Greynolds Park Elementary School

2021-22 Schoolwide Improvement Plan

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Greynolds Park Elementary School

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

http://greynolds.dadeschools.net/

Demographics

Principal: Janine Townsley A

Start Date for this Principal: 7/13/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: A (64%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	90%

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

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

School Board Approval

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SIP Authority

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.

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Greynolds Park Elementary School is to combine traditional classroom experiences with technological innovations to empower students to utilize a vast array of higher order thinking skills necessary to become thinkers, problem solvers, and effective communicators in a diverse and challenging global society.

Provide the school's vision statement.

The vision of Greynolds Park Elementary School is to provide a world class education in an environment that is caring, safe, sanitary, and exudes high expectations for all; to empower students to successfully meet the challenges of tomorrow.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Townsley, Janine	Principal	The principal manages the day-to-day school operations, set learning goals for students and teachers, monitor teachers' performance to improve instruction. In addition, the principal monitors student achievement, communicate with all stakeholders to promote school improvement. The principal implements safety protocols and emergency response procedures to promotes a safe and productive learning environment to meet performance standards and promote students' social emotional development. The principal will promote ongoing growth by cultivating leadership among faculty and staff.
Tarpley, LaToya	Assistant Principal	Under the direction of the principal, the assistant principal assist to develop and establish the school's goals through the School Improvement Process. The assistant principal also assist with the implementation of school safety procedures to ensure compliance, oversee and evaluate faculty and staff, as well as assist with coordinating activities. In addition, the assistant principal oversees the Multi-Tiered System of Support process, facilitate SST meetings, handle student discipline, and communicate with parents regarding concerns.
Datis, Isabelle	Instructional Coach	The instructional coach supports teachers to analyze student data, identify students' needs, and set learning goals. In addition, the instructional coach facilitates bi-weekly collaborative planning meetings to share best practices, develop standards-based lesson plans, and plan for data-based differentiated instruction. The instructional coach also provides teachers with support through modeling lessons to improve instruction, as well as provide students with additional support through the push-in model and small group interventions. The instructional coach also work collaboratively with the leadership team to analyze school-wide trends in instruction and address areas of needs by implementing research-based instructional programs and practices.
Schoenlank, Inge	Instructional Coach	The instructional coach supports teachers to analyze student data, identify students' needs, and set goals. In addition, the instructional coach facilitates bi-weekly collaborative planning to share best practices, develop standards-based lesson plans, and plan for data-based differentiated instruction. The instructional coach also provides teachers with support through modeling lessons to improve instruction, as well as provide students with additional support through the push-in model and small group interventions. The instructional coach also work collaboratively with the leadership team to analyze school-wide trends in instruction and address areas of needs by implementing research-based instructional programs and practices.
Vaval, Ketline	Instructional Coach	The instructional coach supports teachers to analyze student data, identify students' needs, and set learning goals. In addition, the instructional coach facilitates bi-weekly collaborative planning sessions to share best practices, develop standards-based lesson plans, and plan for data-based

Name	Position Title	Job Duties and Responsibilities
		differentiated instruction. The instructional coach also provide teachers with support through modeling lessons to improve instruction as well as provide students with additional support through the push-in model and small group interventions. The instructional coach also work collaboratively with the leadership team to analyze school-wide trends in instruction and address areas of needs by implementing research-based instructional programs and practices.
Heller, Laura	School Counselor	The counselor will foster the social and emotional development of all students through the implementation of Social Emotional Learning. In addition, the counselor will facilitate classroom presentations to promote Social Emotional Learning, Anti-bullying campaign, and the Values Matters Campaign. The counselor will provide targeted students with individual or small group counseling sessions as well as assist teachers with the Multi-Tiered System for Support process for students in need of behavior interventions. Based on the specific needs of students and families, the counselor will make appropriate referrals to supporting community agencies to build students' capacity to meet academic, emotional, and social goals.
Patterson, Aide	Teacher, ESE	The ESE Liaison communicates with the parents, administrators, and teachers to provide students with disabilities support to increase performance. In addition, the ESE Liaison coordinates and facilitates IEP Team meetings, annual IEP reviews, and maintain ESE documents in the cumulative folder to ensure compliance. In addition, the ESE Liaison provides students with appropriate accommodations and support during small group or one-on-one instruction according to the IEP.
Richardson, Marcia	Teacher, K-12	The Teacher Leader will collaborate with teachers to improve instruction for increased student achievement through co-planning content area instruction by providing instructional resources to enhance student engagement, and collaborate with the school leadership team to identify opportunities for improvement.
Aparicio, Erika	ELL Compliance Specialist	The ELL Compliance Specialist communicates with the parents, administrators, and teachers to provide ELL students with support to increase performance. In addition, the ELL Compliance Specialist coordinates and facilitates ELL LEP Committee meetings and maintain ELL documents in the cumulative folder to ensure compliance. The ELL Compliance Specialist also provides students with appropriate accommodations and support during small group instruction.

