

Miami-Dade County Public Schools

# Greynolds Park Elementary School



2022-23 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (42%) 2018-19: B (54%) 2017-18: A (64%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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# Greynolds Park Elementary School

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

<http://greynolds.dadeschools.net/>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">94%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	B	B

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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. 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: 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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Townasley, Janine	Principal	<p>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 promote 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.</p>
Datis, Isabelle	Reading Coach	<p>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 provides students with additional support through the push-in model and small group interventions. The instructional coach also works 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.</p>
Schoenlank, Inge	Reading Coach	<p>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 provides students with additional support through the push-in model and small group interventions. The instructional coach also works 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.</p>
Vaval, Kettle	Math Coach	<p>The instructional coach supports teachers to analyze student data, identifying students' needs, and setting 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 differentiated instruction. The instructional coach also provides teachers with support through modeling lessons to improve instruction as well as provides students with additional support through the push-in model and small group interventions. The instructional coach also works collaboratively with the leadership team to analyze school-wide trends in</p>



Name	Position Title	Job Duties and Responsibilities
		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 for students in primary grades. 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 maintains 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.
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.
Jolicoeur, Linda	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 assists 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, handles student discipline, and communicates with parents regarding concerns.

Name	Position Title	Job Duties and Responsibilities
Hankin, Rachel	School Counselor	The counselor will foster the social and emotional development of all students through the implementation of Social Emotional Learning for students in intermediate grades. 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.

**Demographic Information**

**Principal start date**

Friday 7/13/2018, Janine Townsley A

**Number of teachers with a 2022 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.*

10

**Number of teachers with a 2022 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.*

35

**Total number of teacher positions allocated to the school**

34

**Total number of students enrolled at the school**

488

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

3

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

1

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	81	85	88	94	82	130	0	0	0	0	0	0	0	560
Attendance below 90 percent	19	15	12	14	11	23	0	0	0	0	0	0	0	94
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	17	9	23	12	16	0	0	0	0	0	0	0	77
Course failure in Math	0	8	5	12	12	25	0	0	0	0	0	0	0	62
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	26	22	50	0	0	0	0	0	0	0	98
Level 1 on 2022 statewide FSA Math assessment	0	0	0	33	28	67	0	0	0	0	0	0	0	128
Number of students with a substantial reading deficiency	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	
	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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	5	7	17	16	22	0	0	0	0	0	0	0	67

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	5	0	13	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated  
Tuesday 7/26/2022

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	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

**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	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

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	45%	62%	56%				55%	62%	57%
ELA Learning Gains	56%						49%	62%	58%
ELA Lowest 25th Percentile	54%						45%	58%	53%
Math Achievement	42%	58%	50%				64%	69%	63%
Math Learning Gains	39%						55%	66%	62%
Math Lowest 25th Percentile	29%						53%	55%	51%
Science Achievement	27%	64%	59%				56%	55%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	53%	60%	-7%	58%	-5%
Cohort Comparison		0%				
04	2022					
	2019	47%	64%	-17%	58%	-11%
Cohort Comparison		-53%				
05	2022					
	2019	55%	60%	-5%	56%	-1%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	67%	-7%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	55%	69%	-14%	64%	-9%
Cohort Comparison		-60%				
05	2022					
	2019	66%	65%	1%	60%	6%
Cohort Comparison		-55%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	53%	-2%	53%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	28	50	50	28	46	36	12				
ELL	35	50	63	37	32	23	10				
BLK	44	59	46	36	39	32	34				
HSP	42	52	56	42	34	22	22				
WHT	64			64							
FRL	44	55	53	41	38	27	25				
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				
WHT	75			58							
FRL	53	49	45	63	54	53	52				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3

<b>ESSA Federal Index</b>	
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	356
Total Components for the Federal Index	8
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0



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%	0
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%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

The overall academic proficiency per subject increased in all areas. ELA Proficiency increased from 40% to 46%. Math Proficiency increased from 39% to 44%, and science proficiency increased from 21% to 26%. Data comparison shows an increase in ELA achievement in 3rd grade by 7%, 4th grade by 12%, 5th by 4%. Math achievement in 3rd grade increased by 15%, 4th grade by 6%, and 5th decreased by 10%.

