

Grand Avenue Primary Learning Center



2014-15 School Improvement Plan

Grand Avenue Primary Learning Center

800 W GRAND ST, Orlando, FL 32805

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	39
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	43

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Grand Avenue uses professional learning, specifically tailored to our student population which includes the works of Eric Jensen and Ruby Payne, to equip teachers and staff with strategies and resources to develop meaningful relationships and safe classroom environments. In addition to the professional development focus, prior to the start of the new year, teachers reach out to families through phone calls and home visits. This practice builds a strong school family connection and fosters consistent and coherent teacher-student relationships.

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

Grand Avenue maximizes all student contact time to build teacher-student relationships, teacher-family relationships, and school-community relationships, as well as provides a safe and secure environment at all times through supervision. Every on-campus interaction (arrival, lunch time, dismissal), is used as an opportunity to expand student learning as well as address young children's healthy social and emotional development.

Grand Avenue has intentionally implemented instructional resources that focus on the importance of cooperation, collaboration, kindness, and personal responsibility. These values are embedded across content areas and assist in increasing student achievement by helping students feel safe and secure in school, which fosters their willingness to take risks academically.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All teachers and staff will continue being trained on Grand Avenue's school-wide discipline plan. Training modules began during pre-planning of the 2014-2015 school year. During these modules staff will continue to participate in ongoing discussions about prevention, engagement, risk factors, behavioral patterns, and behavioral expectations as identified in The Caring School Community, Conscious Discipline, and The Responsive Classroom researched-based professional resources. The school's SMART goals will be shared and discussed in detail during grade level PLC meetings. Further support will be provided as needed through grade level PLCs. PLCs will also study the latest work of Eric Jensen, Engaging Students With Poverty in Mind, to enhance smart purposeful engagement strategies in order to expand students' cognitive capacity and increase motivation and effort.

The Behavior Leadership Team approaches disciplinary incidents as a PLC. This PLC meets

regularly, the second Wednesday of every month, to discuss trends and patterns in student behavior, and to implement and monitor individualized behavior plans. The behavior leadership team also works closely with the families to identify clear behavioral expectations, while providing additional support as need (such as medical, resources, housing, nutrition, social services, and anything else that may effect student behavior).

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The triangulation of our Multi-Tiered System of Supports (MTSS) team partnering with the Behavior Leadership Team and outside counseling agencies, such as Deveroux and Kinder Consulting, works to ensure that the students that demonstrating behavioral concerns receive the necessary additional counseling and mental health services.

In addition, Grand Avenue's school Guidance Counselor is on the specials wheel in order to provide consistent small-group support to all students.

Grand Avenue has also implemented a school-wide Tender Loving Care (TLC) program that identifies specific at risk students (for example: incarcerated family members, homelessness, extreme behavior concerns). This program partners those identified children with a willing staff member that serves as a mentor. These school-based mentors serve as an additional caring adult on the school campus in order to model a passion for learning, offer academic help, build strong relationships, and refer families for services.

The mentor program at Grand Avenue Primary Learning Center that is provided through our Partner in Education program, provides many of our second grade students with long-term mentors equipping our targeted second grade students with the long-term emotional support of a positive adult role model. This program is designed with the intention to increase students' rate of academic success, to reduce behavioral problems in school, and to increase the likelihood of high school graduation.

Early Warning Systems

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- Tardies below 90 percent
- Two or more school referrals
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	K	1	2	
Attendance below 90 percent	20	15	11	46
One or more suspensions	19	14	7	40
Course failure in ELA or Math	0	0	3	3
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	K	1	2	
Students exhibiting two or more indicators	6	2	1	9

