and Flocabulary as additional resources to enhance reading instruction.			
			0191 - Grand Avenue Primary Learning Center	Title I, Part A		\$6,177.00
			Notes: We will implement ST Math as a Tier 2 intervention to support standards-based instruction as it aligns to Mathematics Florida Standards.			
13	G2.B1.S1.A4	The Leadership Team will provide follow-up for all professional development to teachers during PLC meetings in order to ensure PD to practice. Each PLC meeting will be focused on one of the four questions of a PLC: 1. What we want students to learn? 2. How will we know when each student has learned				\$0.00

		it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency?				
14	G2.B1.S1.A5	The Leadership Team will facilitate multiple instructional rounds and Lesson Study sessions with teachers that is focused on targeted content areas, common implementation, the Backwards Design approach, and the alignment of appropriate instructional strategies to the Florida Standards and aligned DOK level.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0191 - Grand Avenue Primary Learning Center			\$0.00
			Notes: See G1.B1.S1.A5			
15	G2.B1.S1.A6	The Leadership Team will conduct weekly classroom observations in order to provide teachers with actionable feedback related to the Marzano Framework, standards-based instruction, DOK, and evidence of student learning. This feedback will also align to teachers' individual needs and targeted Deliberate Practice.				\$0.00
16	G2.B2.S1.A1	PLCs will follow set procedures and protocol of the Backwards Design approach in order to have ownership and continuity in between PLC meetings. An Instructional Coach will be appointed to each PLC team in order to facilitate the meetings as needed and offer another layer of support.				\$0.00
17	G2.B2.S1.A2	PLCs will share their meeting notes with the Leadership Team on a weekly basis in order to demonstrate that a consistent and collective inquiry structure has been established based on one of the four questions of a PLC: 1. What we want students to learn? 2. How will we know when each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency?				\$0.00
Total:						\$17,211.16