All ELA Subgroups increased except for ELL and HSP both decreased by 4%. All ELA Subgroups Learning Gains increased, except for ELL, by a minimum of 4% to a maximum of 19%. ELL Learning gains decreased by 4%. All ELA Subgroups L25 increased by an average of 22%. ELL L25 decreased by 4%. Subgroup data for math achievement decreased in all categories except SWD. SWD Math achievement increased from 21% to 28% when comparing the school year 2021 to 2022. Math achievement for FRL remained at 41%.

Math learning gains increased for SWD, BLK and FRL. SWD increased by 39%, BLK increased by 15% and FRL increased by 10% when comparing the subgroup data from 2021 to 2022. Math learning gains for ELL decreased by 5% and learning gains decreased by 3% for HSP.

Math learning gains for L25 sub groups increased 11% for BLK and 36% for SWD in 2022 . ELL and HSP decreased in learning gains. The ELL, L25's decreased by 57% and HSP L25's decreased by 12%.

Science Achievement decreased in all subgroups.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Data components, based on progress monitoring that demonstrated the greatest need for improvements are targeted differentiated and explicit instruction in all classrooms, specifically for ELA and Math Subgroups and targeted instruction for science and ELL students. We have struggled with consistency of differentiated instruction across all classrooms and grade levels. In addition, ELL strategies are not being used consistently and effectively. The 2022 progress monitoring data reflects that the greatest need for improvement in ELA and Math is with the ELL subgroup.

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

Effective Tier 1 core instruction where all students are given access to meet learning targets that are aligned to grade level standards were not consistently implemented. Tier 1 instruction that utilizes differentiated instructional practices with student centered learning activities that provide independent practice, cooperative learning, brain breaks and student motivation increasing student engagement and achievement.

We will begin to align appropriate resources and instructional activities with standards to ensure that instruction is targeted. In addition, collaborative planning will support these efforts and will incorporate a greater focus on the standards and standards-based resources provided by the district. 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. ELL strategies and resources will be specifically used to aid and support student learning.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Data components, based on progress monitoring and 2022 state assessments that demonstrated most improvement is ELA proficiency and Math achievement in 3rd grade.

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

Targeted Tier 2/3 instruction. Cooperative learning cohorts and collaborative planning focused on data driven instruction. Math acceleration plan implemented with fidelity in 3rd and 4th Grade along with small group instruction enabled students to build math fluency and automaticity laying the foundation for students to learn upcoming math concepts for the year. Small group provides opportunities for flexible and differentiated learning with smaller number of students. Students have more chances to participate, and teachers can monitor learner progress better, providing more individualized feedback and support.

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

Differentiated instruction and ongoing progress monitoring will be used to tailor core content to the learning needs of students. The interpretation of student data will be used to consistently guide instruction, determine appropriate interventions, and accurately project student performance. Utilization

of standard-aligned and research based strategies, resources, and software to supplement and target student learning.

**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 Learning Communities and collaborative planning focused on creating data-driven lessons and instructions, strategies with modeling of student and teacher centered methods selected based on teacher readiness will be provided to support teachers. Consistently incorporating reading and math intervention with fidelity.

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

Reading and Math intervention and differentiated instruction will be scheduled with fidelity and strategies will be implemented school-wide that are aligned to standards. Data-driven collaborative planning, consistent modeling and push-in services for ELL and SWD. Administrative team will conduct bi-weekly walkthroughs, providing consistent feedback and opportunities to reflect on student learning.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus**

**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review, our school will implement the targeted element of differentiation. We selected differentiation based on our findings that demonstrated a lack of progress and limited student proficiency with 46% proficiency in Reading, 44% in mathematics Mathematics, and 26% in proficiency in Science for the 2022. This indicates a 6% increase in reading, 5% increase in Mathematics, and a 5% increase in science from 2021 to 2022 school years. 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:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement differentiation, then at least 51% of students will demonstrate proficiency as evidence by the results of the Florida Assessment Progress Monitoring 1 as compared to Progress Monitoring 3.

