Greynolds Park Elementary School

2016-17 Schoolwide Improvement Plan

Greynolds Park Elementary School

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

http://greynolds.dadeschools.net/

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	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	D	C

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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.

Table of Contents

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 <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- 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:

- <u>Former F</u> - 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.
- <u>Planning</u> - 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.
- <u>Implementing</u> - 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 Greynolds Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

The instructional staff, leadership team and student services team work collaboratively with the students' families to identify the needs of the students. Support is provided through a variety of means, such as the RtI process, Community Involvement Specialist, Title I Parent Resource Center, the student services team and direct contact with the families. Additionally, the school schedules activities that incorporate cultural background and promote cultural awareness. The school culture is one that promotes these core values.

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

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

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.

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

with special needs, such as Autism, EbD, ADD and ADHD. Teachers will identify students on a regular basis that have demonstrated positive behaviors and are following the core values. These students will be recognizing through various programs and highlighting on the morning announcements, bulletin boards and/ or on social media.

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.

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

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

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

The administration and student services team monitors student attendance reports
regularly. On a daily basis the parents will receive a personal phone call that their child was absent from school. The counselor will follow up to identify the reason for the absence and encourage the parents to bring the student to school. Letters are sent home to parents of students who are exhibiting severe absences and/or tardies. Parent conferences are scheduled to address these issues. The administration, teachers, counselor and social worker participate in these conferences when applicable and provide support to the families. Also, referrals are made to local agencies as needed. The parents of students who are in danger of course failure in ELA or Math will be notified and invited to a conference. Students achieving a Level 1 on statewide assessment will be placed into reading intervention.

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	1	5	3	1	2	3	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	6	8	4	10	7	0	0	0	0	0	0	0	38
Level 1 on statewide assessment	1	23	22	11	26	34	0	0	0	0	0	0	0	117

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	3	8	22	12	28	33	0	0	0	0	0	0	0	106

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

*Parent conferences will be held to discuss the importance of attendance and how it effects academic progress

*Referrals will be made to the social worker to assist parents/ students with any services that may be available to them within school and through outside agencies.

*The RTI Process, which consists of accessing students weaknesses, providing small group intervention and monitoring on a weekly basis, will be provided as needed. This intervention can address behavior and academics.

*Attendance letters will be issued at mid-point and end of grading periods

*Students will be afforded mentoring based on their needs.

*All incoming student records will be reviewed to ensure immediately intervention is given based on any identified needs.

Students that meet the criteria will be referred to the 5000 Role Models program.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315313.

2. Description

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

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 PTA and Community Liaison work collaboratively in the community to solicit and secure community members that are willing to pair up with the school and support our academic programs.

Letters are sent to nearby businesses and organizations that have supported the school. The school had also used its Twitter and Facebook account to recognize companies and organizations that have supported the school and its families.

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
Townsley, Janine	Principal
Lee, Donna	Assistant Principal
Colon, Antonia	Instructional Coach
Jackson, Marthe	Instructional Coach
Schoenlank, Inge	Teacher, K-12
Baly, Emma	Teacher, K-12
Nellon, Judy	Teacher, K-12
Lin, Tracy	Teacher, K-12
Marten, Natalie	Teacher, K-12
Moron, Karine	Teacher, K-12
Coolman, Cintra	Teacher, K-12
Feigen-novak, Jacqueline	Teacher, K-12
Alvarez, Janett	Teacher, K-12
Goldberg, Jessica	Teacher, K-12

b. Duties

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

Jorge Mazon, principal and Donna S. Lee, assistant principal schedule and facilitate regular curriculum leadership meetings whereas a representative from each grade level and subject participate. During these monthly meetings, we disseminate information regarding data and lowest achievement categories and discuss instructional targets.

The instructional leaders then facilitate discussions with their grade level peers to disaggregate classroom data, lowest achievement categories and targeted instructional goals. Strategies, action steps for improvement and targeted levels of instruction are discussed and outlined within grade level collaborative planning sessions. Discussions surrounding identifying students and criteria for remediation and enrichment for targeted students also occurs.