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

The members of the faculty and staff collaborate in order to support all students identified by the early warning system. A MTSS meeting is held for each student struggling academically, as well as for students exhibiting two or more early warning indicators. The MTSS team examines all factors that may attribute to student academic and behavior performance as well as school attendance. Based on conversations during this meeting time, the MTSS coordinator schedules a follow-up meeting with students' parents, classroom teachers, administration, the school Social Worker, and the Guidance Counselor as necessary. The classroom teachers also initiate and maintain regular communication with the families of these students, specifically focusing on monitoring student progress of the identified areas. During weekly grade level PLC meetings teachers discuss the ongoing progress of these students with the members of the Leadership Team in attendance. The Behavior Leadership Team uses this information to guide the student's individualized support plan. The Behavior Leadership Team regularly checks in with these students throughout the school day and makes additional contact with parents to sustain and strengthen the ongoing communication between school and home. The Behavior Leadership Team also provides targeted students with individualized incentive programs that assist in the improvement of their academic performance.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/174944>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school fosters relationships and sustains partnerships with the local community in many ways. The principal seeks the support and on-going partnership with local universities by serving on their advisory councils, welcoming pre-service teachers on campus, and implementing service learning projects at Grand Avenue. Through the efforts of our Partner In Education program, the Family Intervention Specialist, Guidance Counselor, Principal, and dedicated faculty we are able to develop and sustain relationships with programs such as Blessings in a Backpack, the Kate and Justin Rose Foundation, and the Orlando Philharmonic which provides our students materials to meet their basic needs, experiential learning opportunities, and enriched instruction that improves student achievement.

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Rodriguez, Lino	Principal
Brown, Bevan	Instructional Coach
Wuthrich, Jodi	Instructional Coach
Dinkins, Bilandra	Instructional Coach
Maddox, Katundra	Other
New, Abigail	Other

Duties

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

The Leadership Team meets weekly to debrief on classroom observations in order to refine our coaching strategies based on the trends and patterns identified as well as plan and facilitate job-embedded professional development. During these discussions, the Leadership Team uses regular classroom observations to decide on the weekly PLC focus, individualized support for each teacher, as well as collaborate to enhance the actionable feedback provided to the teachers. Additionally, the Leadership Team participates in weekly PLC meetings to assist in common planning, data analysis, and provide support for the instructional implications from the data. The Leadership Team meets with the principal to collaborate about the appropriate solutions to school-based decisions based on classroom observations and student data.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team uses the School Improvement Plan structure to identify the overarching needs of the school. The needs are identified by using the following resources; Developmental Reading Assessment (DRA), reading inventories, math assessments, teacher observations, common assessments, classroom walkthroughs, as well as the School Effectiveness Surveys completed by staff members and parents. School-wide data are brought before the team to be desegregated in order to identify areas and subgroups in need of additional resources or support. The Leadership Team collaborates with grade level base PLCs and the MTSS Leadership Team to examine all learners, learning environments, instructional strategies, and any possible barriers effecting student achievement (i.e. health concerns, social/emotional problems, homelessness, etc.).

The Leadership Team meets weekly with grade level PLCs, the MTSS Leadership Team meets monthly with grade level PLCs, and the MTSS leadership team also meets with administration on a monthly basis in order to align resources and personnel for the highest impact on student achievement.

Once this information is gathered, the team further examines the delivery of instruction for all struggling learners and aligns targeted interventions. The MTSS team continuously monitors student

learning and provides the classroom and intervention teachers with resources and support. Once interventions are aligned and all data is collected, the team collaborates to determine if interventions continue as planned. Interventions will increase in frequency, if additional interventions are needed, or if eligibility consideration for Exceptional Student Education (ESE) is applicable as determined by student data.

- Title I, Part A – Grand Avenue Primary Learning Center has a full time Family Intervention Specialist (FIS) that provides services to our parents by interviewing and consulting with them to determine the most effective approach to overcome obstacles. The FIS works closely with the Guidance Counselor, School Social Worker, Staffing Specialist, Attendance Clerk, teachers, and administration to assist in promoting student success in school. Additionally, the FIS provides General Educational Development (GED) services, works with families who attend the weekly Great Start program by planning and executing activities that are self-help as well as academic programs that can be used at home to support student learning. Additionally, the FIS along with other staff members make calls and home visits to families when needed to help assist in improving the school to home connection through communication. The duties of the FIS impacts all stakeholders which includes students, staff, and families.

- Title X- Homeless- Families who qualify for the McKinney-Vento Act are identified by the Registrar, teachers, all support staff, and the administrative team.

The educational rights afforded to those who qualify under the McKinney-Vento Act are explained to parents by members of the Grand Avenue Primary Learning Center staff. These include but are not limited to all educational supplies and materials, field trips and bus transportation to remain in the school of origin if the location of the child is more than 2 miles.