Demographic Information

Principal start date

Friday 7/13/2018, Janine Townsley A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

33

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

526

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	64	79	92	90	79	122	0	0	0	0	0	0	0	526
Attendance below 90 percent	9	16	19	22	11	19	0	0	0	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	5	11	2	24	0	0	0	0	0	0	0	42
Course failure in Math	0	1	6	5	4	19	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	12	39	49	27	46	0	0	0	0	0	0	0	173
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	5	7	2	22	0	0	0	0	0	0	0	37

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	5	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	2	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 7/22/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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**	
Number of students enrolled	91	102	98	87	137	93	0	0	0	0	0	0	0	608
Attendance below 90 percent	15	20	23	11	26	12	0	0	0	0	0	0	0	107
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	5	7	7	28	3	0	0	0	0	0	0	0	50
Course failure in Math	0	7	3	7	25	9	0	0	0	0	0	0	0	51
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	9	22	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	5	14	0	0	0	0	0	0	0	19

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	6	3	7	28	18	0	0	0	0	0	0	0	62

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Retained Students: Current Year	0	1	0	5	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	2	2	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
ELA Achievement				55%	62%	57%	59%	62%	56%
ELA Learning Gains				49%	62%	58%	63%	62%	55%
ELA Lowest 25th Percentile				45%	58%	53%	73%	59%	48%
Math Achievement				64%	69%	63%	67%	69%	62%
Math Learning Gains				55%	66%	62%	70%	64%	59%
Math Lowest 25th Percentile				53%	55%	51%	61%	55%	47%
Science Achievement				56%	55%	53%	55%	58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	60%	-7%	58%	-5%
Cohort Comparison						
04	2021					
	2019	47%	64%	-17%	58%	-11%
Cohort Comparison		-53%				
05	2021					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	67%	-7%	62%	-2%
Cohort Comparison						
04	2021					
	2019	55%	69%	-14%	64%	-9%
Cohort Comparison		-60%				
05	2021					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	53%	-2%	53%	-2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

I-Ready (K-5th Grade) and District Mid-Year Science Assessment (5th Grade)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.4	53.9	57.3
	Economically Disadvantaged	37.3	50.6	54.2
	Students With Disabilities	16.7	33.3	50
	English Language Learners	30.8	38.5	15.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35.6	42	60.7
	Economically Disadvantaged	33.3	37.8	57.8
	Students With Disabilities	16.7	16.7	50
	English Language Learners	38.5	46.2	46.2

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.9	40.5	48.8
	Economically Disadvantaged	28.6	36.8	44.7
	Students With Disabilities	0	25	25
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.2	32.1	46.4
	Economically Disadvantaged	18.4	28.9	44.7
	Students With Disabilities	12.5	12.5	37.5
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.4	56.3	63
	Economically Disadvantaged	42.3	54.5	61.5
	Students With Disabilities	22.2	55.6	77.8
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14.8	41.3	56.8
	Economically Disadvantaged	12.8	39	55.1
	Students With Disabilities	11.1	55.6	66.7
	English Language Learners	14.3	16.7	28.6