Administration, Instructional coaches and leadership personnel continual guide and monitor instructional planning and delivery as well as model and support effective instruction at varied levels.

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

1. Holding regular team meetings where problem solving is the focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral

success.

3. Determining how we will know if students have made expected levels of progress towards proficiency.

4. Respond when grades, subject areas, classes, or individual students have not shown a positive response.

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.

6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions. These services are provided in addition to and in alignment with effective core instruction and behavioral support. It targets groups of students who need additional instructional and/or behavioral support. Tier 2 interventionist are purchased with Title I funds. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

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

Tier 3

The third tier of support focuses on the students individual need. Based on assessments and weaknesses of the student, an individual academic or behavioral plan is created. The student is worked with one to one, three days a week. A mini assessment or probe is given at the end of each week to determine the achievement of understanding o that weeks lesson. A review of this data determines if the intervention has been successful or further support is needed.

Title I, Part A

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

Greynolds Park Elementary has several Support services that are provided to students, and families. Our Title I Community Involvement Specialists (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Parents participate in the developing of our school's Parent Involvement Plan (PIP – which is provided in three languages), the school improvement and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following

year. Parents are informed of the importance of this survey via CIS, School flyer, and Connect-Ed. This survey is available in English, Spanish and Haitian-Creole, online and via hard copy. Supplemental Educational Services and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students are also integrated into the school-wide program.

Title III
Greynolds Park Elementary School uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implementand/or provide:
• tutorial programs (K-5)
• parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
• reading and supplementary instructional materials(K-5)
• cultural supplementary instructional materials (K-5)
• purchase of supplemental hardware and software for the development of language and literacy skills in

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

arrived immigrant students (K-5)
Title X- Homeless
Greynolds Park Elementary School is eligible to receive services through Project Upstart upon identification and classification of a student as homeless.

Violence Prevention Programs
Greynolds Park Elementary School participates in the District's research-based bullying program. Training is provided for counselors, administrators, teachers, and students. Students will participate in an assembly program that will provide strategies. In addition we participate in the Safe and Drug-Free Schools Program which addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and counselor. Our social worker, Doris Kitchen, will also provide students and teachers with the curriculum "No Place for Hate" which is sponsored by the Anti-Defamation League.
Nutrition Programs
The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after-care snacks, follow the Healthy Food and Beverage
Guidelines as adopted in the District's Wellness Policy.

Greynolds Park Elementary works to involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center. Information is provided to inform parents about available programs, referrals, and their rights under No Child Left Behind. An important goal is to increase parental involvement through our school's Title I School-Parent Compact, and our Title I Parent Involvement Plan. We conduct a Title I Annual Meeting and adhere to and comply with dissemination and reporting requirements.
Additionally, the M-DCPS Title I Parent/Family Survey is completed annually in May. The Survey's results are used to assist with revision of our Title I parental documents for the next school year.
Greynolds Park Elementary conducts parent surveys to determine the needs of our parents, and offers workshops and Parent Academy Courses that accommodate our parents' schedules while building their capacity for involvement.
The School Health Initiative (Dr. John T. Macdonald Foundation - School Health Initiative - through University of Miami, Miller School of Medicine) has been in Greynolds Park for about ten years. Currently, the School Health Initiative is part of Health Connect in Our Schools (HCiOS), which is

funded by The Children's Trust, The Miami Dade County Health Department, Miami Dade County Public Schools, as well as the Dr. John T. Macdonald Foundation/University of Miami. School Clinic Medical Services are provided by nurses, medical assistants, Nurse practitioner (ARNP) at North Miami Beach Senior HS, and a doctor, Dr. Gwinn, the Medical Director of the School Health Initiative, who is based at JFK Middle School. Through the School Health Clinic, Free Glasses are provided through the Miami Lighthouse Program, as well as dental sealant program and dental services for 2nd and 3rd graders at Nova Southeastern Dental School in North Miami Beach. Social work services, including crisis intervention, individual, group and family counseling, as well as participation in School Support team meetings, IEP meetings, staffing, social histories, behavioral assessments, are provided by a Clinical Social Worker.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mrs. Laura B. Heller	Education Support Employee
Jorge Mazon	Principal
Donna S. Lee	Principal
Betty Papir	Teacher
Brenda Westmoreland	Teacher
Emma Baly	Teacher
Pamela Gallegos	Parent
Brian Farrel	Business/Community
Mina Mandel	Business/Community
Marcia Richardson	Teacher
Jeanette Gradiz	Parent
Jeralyn Montes de Oca	Student
Maria Hernandez	Parent
Patsy Thomas	Parent
Barbara Lopez	Parent
Inge Schoenlank	Teacher
Marlon Melendez	Business/Community