All parents have access to information should they qualify during the school year. The information is provided at parent meetings, parent-teacher conferences, and written information is available at the Family Service Center (FSC), the front office, and the offices of the Guidance Counselor, FIS and the Staffing Specialist.

- Nutrition Programs – Grand Avenue Primary Learning Center students participate in the Blessings in a Backpack program which is designed to meet the nutritional needs of children and families over the weekend. For the 2013-2014 school year, Grand Avenue Primary Learning Center will continue to participate in the Love Pantry project which will provide meals to families within the community during emergency/crisis situations. Additionally, classroom teachers integrate Healthy Habits for Life nutritional curriculum, which is in partnership with Nemours Health and Prevention Services. This curriculum helps to educate children and families on the importance of healthy food choices and exercise.

- Head Start – Our campus currently has two Head Start units that are sponsored through Orange County Head Start.

- Adult Education – Grand Avenue Primary Learning Center provides GED classes Monday and Wednesday mornings. The classes are designed to help improve reading, writing, social studies and math skills in preparation for the high school equivalency exam.

-Grand Avenue Primary Learning Center participates in the Voluntary Prekindergarten program (VPK) by providing two pre-k units. This program encourages students in our community to start school at age four, which prepares them for school both socially and academically.

- We have a full time school guidance program that teaches social and academic success skills, problem solving and conflict resolution in the classroom.

- Great Start is a Thursday morning program which provides an interactive parent breakfast meeting. During this time topics of interest are discussed by parents, school staff and outside resources when available. This year we will implement monthly classroom visits to demonstrate authentic student learning through effective teacher language, the use of partner talk, and the art of facilitating classroom discussions. Following the classroom visits, families will debrief on their experience with staff members, helping them to apply their learning at home.

- Great Endings is a program that provides a safe learning environment for parents to learn with their children through the Parent and Child Together Center (P.A.C.T.) . This takes place by providing developmentally appropriate child centered activities that enhances learning at home. The P.A.C.T.

Center was funded through the Mayor's Grant.

- Social work services are provided by an Orange County Public School employed Social Worker who works to address the needs of families and to assist in contacting resources needed by families in order for students to succeed.
- Students receive special education services in which parents and teachers are involved in the process to determine the best educational interventions for students in need of assistance to address their academic needs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lino Rodriguez	Principal
Khadijah Bagley	Parent
Natalie Morrobel	Parent
Charles E. Grays	Business/Community
James Watkins	Business/Community
Tiffany Taylor	Teacher
Rachel Fancher	Teacher
Rebecca Reitzel	Teacher
Megan Bernier	Teacher
Katundra Maddox	Teacher
Barbara Barry	Teacher
Jane Meister	Teacher
John Neusenbergl	Business/Community
Mikel Cross	Parent
Cindy Franklin	Parent
Netarah Blanton	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Counsel (SAC), comprised of school-based stakeholders including teachers, parents and community leaders, met at the end of the year for the annual retreat. During this time the members discussed the School Improvement Plan (SIP) and the current school data to evaluate the SIP and determine the needs of the school for the upcoming year.

Development of this school improvement plan

The SAC held a School Improvement Planning retreat May 30, 2014. Each member of the SAC, consisting of instructional staff and a parent, received a copy of the 2013-2014 School Improvement Plan (SIP) and the results from the School Effectiveness survey. The SAC discussed the data and made recommendations and adjustments according to school needs and new initiatives being implemented both state and district wide.

Preparation of the school's annual budget and plan

The SAC meets monthly to discuss school improvement efforts including school-wide data trends, operational concerns, community perspectives, and family needs. An annual budget and plan of action is determined with the input from all stakeholders.