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.2	33.9	40.7
	Economically Disadvantaged	19	32.2	39.2
	Students With Disabilities	18.8	18.8	18.8
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.8	39	52.9
	Economically Disadvantaged	15.5	37.5	51.7
	Students With Disabilities	12.5	25	31.3
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.3	41	46.9
	Economically Disadvantaged	25	39	15.3
	Students With Disabilities	6.3	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.9	43.9	58
	Economically Disadvantaged	28	42.1	56
	Students With Disabilities	0	6.3	6.7
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	18	0
	Economically Disadvantaged	0	14	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19			21	7						
ELL	39	54		40	37		37				
BLK	37	31		36	24		21				
HSP	46	48		44	31		30				
FRL	42	39	29	41	28	43	28				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	26	14	27	53	56					
ELL	49	47	44	65	57	52	44				
ASN	81	77		100	77						
BLK	51	54	65	62	58	67	50				
HSP	54	41	35	63	50	44	51				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	75			58							
FRL	53	49	45	63	54	53	52				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	37	60	20	37	36	20				
ELL	53	60	74	61	62	58	33				
ASN	80	70		93	90						
BLK	47	61	83	57	63	45	38				
HSP	61	62	61	69	71	69	61				
WHT	82			64							
FRL	58	61	72	66	70	62	54				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	287
Total Components for the Federal Index	8
Percent Tested	78%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019: The school to district comparison shows an increase in the achievement gap widening from 3rd to 4th grade in both ELA and Math; however, the achievement gap decreases significantly from 4th to 5th grade in both ELA and Math

All ELA Subgroups Achievement decreased except for Asian students which increased by 1 percentage point and Black students by 4 percentage points.

All ELA Subgroups Learning Gains decreased.

All ELA Subgroups Learning Gains L25 decreased by an average of 30 percentage points.

All Math Subgroups overall Learning Gains and Learning Gains L25 decreased across all grade levels, except Students with Disabilities which increased by 16 percentage points.

Science Subgroups Achievement levels increased by at least 11 percentage points, except for Hispanic Students which decreased by 10 percentage points.

2021: The 2019 to 2021 FSA comparison shows an increase in the achievement gap widening among 3rd, 4th, and 5th grade population in both ELA and Math.

FSA ELA proficiency and learning gains among 3rd, 4th, and 5th grade student population decreased 12 percentage points and the L25 decreased by 16 percentage points across grade levels.

Grades 3rd, 4th, and 5th overall FSA Math proficiency significantly decreased by 22 percentage points.

The L25 population FSA Math learning gains decreased by 13 percentage points.

The overall science subgroups achievement levels significantly decreased by 30 percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019: The majority of our ELA Subgroups Learning Gains decreased by at least 7 percentage points. Students with Free and Reduced lunch decreased by 12 percentage points, Black students decreased by 7 percentage points, ELL students decreased by 13 percentage points, Hispanic students decreased by 21 percentage points, and SWD students decreased by 11 percentage points.

2021: The FSA ELA learning gains decreased significantly by 22 percentage points across grade levels. In addition, the L25 population ELA learning gains continues to decrease by 16 percentage points.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

2019: For the last 3 years, we have been focusing on implementing standards-based instruction in all classrooms. We have struggled with the consistency and fidelity of implementing the standards-based instruction across all classrooms and/or grade levels. In some of our classrooms, instruction does not always meet the depth of the standard or access pre-requisite knowledge. We will begin to incorporate new development, per grade level and content area, to unwrap the standards, align appropriate resources, and instructional activities. In addition, collaborative planning will support these efforts and will incorporate a greater focus on the standards-based resources provided by the district.

2021: The contributing factors to the need for improvement includes the need for effective individualized student support. To address this need we will implement small group differentiated instruction with fidelity. Ongoing progress monitoring will take place to ensure DI is data-driven. The teacher-led center will be conducted routinely using standards-based resources to target students' specific needs and small group rotations will include adaptive interactive programs to remediate or enrich.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019: Science proficiency increased from 55 percentage points in 2018 to 56 percentage points on the 2019 FSA.

2021: Due to learning loss during the pandemic, there are currently no areas displaying improvement at this time. Extended learning opportunities, small group differentiated instruction, and ongoing progress monitoring will help to mitigate learning loss.

What were the contributing factors to this improvement? What new actions did your school take in this area?

2019: We created a collaborative planning schedule that allotted time to plan for Science Camps. Administrators will now attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

2021: To mitigate learning loss from the 2020-2021 school year, extended learning opportunities, small group differentiated instruction, and ongoing progress monitoring will help to mitigate learning loss.

What strategies will need to be implemented in order to accelerate learning?