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 EESAC committee met in June 2016 with the preliminary state results of the end of year exams to analyze and evaluate the progress made during the 2015-16 school year. The committee discussed the action steps and strategies that were successfully implemented and the contributing factors of such. Also discussed were the strategies that were partially or unsuccessfully implemented and what shifts in practices are needed to plan for a successful implementation for the upcoming school year.

b. Development of this school improvement plan

The SAC meets 8 times in the school year. At every meeting we discuss the SIP. We review what the staff and administration recommends and add our own recommendations.

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

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

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

The following purchases were made:

J&J Boot camp 5th $800
Headsets 3rd - 5th $300
Computer Stations All $2,000

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
Colon, Antonia	Instructional Coach
Jackson, Marthe	Instructional Coach
Townsley, Janine	Principal
Nellon, Judy	Teacher, K-12
Lee, Donna	Assistant Principal
Schoenlank, Inge	Teacher, K-12
Lin, Tracy	Teacher, K-12
Marten, Natalie	Teacher, K-12
Moron, Karine	Teacher, K-12
Coolman, Cintra	Teacher, K-12
Feigen-novak, Jacqueline	Teacher, K-12
Alvarez, Janett	Teacher, K-12
Baly, Emma	Teacher, K-12
Patterson, Aide	Teacher, K-12
Aparicio, Erika	Teacher, K-12
Eason, Linda	Teacher, K-12

b. Duties

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

This initial stage of this plan requires the Literacy MTSS to devise a plan to methodically and thoroughly observe and study students' literacy knowledge. By collecting and analyzing data from several different sources, the root of students' literacy needs are likely to be revealed, allowing the Literacy MTSS to make informed decisions and thereby selecting the most effective and efficient intervention.
In addition, we will continue to train the literacy leadership team and develop and implement our school's school literacy plan, which includes fidelity of the Reading Program, intervention groups, continued, differentiated instruction within the reading class, incentives for reading, iReady and MyOn reader.

D. Public and Collaborative Teaching

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

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

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

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

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

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

At Greynolds Park we allow beginning teachers to observe our MINT mentor teachers who demonstrate best practices and have continuously demonstrated growth. Mentor teachers will then observe mentee in the delivery of instructional lessons and assist in monitoring student progress and modifying instruction. Mentor and mentee will meet biweekly and inform administration of any additional support needed.

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.

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

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.

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

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: 2,160

The district coordinates with iReady and Title III in ensuring staff development needs are provided. Our Curriculum Reading and Math Coaches analyze the data to develop professional development that will assist teachers in addressing the needs for academic improvement. Enrichment continues afterschool through our weekly chess and robotics clubs.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Colon, Antonia, actoni27@dadeschools.nets

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

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

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. § 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.

Title I Administration assists the Greynolds Park Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to

provide extended support through a full time highly qualified teacher and paraprofessional. This assists with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.Greynolds Park Elementary School welcomes Pre-Kindergarten students attending local VPK Programs as part of the "Welcome to Kindergarten" program throughout the school year. Students are invited to observe morning activities typical to a kindergarten school day, and enjoy a school lunch with other kindergarten students. Parents and children gain familiarity with kindergarten and receive information relative to the matriculation of students at the school. Our principal also meets with the center directors of neighborhood centers.

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

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

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.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

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.

N/A

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"Â? 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

`1` = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   Provide ongoing support and service in the areas of positive school climate, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

G2.   If we improve core instruction in Science then we will increase student achievement.

G3.   If we improve core instruction in Mathematics then we will increase student achievement.