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

The SAC used the school improvement funds to purchase materials for after school tutoring. Our school was allocated \$1,003.21 for the 2013-2014 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Brown, Bevan	Instructional Coach
Chambers, Felicia	Teacher, K-12
Wuthrich, Jodi	Instructional Coach
Dinkins, Bilandra	Instructional Coach
Meister, Jane	Other
Pelser-Borowicz, Nancy	Instructional Media
Reitzel, Rebecca	Teacher, K-12
Morris, Audra	Teacher, ESE
Bonesteel, Kimberly	Teacher, K-12
Bernier, Megan	Teacher, K-12
Rodriguez, Lino	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will focus their efforts on supporting teachers with newly adopted curriculum and Language Arts Florida Standards (LAFS). The LLT will meet monthly to discuss the academic support needed for the school. Individuals will meet with their respective team to collect student data, student concerns, and student successes. Based on this feedback and support, members of the LLT will provide professional development, modeling and coaching opportunities, and instructional resources as needed. This team will also work closely with administration to help ensure that available instructional resources are closely aligned to student needs.

Public and Collaborative Teaching

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

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

Professional Learning Communities (PLCs), at Grand Avenue are composed of collaborative teams where members work interdependently to achieve common goals linked to the purpose of learning for all. Collaborative teams foster positive working relationships by creating a systematic process in which teachers work together to impact instructional practices that lead to better results for students, teams, and the school. The expectation at Grand Avenue is for all grade level teams to collaborate weekly for lesson planning. Teachers use their PLC time to desegregate their grade level data and identify target areas that differentiated instruction is needed. During their weekly grade level team meetings teachers use the scope and sequence found on the Instructional Management System (IMS) to identify standards, learning goals, and targets for the upcoming unit and lessons. The teachers also identify the essential questions, accommodations, enrichment opportunities, as well as develop the accompanying scales. During these planning meetings teachers have discussions to identify the additional resources and materials that will support students learning. Collective inquiry enables all team members to develop new skills and capabilities that lead to an increase in teacher confidence and morale.

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

The Principal recruits highly qualified teachers by partnering with local universities to identify effective interns, attending job fairs, and following up on references for candidates who are qualified. Once a candidate is identified, the Leadership Team is included in the interview process and collaborates with the Principal to ensure the most highly qualified candidate is hired. Our strategies for retaining effective teachers include job embedded support according to their areas of need, pairing them up with a colleague as a mentor, providing resources, and classroom support as needed and utilizing instructional coaches. Additionally, all teachers receive on-going professional development, collegial observations, in classroom coaching, sharing sessions, as well as demonstration lessons. The Principal, instructional coaches, and district support are responsible for ensuring that all teachers needs are met.

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

The mentor program at Grand Avenue Primary Learning Center is based on both the needs of beginning teachers and those teachers who are new to Grand Avenue but have prior teaching experience. Beginning teachers are paired up with a teacher with at least five years of experience, have evidence of student success, and who has the flexibility to be able to provide support as needed. This person is typically a member of their team. This partnership is to ensure that the beginning teacher completes the Beginning Teacher Portfolio as well as have the support in becoming familiar with the culture of the school and staying on track without feeling overwhelmed. However, if a teacher comes to Grand Avenue Primary Learning Center and has more than three years of experience, they will be paired up with someone, ideally a team member, as their go-to person for any questions or concerns as well. The mentor and mentee will meet weekly to discuss questions/concerns and to plan. The mentor is given release time to observe the mentee. The mentor and mentee will participate in classroom observations which will allow them to have dialogue as needed to ensure teacher success during this transition. The mentee will observe other highly qualified teachers. Time will be given for feedback, coaching, and planning. Additionally, the mentee will be supported by other resource teachers as needed throughout the year. Both the mentor and mentee will participate in monthly protégé/mentor meetings scheduled by the Instructional Coach as well as the district required teacher induction program. Instructional coaches will observe them bi-weekly and provide actionable feedback aligned to the Marzano Framework.

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Grand Avenue uses screening and diagnostic assessments to establish a detailed and prescriptive academic profile for each student. This data is used as a guide to differentiate instruction inside the classroom, aligning instructional practices to student needs. Teachers also work in Professional Learning Communities (PLCs), to design and analyze standards-based common/formative assessments in order to monitor learning progress along the way.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,400

Students will participate in the Title I Academic Tutoring program funded by Title I. This program will target previously retained kindergarten, first, and second graders, as well as the lowest 30% of second graders in the area of reading with a focus on vocabulary, phonics, and comprehension. Retained kindergartners will receive instruction focused on oral language development, phonics, and phonemic awareness. Retained first and second graders will receive instruction targeting oral language development, phonics, academic vocabulary, fluency, and comprehension. Tutors will use Journey's Literacy Toolbox to provide targeted, small-group reading instruction aligned to the Florida Standards.

