

Duval County Public Schools

Greenland Pines Elementary School



2016-17 Schoolwide Improvement Plan

Greenland Pines Elementary School

5050 GREENLAND RD, Jacksonville, FL 32258

<http://www.duvalschools.org/greenlandpines>

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-5	No	34%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Duval County School Board on 11/1/2016.

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 Greenland Pines Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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.

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

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.

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

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.

Early Warning Indicators:

- * Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- * One or more suspensions, whether in school or out of school
- * Course failure in English Language Arts or mathematics
- * A Level 1 score on the statewide, standardized assessments 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	6	15	18	13	9	3	0	0	0	0	0	0	0	64
One or more suspensions	0	0	3	1	4	1	0	0	0	0	0	0	0	9
Course failure in ELA or Math	1	4	2	5	7	8	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	4	17	20	0	0	0	0	0	0	0	41

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	0	2	2	3	5	6	0	0	0	0	0	0	0	18

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

- * Rtl
- * ESE Services
- * Math & ELA Interventionists/Tutors
- * I-Ready & Achieve 3000 Blended Learning Programs
- * Mentors

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?

No

1. PIP Link

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

2. Description

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

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.

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

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
Sneddon, Jackie	Principal
Blake, Faylene	Instructional Coach
Fitzgerald, Elaine	Assistant Principal
Kusmirek, Keith	Assistant Principal

b. Duties

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

Jackie Sneddon- Principal: Provide a common vision for the use of data-based decision making, ensure that the teachers are implementing the curriculum with fidelity, manages school schedules to use support staff effectively, ensures that the shared decision making process is used effectively, communicates with parents in order to gain a partnership between school and home.

Keith Kusmirek & Elaine Fitzgerald- Assistant Principal(s): Instructional leaders within the school and oversee school operations, monitor instruction with walk throughs using the informal and formal components of the districts CAST system as well as the four pillar framework. They oversee discipline, testing, instructional materials, custodians, paraprofessionals, data analysis, transportation, common planning activities, and communications.

Faylene Blake- School Instructional Coach: Oversees all English Language Arts instruction, provides professional development and runs professional learning communities, book studies, data analysis, in-depth unpacking of item specifications and Florida State Standards.

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 school based MTSS Team meets monthly to review universal screening, diagnostic, and progress monitoring data. Based on this information, the team identifies the professional development activities needed to create effective learning environments. Teachers of identified students are supported by the school-based MTSS team. The MTSS team uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team ensures the necessary resources are available and the interventions are implemented. Each case is assigned a case liaison to support the interventionist (e.g., teacher, MTSS/Inclusion facilitator, school counselor) and reports back on all data collected for further discussion at future meetings. There is also tutoring available through SAI funds that allows some Tier III students to receive after school tutoring. Once a child has completed Tier III interventions through the MTSS process, and those interventions are deemed unsuccessful, students are referred to MRT for additional support.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ronni Thurman	Teacher
Janine Santangelo	Parent
Aaron Lakatos	Parent
Angie Kimsey	Parent
Jackie Sneddon	Principal
Kelly Cox	Parent
Ernest Webster	Business/Community
Savita Singh	Education Support Employee
Margie Crump	Teacher
Fay Blake	Teacher

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 SAC members will review the school improvement plan and offer suggestions for improvement.

b. Development of this school improvement plan

The SAC will receive a draft version of the School Improvement Plan and will provide the school with their input.

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

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

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

Greenland Pines did not receive new funds last year. Previous funds were allocated for K-2 tutoring needs.

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
Blake, Faylene	Instructional Coach
Ehlers, Elizabeth	Teacher, K-12
Hayes, Ruby	Teacher, K-12
Spilling, Kristin	Teacher, K-12
Tobias, Marie	Teacher, K-12
Crump, Margie	Teacher, K-12
Jones, Merranda	Teacher, K-12

b. Duties

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

One major initiative is demonstration classrooms to provide models for best practices in literacy instruction.

The Reading PLC is responsible for assisting in the monitoring of standards-based reading strategies in all classrooms. The reading PLC monitors the elements of the Reading standards and assures successful implementation of all elements of the reading curriculum. This PLC carefully and thoughtfully examines all learner's progress in reading as measured by teacher assessments, district provided assessments, i-Ready and Achieve Data, and the FSA. Each member of the team is responsible for assisting grade level colleagues in developing a clear understanding of the standards based strategies necessary to ensure learner success.