G4.   If we improve core instruction in Literacy then we will increase student achievement.

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. Provide ongoing support and service in the areas of positive school climate, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. `1a`

🔍 G087620

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

- Students that are chronically absent or tardy therefore missing critical instructional time.

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

- Attendance action plan

Plan to Monitor Progress Toward G1. `8`

Daily attendance rate

Person Responsible
Donna Lee

Schedule
Daily, from 9/5/2016 to 5/29/2017

Evidence of Completion
Increase in student attendance

G2. If we improve core instruction in Science then we will increase student achievement. `1a`

🔍 G087621

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

- Inconsistent use of the Science Next Generation Sunshine State Standards to ensure standards-based instruction aligned to the cognitive complexity of the benchmarks

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

- J & J Bootcamp, Web Resources, Science Level Readers

Plan to Monitor Progress Toward G2. `8`

Topic assessment data will be analyzed

Person Responsible
Donna Lee

Schedule
Biweekly, from 8/22/2016 to 5/29/2017

Evidence of Completion
Topic Assessments, Mid Year Data

G3. If we improve core instruction in Mathematics then we will increase student achievement. 1a

🔑 G087622

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Limited evidence of planning to increase student engagement and understanding through the use of manipulatives and technology.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math Manipulative Kits (Go Math), Promethean Board, Go Math iTool Kit, Web Based Resources

Plan to Monitor Progress Toward G3. 8

Topic assessments will be analyzed to monitor progress.

Person Responsible
Donna Lee

Schedule
Every 3 Weeks, from 8/22/2016 to 5/22/2017

Evidence of Completion
Increase in Topic assessment scores

G4. If we improve core instruction in Literacy then we will increase student achievement. `1a`

`🔑` G087623

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	

Targeted Barriers to Achieving the Goal `3`

- Limited evidence of unwrapping the benchmarks through standards based planning.

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

- Lesson Plans, DI Framework, Reading Wonders, Reading Coach, Iready, MyOn, McGraw-Hill Wonder Works Intervention program, Imagine Learning and Web Based Resources

Plan to Monitor Progress Toward G4. `8`

Assessments will be analyzed to monitor progress

Person Responsible
Janine Townsley

Schedule
Biweekly, from 8/29/2016 to 6/2/2017

Evidence of Completion
Increase in student achievment

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. Provide ongoing support and service in the areas of positive school climate, increasing student attendance, and reducing suspension rate through the use of the Early Warning System. [1]

🔑 G087620

G1.B1 Students that are chronically absent or tardy therefore missing critical instructional time. [2]

🔑 B232916

G1.B1.S1 Implement a positive behavior system that includes increasing timely arrival to school and overall attendance. [4]

🔑 S245868

Strategy Rationale

When students are absent or late to school they miss instruction and decrease student achievement.

Action Step 1 [5]

Log and contact students based on absences and tardiness.

Person Responsible

Laura Heller

Schedule

Daily, from 9/5/2016 to 5/22/2017

Evidence of Completion

Attendance Log

Action Step 2 [5]

Truancy Compliance

Person Responsible

Donna Lee

Schedule

Quarterly, from 9/28/2016 to 6/2/2017

Evidence of Completion

Sign In Sheet; Information shared with faculty

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

Monitor student daily attendance

> **Person Responsible**
>
> Laura Heller
>
> **Schedule**
>
> Daily, from 9/5/2016 to 5/22/2017
>
> ***Evidence of Completion***
>
> Increase in student attendance, Attendance Logs

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

Log of attendance meetings

> **Person Responsible**
>
> Laura Heller
>
> **Schedule**
>
> Monthly, from 9/5/2016 to 5/22/2017
>
> ***Evidence of Completion***
>
> Attendance Logs, Increase in student attendance

G2. If we improve core instruction in Science then we will increase student achievement. 1

🔑 G087621

G2.B1 Inconsistent use of the Science Next Generation Sunshine State Standards to ensure standards-based instruction aligned to the cognitive complexity of the benchmarks 2

🔑 B232917

G2.B1.S1 Utilize the Next Generation Sunshine State Standards (NGSSS), Item Specifications to ensure that lessons are aligned to the benchmarks and instruction is scaffolded to meet appropriate complexity levels. 4

🔑 S245869

Strategy Rationale

Provide concrete learning outcomes that align with the standards and complexity levels needed.