Strategy Rationale

The tutoring program is a short-term, intensive, small-group intervention designed to accelerate progress in order to bring reading skills up to grade level so that early literacy difficulties do not become long-term deficits.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dinkins, Bilandra, bilandra.dinkins@ocps.net

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

Data will be collected by using bi-weekly progress monitoring assessments to closely monitor student progression towards the targeted intervention instruction. These assessments will include reading comprehension and fluency, phonics and decoding strategies, and phonemic awareness, each aligned to the student's targeted need. Developmental Reading Assessment (DRA) levels will be monitored three times throughout the year to determine the effectiveness of the strategy.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Pre-K teachers complete home visits during the summer prior to the students' first day of school. Parents are invited to attend the "Meet and Greet Your Teacher" event on the Friday prior to the beginning of the school year. This gives teachers the opportunity to explain curricula and daily activities to parents. Classroom teachers send home weekly newsletters outlining special events, student learning in the classroom, and ways to expand learning opportunities at home. Additionally, parents are invited to attend the "First Day of School" celebration where they receive additional information regarding school activities, Parent Teacher Association (PTA), SAC, Parent Leadership Council, and ADDitions volunteers.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will use Professional Learning Communities (PLCs) partnered with the Marzano framework, coaching, and actionable feedback to enhance standards-based instruction.

- G2.** We will enhance the quality of family involved learning activities before, during and after school.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will use Professional Learning Communities (PLCs) partnered with the Marzano framework, coaching, and actionable feedback to enhance standards-based instruction. 1a

G042734

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	85.0
Math Gains	88.0

Resources Available to Support the Goal 2

- Master schedule
- Instructional coaches
- Teacher Incentive Fund Grant (TIF) Academic Coach
- School-based professional development plan
- Collaborative and flexible staff
- Partnership with Developmental Studies Center
- Partnership with local universities
- Professional libraries
- TIF sponsored conferences
- Supportive Principal
- "The Art and Science of Teaching" by Robert Marzano
- "The Lesson Planning Handbook" by Peter Brunn
- "Engaging Students with Poverty in Mind" by Eric Jensen
- Language Arts Florida Standards and Mathematics Florida Standards
- Orange County Public Schools "Lesson Study Protocol"
- "Becoming a Reflective Teacher" by Robert Marzano
- Supportive Leadership Team

Targeted Barriers to Achieving the Goal 3

- Limited teacher understanding of deconstructed Florida Standards, Marzano Framework, and how to design lessons that continuously address individual student needs driven by standards-based formative and summative assessments.
- Insufficient time in the PLC framework that is intentionally dedicated to identifying targeted learning outcomes, creating quality assessments, analyzing student data, adjusting instruction as needed, and celebrating success.

Plan to Monitor Progress Toward G1. 8

The Leadership Team will compile DRA data, Go Math data, MTSS data, and ST Math reports in order to monitor the effectiveness of professional development, its impact on instruction, and the progress toward closing the achievement gap for all students. These data discussions will occur during weekly leadership meetings, monthly MTSS meetings, weekly PLC meetings, and monthly data conferences with teachers.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

DRA data, Go Math data, MTSS data, and ST Math reports, and i-Observation data

G2. We will enhance the quality of family involved learning activities before, during and after school. 1a

G042735

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	85.0
Math Gains	88.0

Resources Available to Support the Goal 2

- Classroom teachers
- Instructional coaches
- Family Intervention Specialist
- Guidance Counselor will collaborate with the Family Intervention Specialist in order to administer to the needs of our families.
- ESOL translator
- Community resources
- Great Endings and Parent and Child Together Center (PACT Center)
- Parent and Child Activities (PACA)
- Blessings in a Backpack and Love Pantry

Targeted Barriers to Achieving the Goal 3

- Challenges in consistent attendance and representation of all subgroups during grade level curriculum nights and school-wide events intentionally designed to create a strong home-school connection.
- Under-resourced families often struggle to include strategies and activities that extend learning in the home environment.

