2013-2014 SCHOOL IMPROVEMENT PLAN

Greynolds Park Elementary School

1536 NE 179TH ST
North Miami Beach, FL 33162
305-949-2129
http://greynolds.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	90%

Alternative/ESE Center	Charter School	Minority Rate
No	No	94%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	C	C	B	C

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

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

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Greynolds Park Elementary Schl

Principal

Jorge Mazon

School Advisory Council chair

Nancy Arnett

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

Name	Title
Judith Gelman	Reading Coach
Marthe Jackson	Mathematics Coach
Nancy Arnett	Media Specialist / PD Liaison
Peter Jenkins	Assistant Principal
Laura Heller	School Counselor
Inge Schoenlank	ELL Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

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

Membership of the SAC

principal -1,alternate principal -1, UTD steward – 1, teachers – 5, alternate teacher -1, parents – 5, alternate parent- 1, educational support -1, alternate educational support -1, student – 1, alternate student – 1, BCR – 3

Involvement of the SAC in the development of the SIP

The SAC meets 9 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.

Activities of the SAC for the upcoming school year

The SAC will meet for 9 times again and will continue to discuss the SIP at every meeting. We also will discuss how to use the EESAC funds to best support school improvement.

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

Purchase Time For Kids for grades 3,4,and 5 to supplement Common Core Exemplar Text (approximately $2000) and also purchase additional library books and quizzes for Accelerated Reader for all grade levels (approximately $1650).

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

In Compliance

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

Highly Qualified Staff

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

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Jorge Mazon		
Principal	Years as Administrator: 6	Years at Current School: 3

Credentials	Elem ED, ED Leadership
Performance Record	2013, 2012, 2011, 2010, 2009 C, C, B, C, A Read High Standards: 46%, 51%, 69%, 66%, 72% Math High Standards: 54%, 53%, 72%, 69%, 74% Read Learning Gains:` 68%, 71%, 66%, 59%, 67% Math Learning Gains: 67%, 56%, 61%, 55%, 66% Read Lowest 25%: 75%, 78%, 50%, 41%, 58% Math Lowest 25%: 56%, 49%, 60%, 44%, 69% Reading AMO - No Mathematics AMO- No

Peter Jenkins		
Asst Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	Elem Ed, Ed Leadership, Ed. D Organizational Leadership	
Performance Record	2013, 2012, 2011, 2010, 2009 C, D, D, C, C Read High Standards: 46%, 50%, 38%, 39%, 37% Math High Standards: 54%, 52%, 35%, 36%, 33% Read Learning Gains: 68%, 60%, 55%, 19%, 58% Math Learning Gains: 67%, 55%, 59%, 62%, 63% Read Lowest 25%: 75%, 55%, 64%, 76%, 69% Math Lowest 25%: 56%, 25%, 53%, 64%, 72% Reading AMO - No Mathematics AMO- No	

Instructional Coaches

# of instructional coaches
2

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Judith Gelman		
Full-time / School-based	Years as Coach: 10	Years at Current School: 10
Areas	Reading/Literacy	
Credentials	Elementary Education, ESOL, Primary Education MS Reading Endorsement	
Performance Record	2013, 2012, 2011, 2010, 2009 C, C, B, C, A Read High Standards: 46%, 51%, 69%, 66%, 72% Read Learning Gains: 68%, 71%, 66%, 59%, 67% Read Lowest 25%: 75%, 78%, 50%, 41%, 58%	

Marthe Jackson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8

Areas	Mathematics, Science
Credentials	Elementary Education, ESOL, ESE
Performance Record	2013, 2012, 2011, 2010, 2009 C, C, B, C, A Math High Standards: 54%, 53%, 72%, 69%, 74% Math Learning Gains: 67%, 56%, 61%, 55%, 66% Math Lowest 25%: 56%, 49%, 60%, 44%, 69%

Classroom Teachers

# of classroom teachers
55

 # receiving effective rating or higher
54, 98%

 # Highly Qualified Teachers
76%

 # certified in-field
54, 98%

 # ESOL endorsed
40, 73%

 # reading endorsed
6, 11%

 # with advanced degrees
21, 38%

 # National Board Certified
0, 0%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
2, 4%

 # with 6-14 years of experience
19, 35%

 # with 15 or more years of experience
33, 60%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
, 0%

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

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

The principal 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)

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

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

*Prepare, prepare, prepare, but then again... be prepared to change strategies if that's what it takes.
*Provide professioanl development as needed or desired
*Set clear, reasonable expectations that communicate consistency and high standards.
*Use innovations in teaching, technology, and rewards.
*Reach out to parents and form relationships with them before problems begin.
*First year teachers will work in teams and with mentors,
*Be consistent — do what you say you are going to do at all times and with every child. *
*Model a love for learning.
*Keep an open door to parents.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The MTSS Leadership Team 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 provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. 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

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

Jorge Mazon, principal and Dr. Peter Jenkins, assistant principal will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving

School reading, math, science, and behavior specialists(Judith Gelman, Marthe Jackson, Jean-Marie Jones)

Special education personnel (Aide Patterson)

School guidance counselor (Laura Heller)

School psychologist (Neil Hornstein)

School social worker (Doris Kitchen)

Member of advisory group, community stakeholders, parents (Nancy Arnett, Linda Schwartz, Teresa Ovalle)