Data-driven/Reflective Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions and RTI.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will be provided in the following areas: building capacity in the area of instructional practices by enhancing the use of intervention with a focus on targeted groups, maximizing differentiated instruction to mitigate learning loss, and familiarizing teachers with the RTI process.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Intervention with differentiated instruction will be scheduled with fidelity and strategies will be implemented school-wide that are aligned to the goals. Extended Learning opportunities will be provided with after school tutoring and interventions as well as Spring Break Academy and special camps and/or clubs.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Differentiation. In addition, the FSA ELA data indicates a significant decrease in both reading proficiency and learning gains from 2019 to 2020. We selected this overarching area of Differentiation based on our findings that demonstrated a universal regression for students between the years of 2018 and 2019 in both reading and mathematics. The FSA ELA learning gains among the 3rd, 4th, and 5th grade L25 student population decreased by 16 percentage points. In addition, the FSA Math learning gains among the L25 population decreased by 13 percentage points. This indicates that we are not meeting the unique needs of all learners therefore it is apparent that we must improve our ability to differentiate instruction based on the levels and needs of the students we serve.
Measurable Outcome:	If we successfully implement Differentiation, then all students will increase by a minimum of 11 scale score points as evident by 2022 State Assessments.
Monitoring:	The Leadership Team will participate in weekly grade level planning sessions to facilitate the planning for differentiation. Classroom walk-throughs will be conducted to monitor implementation of differentiation and reports from technological resources will be monitored on a bi-weekly basis to assure differentiation is happening.
Person responsible for monitoring outcome:	Isabelle Datis (272704@dadeschools.net)
Evidence-based Strategy:	Within the Element of Differentiation, our school will focus on the evidence based strategy of: Differentiated Instruction, which empowers teachers to provides different avenues for learning to different students even within the same classroom. Resulting in all students learning effectively regardless of differences in ability.
Rationale for Evidence-based Strategy:	Differentiated Instruction will ensure that teachers are meeting the unique learning needs of their students thus resulting in greater student proficiency on standard based assessments.

Action Steps to Implement

8/31-10/11- Teachers will display rotation and group charts in each classroom. Teachers will track and analyze data after each bi-weekly assessment to make data-based decisions for differentiated instruction. This data will be used to facilitate the remediation of students' displaying deficiencies or used to enrich those displaying mastery of skills. The Differentiated Instruction framework will include ongoing progress monitoring to ensure that student needs are being targeted.

Person Responsible	LaToya Tarpley (ltarpley@dadeschools.net)

8/31-10/11- To mitigate learning loss in reading, the reading coaches will provide support by facilitating bi-weekly common planning meetings, conducting data chats to address students' specific needs, and collaborating to share best practices for data-driven, student centered, and standard aligned differentiated instruction lessons. In addition to Tier 1 core instruction, teachers will utilize the Reading Horizons program to provide Tier 2 immediate intervention to students not demonstrating mastery. Students who do not show growth in Tier 2 intervention will be supported with immediate intensive interventions facilitated by the reading and math coaches.

Person Responsible	Isabelle Datis (272704@dadeschools.net)

8/31-10/11- Teachers will utilize the teacher-led centers, adaptive curriculums and interactive learning platforms such as Moby Max and iReady. This will provide students with individualized differentiated instruction for enrichment or remediation to close the achievement gap.

Person Responsible	Ketline Vaval (kvaval@dadeschools.net)

8/31-10/11- Administrators will conduct weekly walk-throughs to monitor the implementation and fidelity of standards-based and data-driven differentiated instruction. In addition, the Leadership Team will meet bi-weekly to debrief on the walk-through findings and review data to address students' needs to close the achievement gap.

Person Responsible	LaToya Tarpley (ltarpley@dadeschools.net)

11/1-12/17- During common planning sessions, the reading and math coach will collaborate with teachers to plan data-driven small group DI lesson plans, that intentionally embed the use of modeling to help teachers understand a new practice. Teachers' DI lesson planning sheets will be utilized to reteach, remediate, or enrich student learning. Teachers will utilize the Acaletics Math program to accelerate learning and improve students' math achievement. Teachers will also utilize I-Ready, MobyMax, FSA, and Progress monitoring data to create continuous flexible grouping to ensure the learning needs of the students are met. In addition, best practices for small group rotations and scaffolding will be shared during collaborative planning to improve instruction and build expertise.

Person Responsible	LaToya Tarpley (ltarpley@dadeschools.net)

11/1-12/17- The reading and math coaches will push-in to assist classes identified as needing additional support with DI. This will help to increase students' reading proficiency and math fluency, as well as co-teach and work alongside teachers and provide immediate feedback. During D.I./Small group instruction teachers will provide Instructional content that targets specific learning needs to ensure students are consistently working to close the reading deficiency gaps.