Action Step 1 5

Provide professional development to teachers on the use of the Items Specs to successfully scaffold content/activities/resources that will assist in the creation of lessons that will address the cognitive complexity of the benchmarks.

Person Responsible

Donna Lee

Schedule

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

Evidence of Completion

Sign In Sheets, Lesson Plans

Action Step 2 5

Science Liaison Meetings

Person Responsible

Ketline Vaval

Schedule

Monthly, from 9/12/2016 to 5/30/2017

Evidence of Completion

Sign In Sheet, Information shared at faculty meeting

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

Monitor the use of the Item Specs, the development of lessons and activities/resources aligned to the complexity of the benchmarks.

Person Responsible

Donna Lee

Schedule

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

Evidence of Completion

Lesson plans, student engagement through hands on activities, journals, student generated work

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

Classroom walkthroughs

Person Responsible

Donna Lee

Schedule

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

Evidence of Completion

Student engagement, lesson plans, hands on activities

G3. If we improve core instruction in Mathematics then we will increase student achievement. [1]

🔍 G087622

G3.B1 Limited evidence of planning to increase student engagement and understanding through the use of manipulatives and technology. [2]

🔍 B232918

G3.B1.S1 Collaborative planning sessions with teachers to include usage of manipulative and technology that specifically targets the skills. [4]

🔍 S245870

Strategy Rationale

Planning for the usage of technology and manipulatives within the lesson will increase student collaboration, engagement and understanding.

Action Step 1 [5]

Lead collaborative planning that included the use of manipulatives and technology to promote student engagement.

Person Responsible

Marthe Jackson

Schedule

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

Evidence of Completion

Sign in Sheets, Lesson Plans

Action Step 2 [5]

Math Professional Development

Person Responsible

Marthe Jackson

Schedule

Monthly, from 9/23/2016 to 5/30/2017

Evidence of Completion

Sign In Sheets; Information shared at faculty meeting

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

Monitor planning for the use of manipulative and technology components during the planning process and the effects on student engagement and student achievement through topic assessment data.

Person Responsible

Donna Lee

Schedule

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

Evidence of Completion

Lesson Plans, Student Data

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

Manipulative and technology usage during classroom instruction to increase student engagement, understanding and achievement.

Person Responsible

Donna Lee

Schedule

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

Evidence of Completion

Visible student engagement through the usage of manipulatives and technology during classroom walk through, student data

G4. If we improve core instruction in Literacy then we will increase student achievement. 1

🔍 G087623

G4.B1 Limited evidence of unwrapping the benchmarks through standards based planning. 2

🔍 B232920

G4.B1.S1 Collaborative planning session with teachers to unwrap the standard and develop whole and small group instructional lessons. 4

🔍 S245871

Strategy Rationale

Unwrapping the standard will allow for the depth of understanding needed to ensure whole and small group instruction is guided, explicit and targeted.

Action Step 1 5

Collaborative Planning sessions will focus on unwrapping the benchmarks for clarity and depth of knowledge.

Person Responsible

Antonia Colon

Schedule

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

Evidence of Completion

Sign In Sheets, Lesson Plans

Action Step 2 5

Collaborative planning will include explicit delivery techniques of targeted lesson content in whole and small group.

Person Responsible

Antonia Colon

Schedule

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

Evidence of Completion

Lesson Plans, Whole group framework, DI framework

Action Step 3 `5`

District Provided Planning Sessions

Person Responsible

Antonia Colon

Schedule

Monthly, from 9/20/2016 to 6/2/2017

Evidence of Completion

Sign In Sheet; Materials shared with faculty

Action Step 4 `5`

Digital Resources Training

Person Responsible

Jessica Goldberg

Schedule

Semiannually, from 10/12/2016 to 6/2/2017

Evidence of Completion

Literacy Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Monitor the implementation of common planning and components needed to ensure standards based planning.