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

The Tier 1 and Tier 2 worksheets document aim lines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• STAR reading assessment
• Oral Reading Fluency Measures

• Voyager Phonemic Awareness and Phonics measures
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments
• FCAT
• Student grades
• School site specific assessments
• Science and Math Camps
• CANA/Title III Supplemental Afterschool Tutoring
Behavior
• Student Case Management System
• Detentions
• Suspensions/expulsions
• Alternative to suspension-NMB
• School Wide Incentive Plan
• Attendance
• Functional Assessment
• Frequency Monitoring

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

The school will participate in the MTSS district professional development which consists of;
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 120

Greynolds Park Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities during the school day with intervention programs. Our after school program will incorporate the use of McGrawHill Wonder Works for additional assistance in reading. The district coordinates with Title II 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. The teachers have common planning time and this facilitates planning lessons, addressing the skills that need improvement and also professional development.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Data is collected from Reading Wonder Works and SuccessMaker 2.0 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 SuccessMaker 2.0 assessment will be utilized to re-teach the questions that students missed most frequently.

Who is responsible for monitoring implementation of this strategy?

Leadership team will monitor the implementation of interventions

Literacy Leadership Team (LLT)

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

Name	Title
Jorge Mazon	Principal
Peter Jenkins	Assistant Principal
Judith Gelman	Reading Coach
Nancy Arnett	Media Specialist
Cintra Coolman	First Grade Teacher
Anelle Julien-Cave	Second Grade Teacher
Antonia Colon	Fourth Grade Teacher
Emma Baly	Fourth Grade Teacher

How the school-based LLT functions

The Literacy MTSS meets monthly to discuss student data. This process involves collecting and analyzing data, studying and planning a course of action, implementing a course of action based on new knowledge, and determining the effectiveness of the course of action.

The following steps will be used to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS will: Use 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.

Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Learning is ongoing. Therefore, the work of the Literacy MTSS will evolve as time progresses.

Major initiatives of the LLT

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 training for the LLT and development and implementation of our school's School Literacy Plan, which includes fidelity of the Reading Program, intervention groups, and continued, differentiated instruction within the reading class.

Preschool Transition

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

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

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. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

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 and Inventory of Reading (FAIR) to prescribe instruction for individual and group needs, for success in all subject areas of the kindergarten curriculum. 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. FAIR screening tools will be re-administered mid-year and at the end of the school year in order to determine student

learning gains. English Language Learners (ELL students) will be administered the CELLA test at the end of the school year to diagnose proficiency in the English language.

Expected Improvements

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

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	46%	No	64%
American Indian		0%		
Asian	94%	94%	Yes	95%
Black/African American	54%	45%	No	59%
Hispanic	59%	43%	No	63%
White	82%	50%	No	84%
English language learners	35%	30%	No	42%
Students with disabilities	25%	14%	No	33%
Economically disadvantaged	57%	44%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	25%	29%
Students scoring at or above Achievement Level 4	74	21%	23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		68%	71%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	128	56%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	69	30%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	62	27%	34%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	62	58%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	54%	No	63%
American Indian		0%		
Asian	100%	0%	No	100%
Black/African American	48%	50%	Yes	53%
Hispanic	64%	55%	No	68%
White	71%	59%	Yes	74%
English language learners	47%	48%	Yes	52%
Students with disabilities	21%	25%	Yes	29%
Economically disadvantaged	58%	52%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	27%	30%
Students scoring at or above Achievement Level 4	92	26%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		56%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	17%	21%
Students scoring at or above Achievement Level 4	27	24%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		6
Participation in STEM-related experiences provided for students	365	95%	97%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	76	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	124	16%	15%
Students who are not proficient in reading by third grade	12	1%	1%
Students who receive two or more behavior referrals	47	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	76	57%	51%

Area 9: Parent Involvement

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

Parental involvement targets for the school

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 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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. On the 2013 FCAT 2.0 Reading, 46% of the students at Greynolds Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is that 64% of our students to score at level 3 or above, an increase of 18 percentage points.

G2. Increase the percentage of students achieving a satisfactory score 3.5 or higher on the 2014 administration of the FCAT Writes.

G3. On the 2013 FCAT 2.0 Mathematics, 54% of students at Greynolds Park Elementary scored at level 3 or above . Our goal on the 2014 FCAT 2.0 Mathematics is 63%of our students to score at level 3 or above, an increase of 9%.

G4. Data from 2013 Science 2.0 indicates 41% of students scored at level 3 or above. The goal for 2014 is 47% of our 5th graders scoring at level 3 or above, an increase of 6%.

G5. Our goal is to increase STEM related activities from 5 to 6.

G6. Students who demonstrate early warning signs in reading will increase their FACT 2.0 Reading proficiency by 15 percentage points from 50 percent to 65 percent.

Goals Detail

G1. On the 2013 FCAT 2.0 Reading, 46% of the students at Greynolds Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is that 64% of our students to score at level 3 or above, an increase of 18 percentage points.

Targets Supported
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal
- McGraw-Hill Reading Wonders, Reading Plus, Reading Coach, Success Maker, Accelerated Reader, McGraw-Hill Wonder Works Intervention program, Imagine Learning

Targeted Barriers to Achieving the Goal
- Performance data from the 2013 administration of FCAT indicates that 46% in all grades 3-5 scored at level 3 or above on FCAT 2.0 2013. The goal is 64% of our students scoring level 3 or above on the 2014 FCAT 2.0.