Person Responsible	LaToya Tarpley (ltarpley@dadeschools.net)

1/31-3/29- In addition to iReady diagnostic data chats, teachers will participate in bi-weekly assessment and Topic Assessment data chats. Collaborative planning sessions will now include data analysis with teachers, coaches, the district Curriculum Support Specialist (CSS), and administrators to make instructional adjustments as needed along with the sharing of best practices.

Kindergarten through 2nd grade teachers will collaborate during common planning to focus on best practices for small group differentiated instruction amid for targeted students showing deficiencies in phonemic awareness, phonics, and high frequency words to bridge the learning gap.

Person Responsible	Isabelle Datis (272704@dadeschools.net)

1/31-3/29- Teachers will utilize the Acaletics math acceleration program's monthly comprehensive assessments data to assist in providing differentiated instruction and increase students' mastery of benchmark skills to increase math proficiency, In addition, data gathered from iReady, Topic Assessments, and comprehensive assessments will be utilized to select students to participate in extended learning opportunities to increase proficiency.

Instructional coaches will utilize common planning meetings to model portions of instructional content to improve the rate of modeled lessons and enhance small group differentiated instruction strategies.

Person Responsible   Ketline Vaval (kvaval@dadeschools.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on the data review, students across grade levels experienced learning loss due to the challenges of the pandemic which has significantly impacted student learning in literacy. Our school will implement the Targeted Element of Teacher-led Small Group Instruction. We selected this overarching area of Teacher-led Small Group Instruction based on our findings that demonstrated a universal regression for students between the years of 2019 and 2021 in reading. According to the 2021 Florida Standards Assessment (FSA) English Language Arts (ELA) assessment, 58 percent of students in 3rd grade, 60 percent in 4th grade, and 60 percent of students in 5th grade scored below Level 3. This indicates a critical need for intense individualized data-driven and standards-based small group instruction to meet the unique needs of all learners. In addition, the 2020-2021 iReady end of the year progress monitoring data indicated that 14 percent of kindergarteners, 43 percent of 1st graders, 52 percent of 2nd graders, and 38 percent of 3rd graders are not on track to score at or above Level 3 on the grade 3 ELA statewide assessment. It is apparent that we must improve our ability to meet the needs of all students to increase literacy skills. Through the use of small group instruction teachers will be empowered to identify students in need of additional support in a timely manner so as to refer to the Response to Intervention (RtI) process and engage in extended learning opportunities.
Measurable Outcome:	On the 2022 administration of the Florida Standards Assessment, Greynolds Park Elementary seeks to increase ELA learning gains. If we successfully implement Small Group Instruction then all students will increase by a minimum of 11 scale score points as evident on the state standardized assessments.
Monitoring:	The area of focus will be monitored by: * Weekly grade level planning sessions will be facilitated by the Leadership Team to facilitate the planning for small group instruction. *Classroom walk-throughs will be conducted to monitor implementation of small group instruction. *The Leadership Team will conduct bi-weekly data chats to discuss the progress of students in small group and determine if there is a need for intervention through extended learning opportunities or referral to the RtI process.
Person responsible for monitoring outcome:	LaToya Tarpley (ltarpley@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Small Group Instruction for ELA, our school will focus on the evidence-based strategy of Intervention/RtI which will assist in the screening of all students to empower teachers to provide aligned intervention and on-going progress monitoring. This will assure that all students' needs are identified to make adequate progress, and if not, to provide support and/or services for those who need it.
Rationale for Evidence-based Strategy:	Intervention/RtI will ensure that teachers screen all students to provide aligned intervention for ELA and on-going progress monitoring. This enables all students to make progress, and if not, empowers teachers to refer them for needed support and/or services.
Action Steps to Implement	

8/31-10/11- Bi-weekly common planning will be conducted to plan for small group instruction. Teachers will collaborate with the reading and math coaches to unpack the standards and highlight the specific skills to target during small group instruction. The small group rotation will be as follows: Rotation will be the Teacher-led center, rotation 2 will involve student collaboration on selected math problems or reading skills, rotation 3 will accommodate the different learning styles as students will work on tiered activities using Moby Max, and rotation 4 students will work on their individual needs through iReady.