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular classroom walk-throughs to ensure that quality instruction is taking place.

**Person responsible for monitoring outcome:**

Janine Townsley (pr2281@dadeschools.net)

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated instruction enables teachers to provide tailored instruction for all tiered students. Data will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include on-going progress monitoring to assure appropriate differentiated instruction.

**Rationale for Evidence-based Strategy:** Explain the

Differentiated Instruction will ensure that teachers are meeting the unique learning needs of all learners thus resulting in greater student proficiency on standards-based assessments.

**rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14 Teachers will track and analyze data after each bi-weekly assessment to make data-driven decisions for differentiated instruction.

**Person Responsible** Isabelle Datis (272704@dadeschools.net)

8/17 - 10/14 During common planning sessions, the reading and math coach will collaborate with teachers to discuss best practices for small group rotations and scaffolding will be shared during collaborative planning to improve instruction and build expertise.

**Person Responsible** Ketline Vaval (kvaal@dadeschools.net)

8/31 - 10/14 Teachers will utilize the Acaletics Math program to accelerate learning and improve students' math achievement in grades 3-5.

**Person Responsible** Ketline Vaval (kvaal@dadeschools.net)

8/31 - 10/14 Teachers will also utilize i-Ready and Progress Monitoring data to create continuous flexible grouping to ensure the learning needs of the students are met.

**Person Responsible** Isabelle Datis (272704@dadeschools.net)

10/31-12/16 Conduct quarterly data chats with teachers to monitor student performance on progress monitoring assessments and support teachers with regrouping students for small group instruction as needed. As a result, teachers will develop classroom groups based on the current data trend to provide academic support to increase student performance.

**Person Responsible** Janine Townsley (pr2281@dadeschools.net)

10/31-12/16 Administrators will conduct walkthrough to ensure that differentiated instruction is taking place and that on going data analysis is being used to create the instructional focus. As a result, this will ensure that targets lessons are provided and groups are adjusted through on going data analysis.

**Person Responsible** Linda Jolicoeur (lindac@dadeschools.net)

**#2. Positive Culture and Environment specifically relating to as a Attendance Initiative**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the Data Review our school will implement the targeted element of Attendance improvement. We selected Attendance Improvement based on our findings that demonstrated during 2022 school year 49% of all students were absent from school 10 or more days and 11% of teachers were absent from school 10 or more days.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement Attendance Incentives then students and teachers attendance will improve. Last year, 49% of students and 11% of teachers were absent 10 or more days. This year we aim to decrease this to 44% or fewer of students missing 10 days or more of school and 10% or fewer of teachers missing 10 days or more of school. This increased attendance will translate into increased teaching and learning time and thus greater student achievement.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

The leadership team will monitor attendance of students and teachers on a daily basis and follow up with families or teachers when absences occur to mitigate unexcused absences and encourage daily attendance.

**Person responsible for monitoring outcome:**

Laura Heller (lheller@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Attendance incentives will provide additional motivation for students and staff to attend and engage in school on a daily basis.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Attendance incentives will ensure that teachers and students are attending school daily as often as is possible thus engaging in teaching and learning to increase student performance.

**Action Steps to Implement**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31 - 10/14 Teachers will incorporate incentives and prizes, such as stickers and shoutouts for students who have weekly perfect attendance. Classes with perfect attendance will be recognized on the morning

announcements. Teachers will monitor student attendance daily per subject area via gradebook and reach out to parents after two absences.

**Person Responsible** Laura Heller (lheller@dadeschools.net)

8/31 - 10/14 Administrators along with the attendance interventionist and Community Involvement specialist will monitor and conduct conferences with parents of students with 3 or more absences within a marking period.