- Performance data from the 2013 FCAT indicated that 21% of the students scored at Level 4 or above. Our target for the 2014 FCAT will be for 23% of students will score a level 4 or above. Students need to focus on Identifying Author's Purpose in text and how Author's Perspective influences text.

- Performance data on the 2013 FCAT was 68% Learning Gains attained by all. Our target for 2014 is for 71% to achieve learning gains.The area of difficulty across grade levels was Reporting Category 1-Vocabulary ; in the areas of Multiple Meanings in Context, synonyms and antonyms.

- Performance data for students in the lowest 25% making learning gains on the 2013 FCAT was 75%. The target for2014 is for 78% to achieve level 3 or higher. Students had difficulty with Reporting Category 4-Informational Text in the areas of Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

- Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 56% of students tested proficient in the area of Listening and Speaking, our target for 2014 is 60%. Classroom teachers will structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, "Has this happened to you? What do you think? What should we change?" In these ways, ELLs will learn the academic English they will need to succeed in future.

- Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 30% of students tested proficient in the area of Reading, our target for 2014 is 37%. Reading teachers across grade levels will use ESOL strategies in the classroom to enhance reading skills.

- Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 27% of students tested proficient in the area of Writing, our target for 2014 is 34%.

Plan to Monitor Progress Toward the Goal

Improvement in all grades in the area of Writing

Person or Persons Responsible
Teachers, Administration, ELL teacher

Target Dates or Schedule:
Monthly ongoing

Evidence of Completion:
Assessments by McGraw-Hill Wonders series, Interim Assessments, Writing samples

G2. Increase the percentage of students achieving a satisfactory score 3.5 or higher on the 2014 administration of the FCAT Writes.

Targets Supported
- Writing

Resources Available to Support the Goal
- Classroom teachers
- Reading Coach

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted in the 2013 administration of the FCAT2.0Writing quality of details and support and word choice.

Plan to Monitor Progress Toward the Goal

Literacy Leadership Team will monitor the fidelity of the program. Following the FCIM Model, administration will review data with the teachers on a monthly basis to monitor students progress and adjust instruction as needed. The RtI Team will review data biweekly and make recommendations based on needs assessment.

Person or Persons Responsible
Administration, Classroom teacher, Reading Coach

Target Dates or Schedule:
Quarterly Interim Writing Assessments, Weekly Writing Journals

Evidence of Completion:
Edusoft reports from Interim rubric reports

G3. On the 2013 FCAT 2.0 Mathematics, 54% of students at Greynolds Park Elementary scored at level 3 or above . Our goal on the 2014 FCAT 2.0 Mathematics is 63%of our students to score at level 3 or above, an increase of 9%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Go Math Series, SuccessMaker, Math Coach, Interactive SmartBoard, Math Manipulative,

Targeted Barriers to Achieving the Goal

- On the 2013 FCAT 2.0 Mathematics Test 26% of students grades 3-5 scored at level 4 or above. The area of difficulty in grade 3 the category was Number: Operation, Problems and Statistics. In Grade 4, the category was Number: Base Ten & Fractions. In grade 5, the Category of difficulty was Geometry and Measurement. Our goal for the 2014 is that 27% of students will score at 4 or above.

- On the 2013 FCAT 2.0 Mathematics Test 55% of Hispanic students scored at level 3 or above. The area of difficulty in grade 3 the category was Number: Operation, Problems and Statistics. In Grade 4, the category was Number: Base Ten & Fractions. In grade 5, the Category of difficulty was Geometry and Measurement.Our goal for the 2014 is that 68% of students will score at 3 or above.

- On the 2013 FCAT 2.0 Mathematics Test Economic Disadvantage students scored at 52% of students scored at level 3 or above.The area of difficulty in Grade 3 was the category Number: Operation, Problems and Statistics. In Grade 4, the category was Number: Base Ten & Fractions. In grade 5, the Category of difficulty was Geometry and Measurement.Our goal for the 2014 is that 62% of students will score at 3 or above.

- On the 2013 FCAT 2.0 Mathematics Test, the lowest 25% of students scored at 56% of students scored at level 3 or above.The area of difficulty in Grade 3 was the category Number: Operation, Problems and Statistics. In Grade 4, the category was Number: Base Ten & Fractions. In grade 5, the Category of difficulty was Geometry and Measurement.Our goal for the 2014 is that 60% of students will score at 3 or above.

- On the 2013 FCAT 2.0 Mathematics Test, 67% of our students made a learning gain. Our goal for the 2014 is that 70% of students will make a learning gain.

Plan to Monitor Progress Toward the Goal

Interim Assessment

Person or Persons Responsible
Administration

Target Dates or Schedule:
Yearly

Evidence of Completion:
2014 FCAT 2.0 report

G4. Data from 2013 Science 2.0 indicates 41% of students scored at level 3 or above. The goal for 2014 is 47% of our 5th graders scoring at level 3 or above, an increase of 6%.

Targets Supported
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Scott Foresman Science Series
- Science Coach
- AIMS
- Jump Start Science

Targeted Barriers to Achieving the Goal
- On the 2013 FCAT 2.0 Science Test, 24 % of students scored at level 4 or 5. The greatest area of difficulty was in the category of Nature of Science. Our goal for the 2014 is that 26% of students will score at a level 4 or 5.
- On the 2013 FCAT 2.0 Science Test, 17 % of students scored at level 3. The greatest area of difficulty was in the category of Nature of Science. Our goal for the 2014 is that 21% of students will score at a level 3.