Person Responsible LaToya Tarpley (ltarpley@dadeschools.net)

8/31-10/11- The teacher-led small group center will be implemented to provide additional support to students struggling to master skills or to provide enrichment for advanced students. This center will be data-driven and standards- based to increase student proficiency. Students will be initially grouped heterogeneously or homogenously, based on their needs. The teacher-led center for Tier 2 students will be conducted with fidelity to provide additional support for students not mastering Tier 1 state standards. Reading Coaches will provide Tier 3 students with intensive scaffolded small group instruction that is more specific to the learners' needs.

Person Responsible Inge Schoenlank (ischoenlank@dadeschools.net)

8/31-10/11- The leadership team will conduct weekly walk-throughs to monitor the implementation of small group instruction that is data-driven, standards-based, and conducted with fidelity.

Person Responsible LaToya Tarpley (ltarpley@dadeschools.net)

8/31-10/11- Progress monitoring will occur to measure students' progress and identify students that are not making adequate progress during small group instruction. Bi-weekly grade level planning meeting sessions will be conducted by the Leadership Team to facilitate data chats with teachers. Teachers will be provided with support by the Leadership Team to refer the targeted students to intervention, extended learning opportunities, or referral to the Response to Intervention (RtI) process.

Person Responsible Isabelle Datis (272704@dadeschools.net)

11/1-12/17 The reading coaches will monitor I-Ready and Reading Horizons chapter assessment data to adjust, guide, and deliver Targeted Tier 3 intervention instruction.

Person Responsible Isabelle Datis (272704@dadeschools.net)

11/1-12/17 Administrators and coaches will utilize MobyMax as a school-wide progress monitoring tool to track the trends in data, to assist teachers in adjusting and delivering ELA instructional content.

Person Responsible LaToya Tarpley (ltarpley@dadeschools.net)

1/31-4/29- Reading coaches and administrators will conduct data chats with teachers and reading interventionists during collaborative planning sessions to analyze up-to-date progress monitoring data from the bi-weekly assessments and Reading Horizons intervention assessments. In addition, teachers will utilize the tools for scaffolding comprehension and pre-requisite skills for students performing one to two years or more below grade level to target the benchmark of main idea and key details.

Grades kindergarten through second will utilize Word Works during whole group instruction and focus on phonics skills during differentiated instruction. In addition, reading teachers will use both iReady and Moby Max computer-based programs along with Teacher-led Centers to provide data-driven, standards-based instruction.

Person Responsible   Inge Schoenlank (ischoenlank@dadeschools.net)

1/31-4/29- Extended learning opportunities will be available to increase the lowest 35% population, Students with Disabilities, and English Language Learners reading proficiency through afterschool tutoring sessions, Spring Break Academy, and the Title III ELL Tutoring Academy to mitigate learning loss due to increased student absences.

Reading coaches will assist teachers with setting aside additional time during the school day and during home learning to dedicate to meet student's weekly iReady Time-on-Task goal of 45 minutes. Classes reaching iReady goals of 90% or more of students meeting their weekly usage rate, with an average of 70% or higher will be celebrated on the morning announcements by administrators as an incentive.

Person Responsible   LaToya Tarpley (ltarpley@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Based on the data review, our school will implement the Targeted Element of Social Emotional Learning. Through our data review, we noticed the majority of teachers requested additional professional development on effective methods for improving student behaviors. Furthermore, review of the data indicated a correlation between students with difficulty managing their emotions and academic performance.
Measurable Outcome:	If we successfully implement the Targeted Element of Social Emotional Learning, our students will be better able to manage their emotions in order to attend to academic demands and increase student performance. With consistent education in Social Emotional Learning, student performance will increase by 11 scale score points on the state assessment.
Monitoring:	The Leadership Team will provide professional development on the concepts contained within the Zones of Regulation and Brain Power to enable teachers to empower students in regulating their emotions and conducting themselves in a way that is beneficial to themselves and their community. Additionally, the Leadership Team will provide on-going support for implementation of the strategies and tools within these programs. The Leadership Team will conduct walk-throughs to assure that Social Emotional Learning is being conducted in the classroom.
Person responsible for monitoring outcome:	Laura Heller (lheller@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Social Emotional Learning we will focus on the evidence-based strategy of Social Emotional Learning, which involves a process whereby learners acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions in order to attain positive academic outcomes.
Rationale for Evidence-based Strategy:	Social Emotional Learning will assist students in regulating their emotions in order to empower them to maximize their learning in the classroom. The initiative will provide teachers with a systematic approach to manage and address student behavior.