Related areas of responsibility include, but are not limited to:

- 25-Book Goal
- Book of the Month Implementation
- Read-A-Thon
- Literacy Week
- End of Year Reading Celebration
- Family Reading Night
- Analyze school-wide reading data, looking for weaknesses across grade levels that need to be addressed.
- Help establish an organized classroom library in every classroom that is leveled with Lexile levels

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

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.

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

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

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

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

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

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.

We are utilizing the core instructional program that has been aligned at the district level to meet the Florida Standards. The core instructional program is being monitored for fidelity by administration by biweekly walk throughs of all classrooms.

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.

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

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

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

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: 10,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

O'Leary-Brown, Lynn, brownl@duvalschools.org

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

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

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.

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

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.** If Greenland Pines Elementary implements the standards aligned instruction based on instructional shifts and student needs, then student achievement will increase.
- G2.** If classrooms at Greenland Pines Elementary are focused on developing the whole child and improving classroom culture, then student achievement will increase.

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. If Greenland Pines Elementary implements the standards aligned instruction based on instructional shifts and student needs, then student achievement will increase. 1a

G086454

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0
FSA Mathematics Achievement	86.0
ELA/Reading Lowest 25% Gains	67.0
Math Lowest 25% Gains	64.0
ELA/Reading Gains	72.0
Math Gains	83.0
FCAT 2.0 Science Proficiency	79.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge and understanding of standards and test item specs
- Quality of data driven differentiated centers (Limited knowledge of how to analyze data, Lack of rigor in center activities, Lack of differentiation in center activities, Lack of planning and fidelity of implementation of Guided Reading)
- New Curriculum sources & limited sources of supplemental material (New curriculum resources phonics) with limited training opportunities, Lack of access to supplemental complex text and tasks)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Planning
- Professional Development
- New Phonics Program
- New Classroom Libraries
- Instructional Coach

Plan to Monitor Progress Toward G1. 8

We will monitor student data from district recommended assessments.

Person Responsible

Jackie Sneddon

Schedule

Quarterly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Baseline vs. Midyear Assessments (i-Ready, Achieve 3000, and district created) and End of Module/Unit Assessments

G2. If classrooms at Greenland Pines Elementary are focused on developing the whole child and improving classroom culture, then student achievement will increase. 1a

G086455

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0
FSA Mathematics Achievement	86.0
ELA/Reading Lowest 25% Gains	67.0
Math Lowest 25% Gains	64.0
ELA/Reading Gains	72.0
Math Gains	83.0
FCAT 2.0 Science Proficiency	79.0

Targeted Barriers to Achieving the Goal 3

- Lack of engagement strategies (Too much teacher talk, Lack of equity in student response- Call on same students, Imbalance of positive to negative teacher to student interaction, Lack of explicit instruction in engagement strategies)
- Inconsistent implementation (Lack of bell to bell instruction, Lack of adhering to set master schedule)
- Lack of and/or inconsistent implementation of rituals and routines

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common planning
- Instructional coaching cycles
- Walkthroughs with feedback
- Early Release Training
- Reading Coach

Plan to Monitor Progress Toward G2. 8

We will be looking at i-Ready and Achieve 3000 data as well as district ELA, Math, & Science assessment data to look for growth in each classroom.

Person Responsible

Jackie Sneddon

Schedule

Quarterly, from 9/21/2016 to 6/2/2017

Evidence of Completion

Data Notebook and Data boards

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Greenland Pines Elementary implements the standards aligned instruction based on instructional shifts and student needs, then student achievement will increase. **1**

 G086454

G1.B1 Lack of knowledge and understanding of standards and test item specs **2**

 B229742

G1.B1.S1 Teachers need to gain a deeper understanding of the standards & item specifications. **4**

 S242381

Strategy Rationale

Support teachers in unpacking standards and examining the item specifications to gain a deeper content knowledge.

Action Step 1 **5**

Teachers will unpack standards and examine item specs to deepen their content knowledge.

Person Responsible

Keith Kusmirek

Schedule

Monthly, from 8/23/2016 to 5/30/2017

Evidence of Completion

Meeting notes from common planning times.