Plan to Monitor Progress Toward G2. 8

The Leadership Team will collect data and document families that attend each family involvement opportunity in order to identify any correlation to student achievement.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/22/2014 to 5/1/2015

Evidence of Completion

Sign-in sheets, student achievement data, teacher observations, surveys, and agendas from events

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. We will use Professional Learning Communities (PLCs) partnered with the Marzano framework, coaching, and actionable feedback to enhance standards-based instruction. **1**

 G042734

G1.B1 Limited teacher understanding of deconstructed Florida Standards, Marzano Framework, and how to design lessons that continuously address individual student needs driven by standards-based formative and summative assessments. **2**

 B104333

G1.B1.S1 Provide on-going job embedded professional development (PD). PD's will include the following: PLCs, lesson study, book studies, coaching with actionable feedback, school-wide early release days, and instructional rounds. **4**

 S115501

Strategy Rationale

As Grand Avenue Primary Learning Center (GAPLC) continues to function as a PLC, teachers within the school will continue to embrace high levels of learning for all students as both their purpose and as the fundamental responsibility for everyone within the school.

Action Step 1 **5**

The Leadership Team will facilitate professional development focused on the Marzano Framework, Depth of Knowledge (DOK), and Florida Standards in order to ensure a guaranteed and viable curriculum is provided across all grade levels which utilizes the most effective instructional strategies.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/11/2014 to 5/1/2015

Evidence of Completion

Agendas, sign-in sheets, PLC notes, classroom observations, and coaching/actionable feedback

Action Step 2 5

The Leadership Team will facilitate professional development focusing on whole group and small group instructional strategies emphasizing the new Florida Standards, DOK, formative assessment data, and how to align instruction and assessment to increase student achievement in all subgroups to close the achievement gap.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/11/2014 to 5/1/2015

Evidence of Completion

Agendas, sign-in sheets, classroom observations, formative assessment data, and PLC notes

Action Step 3 5

The Leadership Team will provide follow-up for all professional development during PLC meetings to align professional learning to the team's collective work regarding the four questions of a PLC: 1. What we want students to learn? 2. How will we know when each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency? This support will occur through weekly PLC meetings and also following Wednesday afternoon professional development in order to align coaching/support to individual grade level needs.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/11/2014 to 5/1/2015

Evidence of Completion

Agendas, PLC notes, common assessments, sign-in sheets, student work samples, and classroom observations

Action Step 4 5

The Leadership Team will facilitate multiple Instructional Rounds and Lesson Study sessions focusing on targeted content areas, unit planning, and the alignment of appropriate instructional strategies to the Florida Standards and DOK.

Person Responsible

Lino Rodriguez

Schedule

Biweekly, from 10/6/2014 to 4/3/2015

Evidence of Completion

Teacher reflections, research lessons, and instructional rounds observations

Action Step 5 5

The Leadership Team will conduct bi-weekly classroom observations in order to provide teachers with actionable feedback related to the Marzano Framework, standards-based instruction, DOK, and evidence of student learning. This feedback will also align to teachers' individual needs and targeted Deliberate Practice.

Person Responsible

Lino Rodriguez

Schedule

Biweekly, from 9/22/2014 to 4/30/2015

Evidence of Completion

Sign-in sheets, classroom observations, and student data

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

The Leadership Team will meet weekly to discuss classroom observations, i-Observation data, and student data. Instructional coaches will provide individual support to all instructional staff adapting support to the needs identified during weekly meetings. School-wide professional development will be adjusted to align each action step with the collective needs of the school as a result of this monitoring of professional development.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

i-Observation data, professional development, plan and PLC notes

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

The Leadership Team and Instructional Coaches will collaborate with District Level Instructional Coaches to gather grade level and classroom based evidence of implementation of professional development and the impact on student achievement. The leadership team, instructional coaches, and district coaches will analyze classroom walkthrough data, observations, school-based data, and student work samples during their monthly visits to Grand Avenue Primary Learning Center. Ongoing support will be provided and/or adjusted as needed based on the data collected during these visits.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/15/2014 to 5/1/2015