Plan to Monitor Progress Toward the Goal

FCAT 2.0 Science Test

Person or Persons Responsible
Leadership Team

Target Dates or Schedule:
Yearly

Evidence of Completion:
2014 FCAT 2.0 Report

G5. Our goal is to increase STEM related activities from 5 to 6.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Interactive board- smart, Discovery (k-12), Explore Learning Gizmos (Grades 4-12)

Targeted Barriers to Achieving the Goal
- Barriers may include but are not limited to, funding to take school field trips, funding to supply science fairs and science nights.

Plan to Monitor Progress Toward the Goal

Science activities

Person or Persons Responsible
LLT

Target Dates or Schedule:
Ongoing through out the school year

Evidence of Completion:
FCAT testing, interim testest

G6. Students who demonstrate early warning signs in reading will increase their FACT 2.0 Reading proficiency by 15 percentage points from 50 percent to 65 percent.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- * Coaching and mentoring by the Reading Coach * School-wide Processional Development Plan * Technology integrated programs: Success Maker and Reading Plus * Intervention schedules * McGraw Hill Core and Supplemental Materials * Voyger

Targeted Barriers to Achieving the Goal
- The area of deficiency as noted by the 20 13 FAIR AP3 data indicate students need to develop and build grade level comprehension skills.

Plan to Monitor Progress Toward the Goal

Use of ongoing assessments and scheduled data chats to assist faculty in the use of effective teaching strategies and alignment of differentiated instruction based on students needs

Person or Persons Responsible
LLT and Coaches

Target Dates or Schedule:
Weekly and Monthly

Evidence of Completion:
Use of DI during instructional blocks, Student Performance Data, and Lesson Plans

Action Plan for Improvement

Problem Solving Key

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

G1. On the 2013 FCAT 2.0 Reading, 46% of the students at Greynolds Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is that 64% of our students to score at level 3 or above, an increase of 18 percentage points.

G1.B1 Performance data from the 2013 administration of FCAT indicates that 46% in all grades 3-5 scored at level 3 or above on FCAT 2.0 2013. The goal is 64% of our students scoring level 3 or above on the 2014 FCAT 2.0.

G1.B1.S1 In the area of Reporting Category 1-Vocabulary, students will determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Instruction using context clues should allow students to build their general knowledge of words, and word relationships, and multiple meanings of words.

Action Step 1

Use instructional strategies including • word walls, • personal dictionaries, • context clue chart, • understanding context clues, • common morpheme chart, • spectrum of a word, • concept of definition map, to increase vocabulary knowledge on all areas of FCAT.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonders Assessments, Interims

Facilitator:

Participants:

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

Using FCIM and Benchmark Assessments the teachers will identify trends and percentages of improvement in the area of Vocabulary.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment Data

Plan to Monitor Effectiveness of G1.B1.S1

Quarterly reviews of Interim Assessments data to monitor students knowledge in Reporting Category 1-Vocabulary

Person or Persons Responsible

Reading Coach and Administration will facilitate data chats using Interim Assessments.

Target Dates or Schedule

Quarterly

Evidence of Completion

District Interim Data through Edusoft

G1.B2 Performance data from the 2013 FCAT indicated that 21% of the students scored at Level 4 or above. Our target for the 2014 FCAT will be for 23% of students will score a level 4 or above. Students need to focus on Identifying Author's Purpose in text and how Author's Perspective influences text.

G1.B2.S1 Students will increase knowledge of text by asking and answering questions referring explicitly to the text as the basis for the answers. Teachers will provide practice in identifying topics and theme and author's purpose and perspective within fiction and nonfiction text.

Action Step 1

Increase performance for Reporting Category 2- Reading Application, for students achieving level 4 and above on the 2013 FCAT using instructional strategies that include graphic organizers such as author's purpose chart, two column notes, cause/effect chain and summary pyramids. Close Analytic Reads with literary and informational text will also be a strategy incorporated with these students.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim assessments, Reading Series assessments, Weekly Assessments

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

Monitor the improvement of Reading Application skills for students scoring Level 4 and above on 2013 FCAT.

Person or Persons Responsible

Reading Coach, Administration make classroom visits

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work displayed including Graphic Organizers

Plan to Monitor Effectiveness of G1.B2.S1

Enrichment for students scoring a Level 4 or above on FCAT 2013.

Person or Persons Responsible

Classroom Teachers, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

FAIR Assessments, Interim Assessments, Weekly Assessments (McGraw-Hill)

G1.B3 Performance data on the 2013 FCAT was 68% Learning Gains attained by all. Our target for 2014 is for 71% to achieve learning gains.The area of difficulty across grade levels was Reporting Category 1-Vocabulary ; in the areas of Multiple Meanings in Context, synonyms and antonyms.

G1.B3.S1 Teach students reading strategies that help students determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Students develop and maintain a response journal. Instruction using context clues should allow students to build their general knowledge of words, and word relationships, and multiple meanings of words.