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

A member of the leadership team will be attending all common planning meetings to ensure that agenda items are followed through.

Person Responsible

Jackie Sneddon

Schedule

Monthly, from 9/13/2016 to 6/2/2017

Evidence of Completion

Common Planning agendas and notes will be collected and stored on One Drive to ensure easy access and storage of the documents.

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

The leadership team will monitor data from grade level material to ensure teacher's content development is translating to student comprehension.

Person Responsible

Keith Kusmirek


Schedule

Monthly, from 9/13/2016 to 6/2/2017


Evidence of Completion

End of module/unit assessments and District Baseline vs. District Mid-Year vs. District End of Year

G1.B2 Quality of data driven differentiated centers (Limited knowledge of how to analyze data, Lack of rigor in center activities, Lack of differentiation in center activities, Lack of planning and fidelity of implementation of Guided Reading) **2**

 B229743

G1.B2.S1 Teachers need to plan for and execute quality Data Driven Differentiated Centers. **4**

 S242382

Strategy Rationale

By encouraging teachers to create quality data driven centers, students can have more opportunities to process content at their level, as well as seek different avenues that will help them demonstrate their understanding.

Action Step 1 **5**

Plan for centers in common planning time

Person Responsible

Elaine Fitzgerald

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

The leadership team will monitor i-Ready and Achieve 3000 data to ensure that students are growing on their levels.

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

The leadership team will attend all common planning meetings to ensure the agenda items are followed through.

Person Responsible

Jackie Sneddon

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Walk through feedback forms (Given to teachers)

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

The leadership team will conduct biweekly walk throughs to look for differentiated and data driven centers

Person Responsible

Elaine Fitzgerald

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

We will be looking for evidence of data driven center groupings and activities that were planned during common planning meetings.

G1.B3 New Curriculum sources & limited sources of supplemental material (New curriculum resources phonics) with limited training opportunities, Lack of access to supplemental complex text and tasks) 2

 B229744

G1.B3.S1 Teachers need training and support on the new phonics curriculum. 4

 S242383

Strategy Rationale

With support from the district specialists and our reading coach, teachers can gain a better understanding and confidence in the new phonics program.

Action Step 1 5

Teachers will have support in implementing the new phonics curriculum.

Person Responsible

Faylene Blake

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Common Planning Notes

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

Phonics Checklist

Person Responsible

Faylene Blake

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

The leadership team will use the Phonics Checklist (from Houghton Mifflin Harcourt) to determine each teacher's ease of implementation and figure out where they need the most support (Classroom Management, Lesson, Worksheet/Homework, or Assessment).

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

Student Assessment Data

Person Responsible

Faylene Blake


Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Assessments from the phonics program will be analyzed to determine mastery of the phonics lesson


G2. If classrooms at Greenland Pines Elementary are focused on developing the whole child and improving classroom culture, then student achievement will increase. 1

 G086455

G2.B1 Lack of engagement strategies (Too much teacher talk, Lack of equity in student response- Call on same students, Imbalance of positive to negative teacher to student interaction, Lack of explicit instruction in engagement strategies 2

 B229745

G2.B1.S1 Teachers need to actively engage their students in their lesson. 4

 S242384

Strategy Rationale

Engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.

Action Step 1 5

Teachers will be exposed to a variety of engagement strategies during common planning. We will focus on one engagement strategy each month.

Person Responsible

Elaine Fitzgerald

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Common PLanning Agendas and notes will be posted in the OneDrive Folder

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

We will be conducting biweekly walk throughs of all classrooms.

Person Responsible

Jackie Sneddon

Schedule

Biweekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Walk Through Feedback Forms (Given to teachers)

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

Student data

Person Responsible

Elaine Fitzgerald

Schedule

Monthly, from 10/31/2016 to 6/2/2017

Evidence of Completion

End of Module/Unit Assessments and Blended Learning Progress will be monitored for growth

G2.B2 Inconsistent implementation (Lack of bell to bell instruction, Lack of adhering to set master schedule)

2

 B229746

G2.B2.S1 Teachers need to feel the urgency behind making every second count. 4

 S242385

Strategy Rationale

The curriculum is fast paced and needs the full allotted times each day to be taught. Urgency is the greatest protector of time. With a sense of urgency, every second becomes precious to the students. Since time is a teacher's greatest resource, creating a sense of urgency is the best tool that a teacher has and is the key to not only increasing learning, but also increasing the students' full engagement.