Person Responsible

Janine Townsley

Schedule

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

Evidence of Completion

Common Planning Sign In sheets, Walk through Feedback, Agenda

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Monitor the implementation of planned lesson through whole and small group explicit instruction.

Person Responsible

Janine Townsley

Schedule

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

Evidence of Completion

Walk through feedback, student data, lesson plans

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					
G3.MA1 M331734	Topic assessments will be analyzed to monitor progress.	Lee, Donna	8/22/2016	Increase in Topic assessment scores	5/22/2017 every-3-weeks
G1.B1.S1.MA1 M331726	Log of attendance meetings	Heller, Laura	9/5/2016	Attendance Logs, Increase in student attendance	5/22/2017 monthly
G1.B1.S1.MA1 M331727	Monitor student daily attendance	Heller, Laura	9/5/2016	Increase in student attendance, Attendance Logs	5/22/2017 daily
G1.B1.S1.A1 A318429	Log and contact students based on absences and tardiness.	Heller, Laura	9/5/2016	Attendance Log	5/22/2017 daily
G3.B1.S1.MA1 M331733	Monitor planning for the use of manipulative and technology components during the planning process...	Lee, Donna	8/22/2016	Lesson Plans, Student Data	5/22/2017 weekly
G1.MA1 M331728	Daily attendance rate	Lee, Donna	9/5/2016	Increase in student attendance	5/29/2017 daily
G2.MA1 M331731	Topic assessment data will be analyzed	Lee, Donna	8/22/2016	Topic Assessments, Mid Year Data	5/29/2017 biweekly
G2.B1.S1.MA1 M331729	Classroom walkthroughs	Lee, Donna	8/22/2016	Student engagement, lesson plans, hands on activities	5/29/2017 daily
G2.B1.S1.MA1 M331730	Monitor the use of the Item Specs, the development of lessons and activities/resources aligned to...	Lee, Donna	8/22/2016	Lesson plans, student engagement through hands on activities, journals, student generated work	5/29/2017 weekly
G2.B1.S1.A1 A318431	Provide professional development to teachers on the use of the Items Specs to successfully scaffold...	Lee, Donna	8/22/2016	Sign In Sheets, Lesson Plans	5/29/2017 monthly
G3.B1.S1.MA1 M331732	Manipulative and technology usage during classroom instruction to increase student engagement,...	Lee, Donna	8/22/2016	Visible student engagement through the usage of manipulatives and technology during classroom walk through, student data	5/29/2017 daily
G3.B1.S1.A1 A318433	Lead collaborative planning that included the use of manipulatives and technology to promote...	Jackson, Marthe	8/22/2016	Sign in Sheets, Lesson Plans	5/29/2017 weekly
G4.B1.S1.MA1 M331735	Monitor the implementation of planned lesson through whole and small group explicit instruction.	Townsley, Janine	8/22/2016	Walk through feedback, student data, lesson plans	5/29/2017 weekly
G4.B1.S1.MA1 M331736	Monitor the implementation of common planning and components needed to ensure standards based...	Townsley, Janine	8/22/2016	Common Planning Sign In sheets, Walk through Feedback, Agenda	5/29/2017 weekly
G4.B1.S1.A1 A318435	Collaborative Planning sessions will focus on unwrapping the benchmarks for clarity and depth of...	Colon, Antonia	8/22/2016	Sign In Sheets, Lesson Plans	5/29/2017 weekly
G4.B1.S1.A2 A318436	Collaborative planning will include explicit delivery techniques of targeted lesson content in...	Colon, Antonia	8/22/2016	Lesson Plans, Whole group framework, DI framework	5/29/2017 weekly
G2.B1.S1.A2 A318432	Science Liaison Meetings	Vaval, Ketline	9/12/2016	Sign In Sheet, Information shared at faculty meeting	5/30/2017 monthly
G3.B1.S1.A2 A318434	Math Professional Development	Jackson, Marthe	9/23/2016	Sign In Sheets; Information shared at faculty meeting	5/30/2017 monthly
G4.MA1 M331737	Assessments will be analyzed to monitor progress	Townsley, Janine	8/29/2016	Increase in student achievment	6/2/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2 🔑 A318430	Truancy Compliance	Lee, Donna	9/28/2016	Sign In Sheet; Information shared with faculty	6/2/2017 quarterly
G4.B1.S1.A3 🔑 A318437	District Provided Planning Sessions	Colon, Antonia	9/20/2016	Sign In Sheet; Materials shared with faculty	6/2/2017 monthly
G4.B1.S1.A4 🔑 A318438	Digital Resources Training	Goldberg, Jessica	10/12/2016	Literacy Teachers	6/2/2017 semiannually