Action Step 1

Teachers will utilize word walls,personal dictionaries,context clue charts,concept of definition map,during instruction of fiction and nonfiction texts. Synonyms and antonyms will be taught during the Define-Example-Ask portion of teaching Vocabulary in McGraw-Hill Wonders series.The Reading Coach will introduce an Idiom and new Vocabulary word school wide each week.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work , benchmark assessments, weekly assessments

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

Utilizing the FCIM, the Reading teachers will schedule quarterly reviews of Interim Assessment Data to monitor students' knowledge in the area of Vocabulary and to adjust instruction as needed by specific skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Interim Assessments, definition maps, classroom work

Plan to Monitor Effectiveness of G1.B3.S1

Quarterly reviews of Interim Assessment Data in order to monitor student

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

FAIR, Quarterly Successmaker reports, Interim Assessment data

G1.B4 Performance data for students in the lowest 25% making learning gains on the 2013 FCAT was 75%. The target for2014 is for 78% to achieve level 3 or higher. Students had difficulty with Reporting Category 4-Informational Text in the areas of Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.

G1.B4.S1 Students will focus on Reporting Category 4-Informational Text (LA.3-5.6.1.1 Read and organize informational text and text features to perform a task(RI.3.5, RI.3.7, & W.3.8) Classroom instruction will include interpreting graphical information (text features) e.g., graphics, legends, illustrations, diagrams, charts, keys to increase achievement on FCAT.

Action Step 1

Using real-world documents such as,Time for Kids magazine, how-to articles, brochures, fliers, and websites, the students will identify and use text features to locate, interpret, and organize information. Describe connections between particular sentences and paragraphs to compare and contrast the themes, stories, topics, and key details in one or two texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom work, Interim Assessments, Weekly tests

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Utilize assessment data from McGraw -Hill Wonders series ongoing tests to drive instruction in the area of Informational text.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Classroom work, Interim Assessment scores

Plan to Monitor Effectiveness of G1.B4.S1

After reading Informational text in the classroom, students will identify text features that relate to the passages and their purpose.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom work, Interim Assessments

G1.B5 Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 56% of students tested proficient in the area of Listening and Speaking, our target for 2014 is 60%. Classroom teachers will structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, "Has this happened to you? What do you think? What should we change?" In these ways, ELLs will learn the academic English they will need to succeed in future.

G1.B5.S1 Story retelling is a very powerful instructional strategy for teaching speaking and listening comprehension. Teachers will use fiction and nonfiction literature to have students organize information and provide a summary. Students are also encouraged to attend to the details of the text. Students engaging in retells must review all they know about a text, select key points that reflect main ideas and consider key events, problem, solution, characters, and setting.

Action Step 1

The classrrom or ELL teacher will Introduce and model a retell with a brief passage, and then move on to more complex text incorporating McGraw-Hill Literature. Students can practice retelling in partners or groups with others who have read the same text. The use of technology, Imagine Learning, will also be incorporated to enhance Speaking and Listening skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work, Assessment data, Imagine Learning Data

Plan to Monitor Fidelity of Implementation of G1.B5.S1

After the teacher reads aloud grade level text, students answer questions about the text and retell the story in a manner that relates to their English Language level.

Person or Persons Responsible

Classroom Teachers, ELL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Observation, Assessments

Plan to Monitor Effectiveness of G1.B5.S1

The classroom teachers and ELL teacher will review student reports to monitor the implementation of the identified strategies and adjust instruction as needed. Computer reports, observations and data chats will take place to monitor progress at all grade levels.

Person or Persons Responsible

Classroom teacher, ELL teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher observation, Interim Assessments, Weekly Assessments

G1.B6 Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 30% of students tested proficient in the area of Reading, our target for 2014 is 37%. Reading teachers across grade levels will use ESOL strategies in the classroom to enhance reading skills.

G1.B6.S1 Reading teachers in all grades will incorporate ESOL strategies to enhance Vocabulary skills by using vocabulary maps to help build meaning of unfamiliar concepts. Reading and response to different genres of literature, as well as phonics instruction will take place, following the District Pacing Guide.

Action Step 1

After reading fiction and non-fiction pieces of literature, students will develop vocabulary maps to gain understanding of unfamiliar concepts. Teachers will follow the District Pacing Guide using McGraw-Hill Wonders series to address phonetic as well as comprehension needs of ELL students.

Person or Persons Responsible

Classroom teachers, ELL teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly assessments, Interim Assessments, FAIR Assessment Data

Plan to Monitor Fidelity of Implementation of G1.B6.S1

The classroom teachers along with the ELL teacher will review data reports from computer-based program (Successmaker), classroom observation of student work and data chats to adjust instruction as needed.

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data, Student work

Plan to Monitor Effectiveness of G1.B6.S1

Student improvement will be monitored using data and student work. Academic reviews will take place monthly focusing on data chats to adjust instruction as needed for weak areas.

Person or Persons Responsible

Classroom teachers, ELL teacher

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from Assessments, Student work

G1.B7 Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 27% of students tested proficient in the area of Writing, our target for 2014 is 34%.

G1.B7.S1 Students will write in their reading response journals to record their thoughts or questions about what they have read to practice academic writing.Students write in these steps: planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.

Action Step 1

After reading narrative and/or informational literature, students will write in their reading response journals to record their thoughts or questions about what they have to read. Specific strategies taught will include graphic organizers, illustrating and labeling, letter writing and process writing. The writing process (planning, drafting, revising, editing, and publishing) will be implemented at the classroom

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' writing journals.