Evidence of Completion

i-Observation data, professional development, plan and PLC notes

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

To monitor and support the effectiveness of implementation the following school-level data will be collected and analyzed throughout the year: Developmental Reading Assessment (DRA), PLC common assessments, formative and summative classroom assessments, Go Math Assessments, ST Math Reports, and student work samples aligned to a learning scale.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion


School-wide data reports, weekly PLC meetings, and monthly data conferences including: Developmental Reading Assessment (DRA), PLC common assessments, formative and summative classroom assessments, Go Math Assessments, ST Math Reports, and student work samples

G1.B2 Insufficient time in the PLC framework that is intentionally dedicated to identifying targeted learning outcomes, creating quality assessments, analyzing student data, adjusting instruction as needed, and celebrating success. **2**

 B104334

G1.B2.S1 Weekly PLCs will focus on developing collaborative teams in which teachers work together interdependently to achieve a common goal. The work on this PLC will focus on what we want students to learn, how will we know when each student has learned it, how will we respond when some students do not learn it, and how can we extend and enrich the learning of students who demonstrate proficiency.

4

 S115502

Strategy Rationale

The process of creating collaborative teams within the PLCs is to continuously improve the collective capacity of each grade level in order to achieve the intended results needed to close the academic achievement gap for every student.

Action Step 1 **5**

PLCs will designate a lead facilitator to keep all conversations focused on the identified learning targets and an Instructional Coach will be appointed to each grade level in order to offer another layer of support.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

PLC agendas and notes

Action Step 2 **5**

PLCs will share their meeting notes on a weekly basis in order to demonstrate that a constant and collective inquiry structure has been established based on the four questions of a PLC: 1. What we want students to learn? 2. How will we know when each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency?

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

PLC agendas and notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The Instructional Coach designated to each grade level will monitor and support the level of collaborative work achieved during PLCs and the implementation of the professional learning within and across grade levels.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

PLC agendas, i-Observation data, and PLC notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The Leadership Team will review and discuss PLC notes, agendas and i-Observation data in order to support and monitor that the time is being dedicated to close the academic achievement gap for all students.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

PLC agendas and Notes, grade level PLC notes and i-Observation data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

To monitor and support the effectiveness of PLCs, Instructional Coaches will gather classroom walkthrough data to analyze how professional development and the work within the PLC impacts teaching and learning within the classroom.

Person Responsible

Lino Rodriguez

Schedule

Weekly, from 8/11/2014 to 5/1/2015

Evidence of Completion

Classroom observations and student data

G2. We will enhance the quality of family involved learning activities before, during and after school. 1

G042735

G2.B1 Challenges in consistent attendance and representation of all subgroups during grade level curriculum nights and school-wide events intentionally designed to create a strong home-school connection.

2

B104336

G2.B1.S1 Classroom teachers will conduct at least two home visits providing families with important school information including family involvement opportunities. 4

S115505

Strategy Rationale

When teachers get to know their students and their families, families become powerful advocates in their children's education and learn strategies to support learning at home.

Action Step 1 5

Classroom teachers will buddy up to perform home visits throughout the school year.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Number of home visits completed and percentage of families that attend school activities.

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

A member of the leadership team will participate in home visits throughout the year.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

School effectiveness survey and parent-teacher contact log

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

School leadership team will utilize MTSS monthly meetings to monitor and support home visits, parent involvement, and how these efforts have impacted specific students' behavior, attendance, social, emotional, and academic needs.

Person Responsible

Lino Rodriguez


Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

MTSS notes

G2.B1.S2 Designing and facilitating a variety of family engagement experiences within the classroom setting in order to nurture a home school connection. 4

 S115506

Strategy Rationale

A strong home-school connection works to make sure that families have the skills and resources to create a positive, nurturing home atmosphere that not only supports what goes on in the classroom, but also instills the love of learning.