V. Professional Development Opportunities

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

G1. Provide ongoing support and service in the areas of positive school climate, increasing student attendance, and reducing suspension rate through the use of the Early Warning System.

G1.B1 Students that are chronically absent or tardy therefore missing critical instructional time.

G1.B1.S1 Implement a positive behavior system that includes increasing timely arrival to school and overall attendance.

PD Opportunity 1

Truancy Compliance

Facilitator

District Personnel

Participants

Administrators; ARC Committee Members

Schedule

Quarterly, from 9/28/2016 to 6/2/2017

G2. If we improve core instruction in Science then we will increase student achievement.

G2.B1 Inconsistent use of the Science Next Generation Sunshine State Standards to ensure standards-based instruction aligned to the cognitive complexity of the benchmarks

G2.B1.S1 Utilize the Next Generation Sunshine State Standards (NGSSS), Item Specifications to ensure that lessons are aligned to the benchmarks and instruction is scaffolded to meet appropriate complexity levels.

PD Opportunity 1

Science Liaison Meetings

Facilitator

Ketline Vaval

Participants

Science Teachers

Schedule

Monthly, from 9/12/2016 to 5/30/2017

G3. If we improve core instruction in Mathematics then we will increase student achievement.

G3.B1 Limited evidence of planning to increase student engagement and understanding through the use of manipulatives and technology.

G3.B1.S1 Collaborative planning sessions with teachers to include usage of manipulative and technology that specifically targets the skills.

PD Opportunity 1

Math Professional Development

Facilitator

Marthe Jackson

Participants

Math teachers

Schedule

Monthly, from 9/23/2016 to 5/30/2017

G4. If we improve core instruction in Literacy then we will increase student achievement.

G4.B1 Limited evidence of unwrapping the benchmarks through standards based planning.

G4.B1.S1 Collaborative planning session with teachers to unwrap the standard and develop whole and small group instructional lessons.

PD Opportunity 1

District Provided Planning Sessions

Facilitator

Antonio Colon

Participants

Literacy Teachers

Schedule

Monthly, from 9/20/2016 to 6/2/2017

PD Opportunity 2

Digital Resources Training

Facilitator

Jessica Goldberg

Participants

Literacy Teacher

Schedule

Semiannually, from 10/12/2016 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	Log and contact students based on absences and tardiness.				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	3660	140-Substitute Teachers	2281 - Greynolds Park Elementary Schl	General Fund		$600.00
			Notes: Substitute coverage for data chats			
2	G1.B1.S1.A2	Truancy Compliance				$0.00
3	G2.B1.S1.A1	Provide professional development to teachers on the use of the Items Specs to successfully scaffold content/activities/resources that will assist in the creation of lessons that will address the cognitive complexity of the benchmarks.				$0.00
4	G2.B1.S1.A2	Science Liaison Meetings				$0.00
5	G3.B1.S1.A1	Lead collaborative planning that included the use of manipulatives and technology to promote student engagement.				$0.00
6	G3.B1.S1.A2	Math Professional Development				$0.00
7	G4.B1.S1.A1	Collaborative Planning sessions will focus on unwrapping the benchmarks for clarity and depth of knowledge.				$0.00
8	G4.B1.S1.A2	Collaborative planning will include explicit delivery techniques of targeted lesson content in whole and small group.				$0.00
9	G4.B1.S1.A3	District Provided Planning Sessions				$0.00
10	G4.B1.S1.A4	Digital Resources Training				$0.00
					Total:	$600.00