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Following the FCIM model, teachers will review students' reports to monitor the implementation of the identified strategies as needed. Classroom teachers will focus on writing samples to identify weaknesses and strengths, and continuously adjust classroom instruction to meet students' needs.

Person or Persons Responsible

Teachers, ELL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Informal observation logs, students' writing samples

Plan to Monitor Effectiveness of G1.B7.S1

Students will be monitored for their writing skills using classroom observation and data chats relative to student work.

Person or Persons Responsible

Classroom teachers, ELL Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work journals, student writing pieces

G2. Increase the percentage of students achieving a satisfactory score 3.5 or higher on the 2014 administration of the FCAT Writes.

G2.B1 The area of deficiency as noted in the 2013 administration of the FCAT2.0Writing quality of details and support and word choice.

G2.B1.S1 Student will keep a writers notebook to practice skill utilizing specific and relevant supporting details that clarify the meaning and increase the control of the quality of details while answering to a given monthly prompt. Student will conference one on one basis to discuss righting responses and target areas needing improvement. Reading coach will meet with the students on a monthly basis to target mini lessons addressing quality of details and word choice. Administration and Literacy MTSS will monitor student progress using the FCIM and will make on-going assessments/observations focusing on writing and vocabulary through journals.

Action Step 1

Writing Prompts

Person or Persons Responsible

Classroom teachers, Reading Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessment

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

Interim Assessments will be implemented

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft Reports

Plan to Monitor Effectiveness of G2.B1.S1

Interim Assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft Reports

G3. On the 2013 FCAT 2.0 Mathematics, 54% of students at Greynolds Park Elementary scored at level 3 or above . Our goal on the 2014 FCAT 2.0 Mathematics is 63%of our students to score at level 3 or above, an increase of 9%.

G3.B1 On the 2013 FCAT 2.0 Mathematics Test 26% of students grades 3-5 scored at level 4 or above. The area of difficulty in grade 3 the category was Number: Operation, Problems and Statistics. In Grade 4, the category was Number: Base Ten & Fractions. In grade 5, the Category of difficulty was Geometry and Measurement. Our goal for the 2014 is that 27% of students will score at 4 or above.

G3.B1.S1 Students will be provided with opportunities to: represent and identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa

Action Step 1

Support mathematical fluency and problem solving skills in the areas of: properties of fractions, fraction equivalence and comparison by providing time to practice and apply learned concepts in real-life situations.

Person or Persons Responsible

Teachers and Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Go Math Assessments

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

Interim Benchmark Assessments

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from Edusoft Reports

Plan to Monitor Effectiveness of G3.B1.S1

Assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Data-Room

G3.B2 On the 2013 FCAT 2.0 Mathematics Test 55% of Hispanic students scored at level 3 or above. The area of difficulty in grade 3 the category was Number: Operation, Problems and Statistics. In Grade 4, the category was Number: Base Ten & Fractions. In grade 5, the Category of difficulty was Geometry and Measurement.Our goal for the 2014 is that 68% of students will score at 3 or above.

G3.B2.S1 Teachers will provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

Action Step 1

Create Visuals and Foldables

Person or Persons Responsible

Teachers and Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Math Notebooks

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Interim Assessment

Person or Persons Responsible

Adminstration

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft Report

Plan to Monitor Effectiveness of G3.B2.S1

Teacher-made Assessment

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Math Notebook

G3.B3 On the 2013 FCAT 2.0 Mathematics Test Economic Disadvantage students scored at 52% of students scored at level 3 or above.The area of difficulty in Grade 3 was the category Number: Operation, Problems and Statistics. In Grade 4, the category was Number: Base Ten & Fractions. In grade 5, the Category of difficulty was Geometry and Measurement.Our goal for the 2014 is that 62% of students will score at 3 or above.

G3.B3.S1 Students will make use of Online Intervention activities through Think Central.Teachers will also provide support to students as they make sense of problems and persevere in solving them, taking advantage on learning opportunities and adjust instruction appropriately to meet student needs.

Action Step 1

Create intervention activities for students to complete online.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student report generated by Think Central

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Run Reports

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly report

Plan to Monitor Effectiveness of G3.B3.S1

Review quarterly data.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft report

G3.B4 On the 2013 FCAT 2.0 Mathematics Test, the lowest 25% of students scored at 56% of students scored at level 3 or above. The area of difficulty in Grade 3 was the category Number: Operation, Problems and Statistics. In Grade 4, the category was Number: Base Ten & Fractions. In grade 5, the Category of difficulty was Geometry and Measurement. Our goal for the 2014 is that 60% of students will score at 3 or above.

G3.B4.S1 Provide opportunities for students to: identify an equivalent fraction for one-half and one-fourth, compare and order commonly used fractions using a model determine the volume of prisms and identify and plot ordered pairs in the first quadrant of a coordinate plane

Action Step 1

Students will explore fractions using manipulative and interactive Smartboards.

Person or Persons Responsible

Math Teachers and Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Go Math assessment

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Schedule quarterly Reviews in the Area of Fractions and Base Ten Fractions

Person or Persons Responsible

Administrators and Math Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G3.B4.S1

Review Edusoft Data

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft Reports

G3.B5 On the 2013 FCAT 2.0 Mathematics Test, 67% of our students made a learning gain. Our goal for the 2014 is that 70% of students will make a learning gain.

