

Miami-Dade County Public Schools

Greynolds Park Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	C*	D

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Greynolds Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 combine traditional classroom experiences and technological innovations enabling students to embrace a vast array of higher-order thinking skills necessary to be thinkers and problem solvers. They will also be given necessary tools to effectively communicate in a diverse and changing global society.

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 Rtl process, Community Involvement Specialist, Title I Parent Resource Center, the student services team and direct contact with the families. Additionally, the school schedules activities that incorporate cultural background and promote cultural awareness. The school culture is one that promotes 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 recognized through various programs and highlighted 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	5	6	11	18	5	17	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	2	5	12	28	25	41	0	0	0	0	0	0	0	113

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	5	6	16	19	26	41	0	0	0	0	0	0	0	113

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Greynolds Park Elementary School's Community Involvement Specialist encourages parents to become and remain active participants within their child's education. She often conducts general and one-to-one meetings to develop relationships between the parents and school cite.

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 also uses its Twitter and Facebook account to recognize companies and organizations that have supported the school and its families.

C. Effective Leadership

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
Jackson, Marthe	Instructional Coach
Schoenlank, Inge	Teacher, K-12
Baly, Emma	Teacher, K-12
Nellon, Judy	Teacher, K-12
Marten, Natalie	Teacher, K-12
Goldberg, Jessica	Teacher, K-12
Patterson, Aide	Teacher, ESE
Smith, Astrid	Teacher, K-12
miranda, melissa	Teacher, K-12
Cardenas, Manuela	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 continually 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. Our instructional 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 and Family Engagement Policy and the 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.

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. We offer tutorial programs for 3rd to 5th grade students focusing on reading, math and science. We also purchase reading and supplementary instructional materials for grades 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. Our school counselor serves as the homeless liaison. Upon immediate identification and classification of a student as homeless, our school counselor contacts the Homeless Assistance Program to ensure appropriate services are provided.

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

Greynolds Park Elementary 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.

Health Initiative

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
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
Aide Patterson	Teacher
Cheryl Dusek	Education Support Employee
Stacey McLiberty	Parent
Catalina Hernandez	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The EESAC committee met in June 2017 with the preliminary state results of the end of year exams to analyze and evaluate the progress made during the 2016-17 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
Schoenlank, Inge	Instructional Coach
Jackson, Marthe	Instructional Coach
Townsley, Janine	Principal
Nellon, Judy	Teacher, K-12
Lee, Donna	Assistant Principal
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.

Greynolds Park Elementary School 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 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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, ensure all resources and assessments are standard based, 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, 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 assessments are

used to identify lessons individual students struggled with and/ or did not master. Teachers use the Go Math 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

Using Title III funds, selected ELL students receive tutorials services focusing on reading, math and science. Enrichment is also offered 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. Students who would benefit from enrichment are also targeted.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Schoenlank, Inge, ischoenlank@dadeschools.net

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

Data is collected from i-Ready on a monthly basis by our Instructional 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 small group lessons.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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). Kindergarten teachers use the data to determine Kindergarten readiness in Reading and Mathematics and to plan academic and social/emotional instruction for all students and groups of students who may need intervention beyond core instruction.

Our 5th grade students attend presentations from surrounding middle schools that highlight various academic and magnet programs.

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

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

G096931

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	
ELA Achievement District Assessment	
Math Achievement District Assessment	

Targeted Barriers to Achieving the Goal 3

- Limited evidence of standard aligned instruction in literacy.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Aligned assessments will be analyzed to monitor progress.

Person Responsible

Janine Townsley

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Increase in student achievement, I-Ready data, FSA scores

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 we improve core instruction then we will increase student achievement. 1

G096931

G1.B3 Limited evidence of standard aligned instruction in literacy. 2

B260765

G1.B3.S1 Collaborative planning session with teachers to align instructional tools, resources and assessments with current benchmark for whole and small group instructional lessons. 4

S276146

Strategy Rationale

Aligning the standard with instruction will ensure students are learning the necessary content skills, to the depths required, and promote guided, explicit and targeted instruction.

Action Step 1 5

Collaborative Planning sessions will focus on aligning instructional tools, resources and assessments.

Person Responsible

Inge Schoenlank

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Sign In Sheets, Lesson framework

Action Step 2 5

Support will include modeling of explicit delivery techniques of targeted lesson content in whole and small group.

Person Responsible

Janine Townsley

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Modeling Framework documentation

Action Step 3 5

Teachers will attend District monthly professional development sessions.

Person Responsible

Inge Schoenlank

Schedule

Monthly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Registration in My Learning Plan, Attendance

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

Monitor I-Ready reports and McGraw Hill assessments

Person Responsible

Janine Townsley

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

I-Ready data, McGraw Hill assessments

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

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

Person Responsible

Janine Townsley

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Walk-through feedback, instructional observations

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M399889	Aligned assessments will be analyzed to monitor progress.	Townsley, Janine	8/21/2017	Increase in student achievement, I-Ready data, FSA scores	6/1/2018 biweekly
G1.B3.S1.MA1 M399885	Monitor the implementation of planned lesson with aligned resources through whole and small group...	Townsley, Janine	8/21/2017	Walk-through feedback, instructional observations	6/1/2018 weekly
G1.B3.S1.MA1 M399886	Monitor I-Ready reports and McGraw Hill assessments	Townsley, Janine	8/21/2017	I-Ready data, McGraw Hill assessments	6/1/2018 weekly
G1.B3.S1.A1 A371640	Collaborative Planning sessions will focus on aligning instructional tools, resources and...	Schoenlank, Inge	8/21/2017	Sign In Sheets, Lesson framework	6/1/2018 weekly
G1.B3.S1.A2 A371641	Support will include modeling of explicit delivery techniques of targeted lesson content in whole...	Townsley, Janine	8/21/2017	Modeling Framework documentation	6/1/2018 monthly
G1.B3.S1.A3 A371642	Teachers will attend District monthly professional development sessions.	Schoenlank, Inge	8/21/2017	Registration in My Learning Plan, Attendance	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. If we improve core instruction then we will increase student achievement.

G1.B3 Limited evidence of standard aligned instruction in literacy.

G1.B3.S1 Collaborative planning session with teachers to align instructional tools, resources and assessments with current benchmark for whole and small group instructional lessons.

PD Opportunity 1

Teachers will attend District monthly professional development sessions.

Facilitator

Pauline Ward

Participants

Select teachers from each grade level

Schedule

Monthly, from 8/21/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Collaborative Planning sessions will focus on aligning instructional tools, resources and assessments.	\$0.00
2	G1.B3.S1.A2	Support will include modeling of explicit delivery techniques of targeted lesson content in whole and small group.	\$0.00
3	G1.B3.S1.A3	Teachers will attend District monthly professional development sessions.	\$0.00
			Total: \$0.00