Action Steps to Implement

9/22, 10/13, and 11/10- Faculty and staff will be provided with the opportunity to participate in Brain Power Wellness Program workshops to promote a supportive and emotionally healthy learning environment. Teachers will be guided on how to include best practices that promote mindfulness and brain break activities that help to enhance students' social and emotional development. Teachers will implement the Brain Power brain break activities to build students' capacity to focus and increase their productivity for academic achievement.

Person Responsible	Janine Townsley (pr2281@dadeschools.net)

8/31-10/11- The School Leadership Team will provide faculty and staff with training on information from the Zones of Regulations program. This schoolwide initiative will be implemented to provide students with strategies to manage their feelings, gain emotional control, regulate their actions , and increase their ability to problem solve.

Person Responsible	Laura Heller (lheller@dadeschools.net)

8/31-10/11- The Leadership Team will monitor the Early Warning Systems report and the Multi-Tiered Support System Power BI reports and conduct data chats regarding behavior. Students in need of tier 2 behavior interventions will participate in the Check-in/Check-out positive behavior intervention and support program. This program will help students to self-manage their behaviors to meet expectations. Selected faculty and staff will be assigned a student and will help them set goals for their behavior, check in with the student in the morning and in the afternoon regarding their conduct, and meet with the Behavior Support Team to determine the program's effectiveness on the students' progress.

Person Responsible LaToya Tarpley (ltarpley@dadeschools.net)

8/31-10/11- The assistant principal will monitor the school's mentorship programs such as the 5000 Role Models and the Young Women of Sophistication to promote leadership and foster a supportive environment that is conducive to learning while meeting the needs of all students.

Person Responsible LaToya Tarpley (ltarpley@dadeschools.net)

11/1-12/17- The counselor will monitor the Jennifer Beth Turken Heart Award program to promote empathy and a culture of kindness. Each month teachers will nominate students showing random acts of kindness. Selected students will be recognized and rewarded. In addition, students will have the opportunity to participate in the school's Kindness Club to foster an emotionally safe learning environment and inspire students to seek opportunities to show compassion and kindness.

Person Responsible Laura Heller (lheller@dadeschools.net)

11/1-12/17- The counselor will monitor initiatives such as the Kind Mind program to create awareness about mental wellness to engage students in acts of kindness, identify their emotions, build empathy, regulate their emotions, and enhance self-esteem. The counselor will conduct in class presentations as well as facilitate interactive and role play activities utilizing the program's resources to cultivate emotional wellness. In addition, The District's Values Matters campaign will be an ongoing school-wide initiative to promote mindfulness of core values to enhance students' social and emotional needs.

Person Responsible Laura Heller (lheller@dadeschools.net)

1/31-4/29- To accomplish the intended outcome for social emotional Learning, the EBD Clinician will spearhead the Resiliency Club and the mentorship of the Big Brothers Big Sisters in Schools Program will be monitored by the counselor for targeted students. In addition, English Language Learners (ELLs) that are advanced in the acquisition of English as Second Language will assist ELL students that are not proficient in English in their home language to help them in their acquisition of English and build positive peer relationships through the Peer ELL Buddy initiative.

Person Responsible Laura Heller (lheller@dadeschools.net)

1/31-4/29- The counselor will create and distribute monthly Newsletters to address topics to enhance students' social emotional development. The School Leadership Team will conduct data chats utilizing the Power BI Office Discipline Referrals (ODR) report to target students in need of Tier 2 Behavior Interventions such as the Zones of Regulations small group sessions, Check-in/Check-out (CICO), and additional supports from the Tier 2 Behavioral Toolbox.