G3.B5.S1 Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulative/ models and engaging opportunities for practice.

Action Step 1

Provide opportunities for students to: • identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa • compare and order fractions, including fractions greater than one, using models or strategies • identify an equivalent fraction, excluding fractions greater than one, using a model

Person or Persons Responsible

Teacher and Math Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Go-Math Assessments

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Quarterly Mini-Assessment

Person or Persons Responsible

Teachers, Math Coach and Adminstrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft Reports

Plan to Monitor Effectiveness of G3.B5.S1

Review Edusoft Data

Person or Persons Responsible

Administrators

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Edusoft reports

G4. Data from 2013 Science 2.0 indicates 41% of students scored at level 3 or above. The goal for 2014 is 47% of our 5th graders scoring at level 3 or above, an increase of 6%.

G4.B1 On the 2013 FCAT 2.0 Science Test, 24 % of students scored at level 4 or 5. The greatest area of difficulty was in the category of Nature of Science. Our goal for the 2014 is that 26% of students will score at a level 4 or 5.

G4.B1.S1 Provide regular, hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Administration will support teachers in their efforts to increase student achievement as they collaborate, design, and implement instructional strategies that will foster deeper understandings of Earth and Space.

Action Step 1

Hands On - Inquiry Based Lesson

Person or Persons Responsible

Science Coach and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Science lab journals

Facilitator:

Science Coach

Participants:

Science Coach and Teachers

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

Review lab journals

Person or Persons Responsible

Science Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

Lab Journals

Plan to Monitor Effectiveness of G4.B1.S1

Administer Science Interim Exams

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Edusoft Reports

G5. Our goal is to increase STEM related activities from 5 to 6.

G5.B1 Barriers may include but are not limited to, funding to take school field trips, funding to supply science fairs and science nights.

G5.B1.S1 • Provides hands-on elementary inquiry-based learning experiences • Encourages the integration of science, mathematics and literacy • Emphasizes innovative laboratory experiences

Action Step 1

Science activities

Person or Persons Responsible

Students in 3rd, 4th, and 5th grade

Target Dates or Schedule

ongoing through out the year 2013-2014

Evidence of Completion

FCAT Test, science boards and parent sign sheets from science nights

Plan to Monitor Fidelity of Implementation of G5.B1.S1

science camps, science fairs, and science nights

Person or Persons Responsible

Science coach and science teachers

Target Dates or Schedule

ongoing through out the year

Evidence of Completion

FCAT scores, science boards and parent sign sheets from science nights

Plan to Monitor Effectiveness of G5.B1.S1

Science boards and science camps

Person or Persons Responsible

Science coach and science teachers

Target Dates or Schedule

monthly

Evidence of Completion

Interim assessment test, monthly teacher made assessments

G6. Students who demonstrate early warning signs in reading will increase their FACT 2.0 Reading proficiency by 15 percentage points from 50 percent to 65 percent.

G6.B1 The area of deficiency as noted by the 20 13 FAIR AP3 data indicate students need to develop and build grade level comprehension skills.

G6.B1.S1 * Plan and implement Professional Development on the use of effective teaching and alignment of the standards. * Provide data chats with teachers individually and collaboratively to align effective teaching and differentiated instruction with student needs.

Action Step 1

Design and facilitate ongoing assessment and schedule data chats to assist faculty in the use of effective teaching strategies and alignment of differentiated instruction based on student needs.

Person or Persons Responsible

LLT and Coaches

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Use of DI during the instructional blocks, Student Performance Data, Lesson Plans

Plan to Monitor Fidelity of Implementation of G6.B1.S1

The use of ongoing assessments and scheduled data chats to assist faculty in the use of effective teaching of differentiated instruction based on students needs,

Person or Persons Responsible

LLT and Coaches

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

The use of DI during the instructional blocks, Student Performance Data and Lesson Plans

Plan to Monitor Effectiveness of G6.B1.S1

Use of ongoing assessments and scheduled data chats to assist faculty in the use of effective teaching strategies and alignment of differentiated instruction based on students needs

Person or Persons Responsible

LLT and Coaches

Target Dates or Schedule

Weekly and Monthly

Evidence of Completion

Use of DI during instructional blocks, Student Performance Data, and Lesson Plans

Coordination and Integration

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

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

Title I, Part A
Greynolds Park Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities during-school, after-school, and 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 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 I, Part C- Migrant
The school provides services and support to migrant students and parents when applicable. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.
Title I, Part D
N/A
Title II
The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on
Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group Implementation and protocols. 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.
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

implement
and/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)
The above services will be provided should funds become available for the 2013-2014 school year.
Title VI, Part B - NA
Title X- Homeless
Greynolds Park Elementary School is eligible to receive services through Project Upstart upon identification and classification of a student as homeless.
Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education
Finance Program (FEFP) allocation.
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 the strategies. In addition our 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.
Housing Programs - N/A
Head Start
N/A
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Other
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 nine 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. Joycelyn Lawrence, 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. On the 2013 FCAT 2.0 Reading, 46% of the students at Greynolds Park Elementary scored at level 3 or above. Our goal on the 2014 FCAT 2.0 Reading is that 64% of our students to score at level 3 or above, an increase of 18 percentage points.