Action Step 1 5

All teachers will adhere to the scheduled times throughout the day

Person Responsible

Jackie Sneddon

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Walk through notes and Feedback Forms

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

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

Person Responsible

Jackie Sneddon

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Common Planning meeting notes

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

The administrative team will be conducting biweekly walk throughs of all classrooms to monitor implementation of urgency and schedules.

Person Responsible

Jackie Sneddon

Schedule

Weekly, from 9/12/2016 to 6/2/2017


Evidence of Completion

Walk through feedback forms

G2.B3 Lack of and/or inconsistent implementation of rituals and routines **2**

 B229747

G2.B3.S1 Teachers will accurately describe and follow through on daily rituals and routines. **4**

 S242386

Strategy Rationale

In classrooms with insufficient structure, students are not sure what is coming next. This lack of predictability leads them to attend to all incoming information indiscriminately, rather than focusing their attention and energy on the academic task at hand. When there is sufficient predictability in the environment, students feel secure and are free to attend to what is most important. Classrooms with sufficient predictability allow students to feel safe enough to take the risk necessary for substantial academic growth to occur.

Action Step 1 **5**

All teachers will have rituals and routines in place using the CHAMPs model

Person Responsible

Keith Kusmirek

Schedule

Daily, from 9/12/2016 to 6/2/2017

Evidence of Completion

Walk through data and feedback

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Biweekly walk throughs

Person Responsible

Jackie Sneddon

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

During walk throughs, the leadership team will look for posted CHAMP charts, ask students for clarity on routines happening, and walk through feedback forms will be used

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Student Data

Person Responsible

Keith Kusmirek

Schedule

Every 6 Weeks, from 9/12/2016 to 9/12/2016





Evidence of Completion

End of Module/ Unit Assessments and blended learning scores will be analyzed for growth in each classroom