Person Responsible Laura Heller (lheller@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	Based on student assessment data trends from 2018 through 2021 it is apparent that there is a need for reorganization of the leadership team in order to increase our collective capacity which will enhance student achievement.
Measurable Outcome:	If we successfully implement the Targeted Element of Instructional Leadership Team, our students will benefit from effective instruction that was developed with the support of leaders who have great capacity in their area of expertise.
Monitoring:	The administrative team will identify teachers who are content area experts in the areas of: English Language Learning, Reading, Writing, Math and Science and empower them to take on a leadership role that enables them to use their gifts to empower teachers to deliver highly effective lessons thus enabling greater student achievement. Grade or subject area meetings will be conducted with the support of these individuals on a weekly basis and are attended by administration. Lesson plans and classroom walk-throughs will ensure implementation of said plans.
Person responsible for monitoring outcome:	LaToya Tarpley (ltarpley@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence based strategy of Talent Utilization. By creating "experts in my building" and empowering them to make an impact on all faculty, student achievement will increase and our collective capacity will grow.
Rationale for Evidence-based Strategy:	Utilizing the talents of staff in the building will assist in integrating these talents to carry our vision, mission, and problem solve bringing creative and innovative solutions to the forefront.

Action Steps to Implement

8/31-10/11- Administrators will identify teachers who are content area experts and empower them to take on a leadership role to support other teachers with enhancing their instructional practices to deliver highly effective lessons.

Person Responsible	LaToya Tarpley (ltarpley@dadeschools.net)

8/31-10/11- The content area experts will participate in monthly collaborative meetings with the leadership team to contribute to the decision making process by analyzing data to identify instructional needs, problem-solving, and discussing strategies to meet the school's goals.

Person Responsible	Janine Townsley (pr2281@dadeschools.net)

8/31-10/11- The instructional leadership team will meet with teachers during grade level meetings to provide support with effective instructional practices to increase student achievement.

Person Responsible	LaToya Tarpley (ltarpley@dadeschools.net)

8/31-10/11- Administrators will provide instructional leaders with support to build their capacity to lead their colleagues in effective instructional practices.

Person Responsible	LaToya Tarpley (ltarpley@dadeschools.net)

11/1-12/17- The content area experts will conduct presentations of best practices during faculty meetings and on-campus professional development days to increase student engagement, overcome instructional challenges, promote social and emotional learning to close the achievement gaps and enhance students' social and emotional development.

Person Responsible	LaToya Tarpley (ltarpley@dadeschools.net)

11/1-12/17- Administrators will distribute leadership to build the capacity of content expert teachers by selecting a teacher from each grade level to serve as reading experts. These selected teacher leaders as well as the reading coaches will attend monthly district English Language Arts (ELA) Instructional Content Academies (ICADs) professional development workshops and present the information to teachers in their grade level.

Person Responsible	Janine Townsley (pr2281@dadeschools.net)

1/31-4/29- The reading coach will provide a professional development meeting on the new Reading Horizons intervention program to build the capacity of content experts to effectively implement the new reading curriculum for increased student learning. In addition, there will follow-up professional development to address the needs of the teachers in Reading Horizons.

Person Responsible	Inge Schoenlank (ischoenlank@dadeschools.net)

1/31-4/29- Content expert teachers will model reading intervention strategies from Reading Horizons and math fluency strategies from Alcaletics training during collaborative planning meetings to enhance instruction and increase student achievement.

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The primary area of concern is the number of 2nd grade behavior referrals as compared to other grade levels. As a school, we will work on monitoring referrals and the implementation of Social Emotional Learning and Positive Behavior Support and Intervention practices facilitated by the counselor to prevent behavior issues.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are in Relationships, Physical and Emotional Safety, Support, Care and Connections, and Engaging Learning Environment. Our school will continue to create relationships that promote a cognitively stimulating school environment that informs and engages students, parents and other stakeholders. We will celebrate the success of students and staff by emphasizing accomplishments and collaboration. Students are supported through mentorship programs such as the 5000 Role Models, Young Women of Sophistication, Kindness Clubs, and Kindness Celebrations. Staff are supported by collaborative planning with instructional coaches and administrative support. Additionally, staff are recognized for their contributions to our overall success by being given a "fins" up award. At each faculty meeting 6 staff members both instructional and non instructional are recognized for their efforts by their peers after the administrative team sends out the first six fins.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coaches, Teacher Leaders, and Counselor. The Principal's role is to promote and monitor all school initiatives and respond to concerns. Additionally, the Principal provides support to facilitate self awareness and boost the morale school-wide. The Assistant Principal will monitor the implementation of kindness and mentorship activities and communicate with all stakeholders with the assistance of the Social Media Team. Teacher leaders, instructional coaches, and counselor assist in providing and responding to stakeholders. All staff are responsible for making meaningful efforts to connect and build relationships with students, parents, and families.