G1.B1 Performance data from the 2013 administration of FCAT indicates that 46% in all grades 3-5 scored at level 3 or above on FCAT 2.0 2013. The goal is 64% of our students scoring level 3 or above on the 2014 FCAT 2.0.

G1.B1.S1 In the area of Reporting Category 1-Vocabulary, students will determine meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Instruction using context clues should allow students to build their general knowledge of words, and word relationships, and multiple meanings of words.

PD Opportunity 1

Use instructional strategies including • word walls, • personal dictionaries, • context clue chart, • understanding context clues, • common morpheme chart, • spectrum of a word, • concept of definition map, to increase vocabulary knowledge on all areas of FCAT.

Facilitator

Participants

Target Dates or Schedule

Ongoing

Evidence of Completion

Wonders Assessments, Interims

G3. On the 2013 FCAT 2.0 Mathematics, 54% of students at Greynolds Park Elementary scored at level 3 or above . Our goal on the 2014 FCAT 2.0 Mathematics is 63%of our students to score at level 3 or above, an increase of 9%.

G3.B5 On the 2013 FCAT 2.0 Mathematics Test, 67% of our students made a learning gain. Our goal for the 2014 is that 70% of students will make a learning gain.

G3.B5.S1 Provide contexts for mathematical exploration and the development of student understanding of fractions through the use of manipulative/ models and engaging opportunities for practice.

PD Opportunity 1

Provide opportunities for students to: • identify a fraction, including fractions greater than one, using area, set, and linear models, or vice versa • compare and order fractions, including fractions greater than one, using models or strategies • identify an equivalent fraction, excluding fractions greater than one, using a model

Facilitator

Participants

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly Go-Math Assessments

G4. Data from 2013 Science 2.0 indicates 41% of students scored at level 3 or above. The goal for 2014 is 47% of our 5th graders scoring at level 3 or above, an increase of 6%.

G4.B1 On the 2013 FCAT 2.0 Science Test, 24 % of students scored at level 4 or 5. The greatest area of difficulty was in the category of Nature of Science. Our goal for the 2014 is that 26% of students will score at a level 4 or 5.

G4.B1.S1 Provide regular, hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Administration will support teachers in their efforts to increase student achievement as they collaborate, design, and implement instructional strategies that will foster deeper understandings of Earth and Space.

PD Opportunity 1

Hands On - Inquiry Based Lesson

Facilitator

Science Coach

Participants

Science Coach and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Science lab jourmals

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	Data from 2013 Science 2.0 indicates 41% of students scored at level 3 or above. The goal for 2014 is 47% of our 5th graders scoring at level 3 or above, an increase of 6%.	$500
G5.	Our goal is to increase STEM related activities from 5 to 6.	$500
G6.	Students who demonstrate early warning signs in reading will increase their FACT 2.0 Reading proficiency by 15 percentage points from 50 percent to 65 percent.	$9,000
	Total	$10,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Other	Personnel	Total
School funds and PTA	$500	$0	$0	$500
Title One, School Budget and PTA	$0	$500	$0	$500
Title One and EESAC	$0	$0	$9,000	$9,000
Total	$500	$500	$9,000	$10,000

Budget Details

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

G4. Data from 2013 Science 2.0 indicates 41% of students scored at level 3 or above. The goal for 2014 is 47% of our 5th graders scoring at level 3 or above, an increase of 6%.

G4.B1 On the 2013 FCAT 2.0 Science Test, 24 % of students scored at level 4 or 5. The greatest area of difficulty was in the category of Nature of Science. Our goal for the 2014 is that 26% of students will score at a level 4 or 5.

G4.B1.S1 Provide regular, hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Administration will support teachers in their efforts to increase student achievement as they collaborate, design, and implement instructional strategies that will foster deeper understandings of Earth and Space.

Action Step 1

Hands On - Inquiry Based Lesson

Resource Type

Evidence-Based Materials

Resource

Items for hands on inquiry based lessons will be purchased.

Funding Source

School funds and PTA

Amount Needed

$500

G5. Our goal is to increase STEM related activities from 5 to 6.

G5.B1 Barriers may include but are not limited to, funding to take school field trips, funding to supply science fairs and science nights.

G5.B1.S1 • Provides hands-on elementary inquiry-based learning experiences • Encourages the integration of science, mathematics and literacy • Emphasizes innovative laboratory experiences

Action Step 1

Science activities

Resource Type

Other

Resource

Intermediate students will be engaged in "science camp" days where they will be engaged in a series of hands on lessons.

Funding Source

Title One, School Budget and PTA

Amount Needed

$500

G6. Students who demonstrate early warning signs in reading will increase their FACT 2.0 Reading proficiency by 15 percentage points from 50 percent to 65 percent.

G6.B1 The area of deficiency as noted by the 20 13 FAIR AP3 data indicate students need to develop and build grade level comprehension skills.

G6.B1.S1 * Plan and implement Professional Development on the use of effective teaching and alignment of the standards. * Provide data chats with teachers individually and collaboratively to align effective teaching and differentiated instruction with student needs.

Action Step 1

Design and facilitate ongoing assessment and schedule data chats to assist faculty in the use of effective teaching strategies and alignment of differentiated instruction based on student needs.

Resource Type

Personnel

Resource

Personnel will be hired to provide selected students with interventions using grant funds.

Funding Source

Title One and EESAC

Amount Needed

$9,000