**Person Responsible** Linda Jolicoeur (lindac@dadeschools.net)

8/31 - 10/14 Administrators will promote and incentivize faculty and staff attendance utilizing treats for teachers who have weekly perfect attendance.

**Person Responsible** Janine Townsley (pr2281@dadeschools.net)

8/31 - 10/14 Administrators will monitor and incentivize school-wide attendance quarterly, providing teachers with shout outs, treats, and other prizes to celebrate attendance.

**Person Responsible** Linda Jolicoeur (lindac@dadeschools.net)

10/31-12/16 Administration will analyze student and staff attendance and conduct conferences to identify if additional support is necessary. As a result, students and staff will be recognized for their attendance efforts.

**Person Responsible** Janine Townsley (pr2281@dadeschools.net)

10/31 -12/16 Monitor the truancy referral process to ensure compliance of district protocols. As a result, all efforts will be made to decrease the amount of referrals.

**Person Responsible** Laura Heller (lheller@dadeschools.net)

### #3. Transformational Leadership specifically relating to Leadership Development

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the teacher responses from the 2022 school climate survey and professional development survey 22% teachers have expressed an interest in participating in Professional Learning Communities as a result the school will venture to develop leaders to facilitate professional learning communities in order to increase teacher efficacy.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully develop leaders then professional learning communities will become a reality leading to 30% of teachers participating in on-going professional development which will yield increased teacher capacity and student achievement.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

The leadership team will facilitate the development, implementation and execution of courses for teachers to participate in Professional Learning Communities in the professional development system.

**Person responsible for monitoring outcome:**

Isabelle Datis (272704@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Leadership development will be actualized by professional learning communities as well as other professional development activities.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Nearly 22% of teachers indicated a desire to participate in professional learning communities as evidenced by the school climate survey. By conducting professional learning communities we will equip teachers with best practices and strategies to help facilitate instruction.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/15 - 10/14 Provide school-wide professional development activities. As a result teachers will be provided with an opportunity to model and explain best practices and strategies during faculty meetings.

**Person Responsible**

Isabelle Datis (272704@dadeschools.net)

8/31 -10/14 Facilitate lesson studies through Teacher's Choice grant and ASCD Learning Library. As a result teachers will share and collaborate research evidenced based instructional practices to increase teacher efficacy.

**Person Responsible**

Ketline Vaval (kval@dadeschools.net)

8/31 -10/14 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 with expected outcome of meeting the school's goals.

**Person Responsible**

Janine Townsley (pr2281@dadeschools.net)



8/31 -10/14 Grade chairs will meet and collaborate with teachers to monitor lesson plans and share best practices. This will increase collaboration amongst teachers to help facilitate instructional learning.

**Person Responsible** Linda Jolicoeur (lindac@dadeschools.net)

10/31-12/16 Conduct monthly Leadership Team and Faculty Meetings to share school wide initiatives, Framework for Effective instruction and IPEGS. As a result, staff members will be provided information, strategies, and best practices for professional growth and data needed to target effective instruction.

**Person Responsible** Janine Townsley (pr2281@dadeschools.net)

10/31-12/16 Continue to provide school-wide professional development activities to support teachers in content area instruction. As a result, teacher will identify collaborative strategies to implement for increase student proficiency in content areas.

**Person Responsible** Isabelle Datis (272704@dadeschools.net)

**#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the ESSA Data Review our SWD, ELL, and BLK subgroups fell below the 41% threshold in reading, math and science. Therefore, the school will implement the targeted element of intervention for the subgroups in core subject areas.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement Tier 2 and Tier 3 intervention with fidelity, then at least 42% of students will achieve proficiency in each subgroup category in reading, math, and science.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

The Leadership Team will conduct walkthroughs, quarterly data chats, and progress monitor students within the subgroups to ensure increase proficiency in reading, mathematics and science.