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B3.S1.MA1 M323966	Student Data	Kusmirek, Keith	9/12/2016	End of Module/ Unit Assessments and blended learning scores will be analyzed for growth in each classroom	9/12/2016 every-6-weeks
G1.B1.S1.A1 A313708	Teachers will unpack standards and examine item specs to deepen their content knowledge.	Kusmirek, Keith	8/23/2016	Meeting notes from common planning times.	5/30/2017 monthly
G1.MA1 M323961	We will monitor student data from district recommended assessments.	Sneddon, Jackie	10/3/2016	Baseline vs. Midyear Assessments (i-Ready, Achieve 3000, and district created) and End of Module/Unit Assessments	6/2/2017 quarterly
G2.MA1 M323968	We will be looking at i-Ready and Achieve 3000 data as well as district ELA, Math, & Science...	Sneddon, Jackie	9/21/2016	Data Notebook and Data boards	6/2/2017 quarterly
G1.B1.S1.MA1 M323955	The leadership team will monitor data from grade level material to ensure teacher's content...	Kusmirek, Keith	9/13/2016	End of module/unit assessments and District Baseline vs. District Mid-Year vs. District End of Year	6/2/2017 monthly
G1.B1.S1.MA1 M323956	A member of the leadership team will be attending all common planning meetings to ensure that...	Sneddon, Jackie	9/13/2016	Common Planning agendas and notes will be collected and stored on One Drive to ensure easy access and storage of the documents.	6/2/2017 monthly
G1.B2.S1.MA1 M323957	The leadership team will conduct biweekly walk throughs to look for differentiated and data driven...	Fitzgerald, Elaine	9/12/2016	We will be looking for evidence of data driven center groupings and activities that were planned during common planning meetings.	6/2/2017 biweekly
G1.B2.S1.MA1 M323958	The leadership team will attend all common planning meetings to ensure the agenda items are...	Sneddon, Jackie	9/12/2016	Walk through feedback forms (Given to teachers)	6/2/2017 biweekly
G1.B2.S1.A1 A313709	Plan for centers in common planning time	Fitzgerald, Elaine	9/12/2016	The leadership team will monitor i-Ready and Achieve 3000 data to ensure that students are growing on their levels.	6/2/2017 monthly
G1.B3.S1.MA1 M323959	Student Assessment Data	Blake, Faylene	9/12/2016	Assessments from the phonics program will be analyzed to determine mastery of the phonics lesson	6/2/2017 monthly
G1.B3.S1.MA1 M323960	Phonics Checklist	Blake, Faylene	9/12/2016	The leadership team will use the Phonics Checklist (from Houghton Mifflin Harcourt) to determine each teacher's ease of implementation and figure out where they need the most support (Classroom Management, Lesson, Worksheet/Homework, or Assessment).	6/2/2017 monthly
G1.B3.S1.A1 A313710	Teachers will have support in implementing the new phonics curriculum.	Blake, Faylene	8/8/2016	Common Planning Notes	6/2/2017 weekly
G2.B1.S1.MA1 M323962	Student data	Fitzgerald, Elaine	10/31/2016	End of Module/Unit Assessments and Blended Learning Progress will be monitored for growth	6/2/2017 monthly
G2.B1.S1.MA1 M323963	We will be conducting biweekly walk throughs of all classrooms.	Sneddon, Jackie	10/3/2016	Walk Through Feedback Forms (Given to teachers)	6/2/2017 biweekly
G2.B1.S1.A1 A313711	Teachers will be exposed to a variety of engagement strategies during common planning. We will...	Fitzgerald, Elaine	10/3/2016	Common Planning Agendas and notes will be posted in the OneDrive Folder	6/2/2017 monthly
G2.B2.S1.MA1 M323964	The administrative team will be conducting biweekly walk throughs of all classrooms to monitor...	Sneddon, Jackie	9/12/2016	Walk through feedback forms	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1  M323965	An administrator will be present at every common planning meeting to ensure that teachers are on...	Sneddon, Jackie	9/12/2016	Common Planning meeting notes	6/2/2017 weekly
G2.B2.S1.A1  A313712	All teachers will adhere to the scheduled times throughout the day	Sneddon, Jackie	8/15/2016	Walk thorough notes and Feedback Forms	6/2/2017 biweekly
G2.B3.S1.MA1  M323967	Biweekly walk throughs	Sneddon, Jackie	9/12/2016	During walk throughs, the leadership team will look for posted CHAMP charts, ask students for clarity on routines happening, and walk through feedback forms will be used	6/2/2017 biweekly
G2.B3.S1.A1  A313713	All teachers will have rituals and routines in place using the CHAMPs model	Kusmirek, Keith	9/12/2016	Walk through data and feedback	6/2/2017 daily

V. Professional Development Opportunities

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

G1. If Greenland Pines Elementary implements the standards aligned instruction based on instructional shifts and student needs, then student achievement will increase.

G1.B3 New Curriculum sources & limited sources of supplemental material (New curriculum resources phonics) with limited training opportunities, Lack of access to supplemental complex text and tasks)

G1.B3.S1 Teachers need training and support on the new phonics curriculum.

PD Opportunity 1

Teachers will have support in implementing the new phonics curriculum.

Facilitator

District Reading Team

Participants

Teachers

Schedule

Weekly, from 8/8/2016 to 6/2/2017

G2. If classrooms at Greenland Pines Elementary are focused on developing the whole child and improving classroom culture, then student achievement will increase.

G2.B3 Lack of and/or inconsistent implementation of rituals and routines

G2.B3.S1 Teachers will accurately describe and follow through on daily rituals and routines.

PD Opportunity 1

All teachers will have rituals and routines in place using the CHAMPs model

Facilitator

Keith Kusmerik

Participants

All teachers/ Teachers struggling with rituals & routines

Schedule

Daily, from 9/12/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will unpack standards and examine item specs to deepen their content knowledge.	\$0.00
2	G1.B2.S1.A1	Plan for centers in common planning time	\$0.00
3	G1.B3.S1.A1	Teachers will have support in implementing the new phonics curriculum.	\$0.00
4	G2.B1.S1.A1	Teachers will be exposed to a variety of engagement strategies during common planning. We will focus on one engagement strategy each month.	\$0.00
5	G2.B2.S1.A1	All teachers will adhere to the scheduled times throughout the day	\$0.00
6	G2.B3.S1.A1	All teachers will have rituals and routines in place using the CHAMPs model	\$0.00
Total:			\$0.00