**Person responsible for monitoring outcome:**

Isabelle Datis (272704@dadeschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

The Gradual Release of Responsibilities Model (GRRM) is a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for**

The Reading Horizons Intervention program provides students with a structured gradual release model of learning. Intervention will ensure that students are provided with small group instruction that utilizes the gradual release model to meet their unique learning needs thus resulting in greater student proficiency on standards-based assessments.

**selecting this strategy.****Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31 -10/14 Tier 2 intervention will be provided to students 5 times a week for 30 minutes utilizing evidence-based resources that target specific learning deficiencies and exposing them to prerequisite skills. On going progress monitoring data will be utilized to monitor student progression.

**Person Responsible** Ketline Vaval (kvaval@dadeschools.net)

8/22 - 10/14 Tier 3 intervention will be provided 2-3 times per week by a reading endorsed teacher which will result in closing the academic achievement gap in reading and math.

**Person Responsible** Isabelle Datis (272704@dadeschools.net)

8/22 - 10/14 Teachers will utilize on going progress monitoring data to monitor student progress and proficiency. As a result, teachers will be able to modify instruction to meet student needs.

**Person Responsible** Linda Jolicoeur (lindac@dadeschools.net)

8/22 - 10/14 Administrators will conduct walk-throughs regularly to monitor that Tier 2 and Tier 3 intervention is being conducted with fidelity. This will ensure students needs are being met, and learning deficiencies are being targeted.

**Person Responsible** Janine Townsley (pr2281@dadeschools.net)

10/31-12/16 Administer i-Ready Growth Monitoring Assessment in reading and math to Tier 2 and Tier 3 students. As a result, data will be used to track student progression and to adjust instruction and groups to ensure students are provided with the additional support.

**Person Responsible** Inge Schoenlank (ischoenlank@dadeschools.net)

10/31-12/16 Administrators will continue to monitor and conduct walkthroughs to ensure Tier 2 and Tier 3 intervention is being conducted with fidelity. As a result, walkthroughs will ensure that instructional staff are providing targets lessons based on the District's Pacing Guide and resources are effectively delivered resulted in closing the achievement gap.

**Person Responsible** Janine Townsley (pr2281@dadeschools.net)

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

B.E.S.T. standards assure that all students are exposed to grade level, standard based instruction thus allowing all students to routinely engage in grade level reading activities. This strategy was chosen for this grade level as 77% of all kindergarteners and 54% of promoted first graders achieved at or above the 50th percentile as evidenced by the Stanford Achievement Test administered in the Spring of 2022. This indicates that the majority of students are ready for grade level instruction as they move on to the next grade level and that there is a need for standard based instruction so that students can continue to score at these levels as they move forward and do not regress.

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

B.E.S.T standards assure that all students are exposed to grade level, standard based instruction thus allowing all students to routinely engage in grade level reading activities. This strategy was chosen for this grade level as 55% of all second graders achieved at or above the 50th percentile as evidenced by the Stanford Achievement Test and 60% of all promoted third graders and 54% of our fourth graders scored a 3 or higher on the Florida State Assessment administered in the Spring of 2022. This indicates the majority of students are ready for grade level instruction as they move on to the next grade level and that there is a need for standard based instruction so that students can continue to score at these levels as they move forward and do not regress.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

Kindergarten will maintain 77% or higher of students scoring on grade level by the Spring Administration of the Florida Assessment System. First grade will increase the percentage of students scoring on grade level to 55% of all students by the Spring Administration of the Florida Assessment System. Second grade will increase the percentage of students scoring on grade level to 60% of all students by the Spring Administration of the Florida Assessment System.

### **Grades 3-5: Measureable Outcome(s)**

Third Grade will increase the percentage of students scoring on grade level to 56% of all students by the Spring Administration of the Florida Assessment System. Fourth Grade will increase the percentage of students scoring on grade level to 59% of all students by the Spring Administration of the Florida Assessment System. Fifth Grade will increase the percentage of students scoring on grade level to at least 41% of all students by the Springs Administration of the Florida Assessment System.

#### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The leadership team will facilitate collaborative planning to ensure the development of lesson plans that are aligned to the standards. Classroom walk-throughs will be conducted to monitor implementation of standard aligned instruction where student work samples will also be reviewed for fidelity to the standards.

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Townsley, Janine, jtownsley@dadeschools.net

#### **Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Think Alouds enable students to improve their comprehension while reading independently. With this technique, the teacher models the thought process he/she engages in while reading. To do so, the teacher verbalizes what he/she is thinking (this can be done specifically for every reading standard and/or skill) in order to construct meaning. Administrators will conduct walkthroughs

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Think Alouds will allow students to process information so that they may be fully immersed in understanding the standards. It allows students to learn how to take control of their thinking as they read. It also improves their comprehension. and decelerates the reading process to allows students to monitor their reading comprehension.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>8/22-10/14: Tier 1 core instruction, teachers will utilize McGraw-Hill and implement the embedded Think Alouds within the series. Coaches will model Think Aloud strategies during push-in support. Informal assessments and observations will be conducted routinely to ensure students are utilizing the Think Aloud strategy. During collaborative planning sessions teachers and coaches will discuss best practices for implementing this strategy.</p>	<p>Datis, Isabelle, 272704@dadeschools.net</p>
<p>8/22-10/14: Administrators will conduct weekly walk-throughs to monitor the implementation and fidelity of Think Alouds. 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</p>	<p>Vaval, Ketline, kvaval@dadeschools.net</p>
<p>10/31-12/16 Curriculum Support Specialist will provide collaborative planning sessions and modeling to assist teachers with best practices for implementing the Think Aloud strategy.</p>	<p>Townsley, Janine, pr2281@dadeschools.net</p>
<p>10/31-12/16 Continue to conduct walkthroughs and provide assistive feedback to support teachers</p>	<p>Townsley, Janine, pr2281@dadeschools.net</p>

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Greynolds Park Elementary School ventures to develop a positive school culture by utilizing a variety of techniques gathered from the Zones of Regulation, Brain Power, and Mindfulness. These programs meet you where you are emotionally and assist you with processing those emotions so as to allow you to focus on the task at hand. Additionally, Greynolds Park Elementary School celebrates student successes both academic and non-academic via monthly Green Parties, quarterly Honor Rolls, weekly Attendance Incentives, Student of the Month and monthly Jennifer Beth Turken Kindness Celebrations. These two mechanisms work together to create a welcoming, nurturing environment for all.

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

The administrative team promotes a positive school culture and environment by welcoming students, staff, and guests on a daily basis to the campus. Additionally, they provide for the training on programs such as Zones of Regulation, Brain Power and Mindfulness as well as incentives for students and staff for celebration such as Green Parties and Honor Roll to name a few. School staff promotes a positive school culture by welcoming students and guests to the building. A clean, safe learning environment is provided through the cooperation of non-instructional staff and instructional staff. Non-instructional staff maintain the safety and cleanliness while instructional staff develops procedures for a safe learning environment. Instructional staff has been trained in Zones of Regulation, Brain Power and Mindfulness to assist others with the processing of their emotions. Instructional staff provides incentives for student learning, attendance, and behavior. Students promote a positive school environment by engaging in Mindfulness and Brain Power Activities which empower them to process their emotions so they can actively engage in learning activities without distractions. Students furthermore strive to be recognized for their attendance, academic success, and character development by pursuing acknowledgement via Student of the Month, Jennifer Beth Turken Kindness Ambassador, Green Parties, and the like. Parents promote a positive school culture by participating in PTA, EESAC, and school based events as well as positively promoting the school to the community. Community Partners promote a positive school culture by participating in EESAC and providing incentives for students and/or staff to be recognized for their outstanding work. Volunteers promote a positive school culture by engaging with us in pursuing student excellence through additional support for student and teachers alike. Our School Board Member promotes a positive school culture by providing recognition to students for Student of the Month. Furthermore our School Board Member assists in the development of a positive school environment by advocating for the needs of the school.