Action Step 1 5

Model strategies within the classroom to increase oral language development and higher order thinking skills during various academic learning experiences for all families and debrief the classroom experience in order to transfer the learning to the home environment

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Sign-in sheets and family reflections

Action Step 2 5

Integrating curriculum and classroom experiences into family involvement opportunities including monthly Great Starts, Great Endings, school book fairs, family nights, and grade level curriculum nights

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Agendas, sign-in sheets, demonstration lessons, notes from debrief

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The Leadership Team will facilitate a monthly debrief in PLC's with all participating grade levels including Family Intervention Specialist and guidance counselor.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Agendas and notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The Leadership Team will analyze family feedback regarding their participation in school-home activities and events, including activities and strategies families were able to apply at home.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/1/2014 to 5/1/2015


Evidence of Completion

Parent surveys, anecdotal data collected during family events

G2.B2 Under-resourced families often struggle to include strategies and activities that extend learning in the home environment. **2**

 B122309

G2.B2.S1 During family involvement activities, families have the opportunity to engage in strategies that extend learning at home. Materials and resources will also be provided to support these activities. **4**

 S134264

Strategy Rationale

As a school we must continually strive to provide families with the most effective strategies and resources to use at home in order to enhance and support learning.

Action Step 1 **5**

The Leadership Team will meet with PLCs, Guidance Counselor, and Family Intervention Specialist to plan school-families activities intentionally designed to enhance learning within the home.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/22/2014 to 5/1/2015

Evidence of Completion

PLC notes, curriculum night agendas, attendance

Action Step 2 **5**

The Leadership Team, resource teachers, Guidance Counselor, and Family Intervention Specialist will debrief learning experiences with families during Great Start, Great Endings, and family nights in order to support implementation of what families learned into the home environment

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/22/2014 to 5/1/2015

Evidence of Completion

Attendance, family survey data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

A member of the Leadership Team will attend school-family events to monitor the implementation of learning activities and obtain data regarding how strategies and/or activities supported the families.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Family survey data, attendance, feedback from families during various school events

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The Leadership Team will analyze school attendance, student achievement data, and discipline data to determine the effectiveness of the implementation of various school-family events.

Person Responsible

Lino Rodriguez

Schedule

Monthly, from 10/1/2014 to 5/1/2015

Evidence of Completion

DRA Data, Go Math Assessments, student work samples, student observations, attendance data, and discipline data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The Leadership Team will facilitate professional development focused on the Marzano Framework, Depth of Knowledge (DOK), and Florida Standards in order to ensure a guaranteed and viable curriculum is provided across all grade levels which utilizes the most effective instructional strategies.	Rodriguez, Lino	8/11/2014	Agendas, sign-in sheets, PLC notes, classroom observations, and coaching/ actionable feedback	5/1/2015 weekly
G1.B2.S1.A1	PLCs will designate a lead facilitator to keep all conversations focused on the identified learning targets and an	Rodriguez, Lino	8/11/2014	PLC agendas and notes	6/5/2015 weekly

Orange - 0191 - Grand Avenue Primary Learning Center - 2014-15 SIP
Grand Avenue Primary Learning Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Instructional Coach will be appointed to each grade level in order to offer another layer of support.				
G2.B1.S1.A1	Classroom teachers will buddy up to perform home visits throughout the school year.	Rodriguez, Lino	8/4/2014	Number of home visits completed and percentage of families that attend school activities.	5/29/2015 monthly
G2.B1.S2.A1	Model strategies within the classroom to increase oral language development and higher order thinking skills during various academic learning experiences for all families and debrief the classroom experience in order to transfer the learning to the home environment	Rodriguez, Lino	9/1/2014	Sign-in sheets and family reflections	5/1/2015 monthly
G2.B2.S1.A1	The Leadership Team will meet with PLCs, Guidance Counselor, and Family Intervention Specialist to plan school-families activities intentionally designed to enhance learning within the home.	Rodriguez, Lino	9/22/2014	PLC notes, curriculum night agendas, attendance	5/1/2015 monthly
G1.B1.S1.A2	The Leadership Team will facilitate professional development focusing on whole group and small group instructional strategies emphasizing the new Florida Standards, DOK, formative assessment data, and how to align instruction and assessment to increase student achievement in all subgroups to close the achievement gap.	Rodriguez, Lino	8/11/2014	Agendas, sign-in sheets, classroom observations, formative assessment data, and PLC notes	5/1/2015 weekly
G2.B1.S2.A2	Integrating curriculum and classroom experiences into family involvement opportunities including monthly Great Starts, Great Endings, school book fairs, family nights, and grade level curriculum nights	Rodriguez, Lino	9/1/2014	Agendas, sign-in sheets, demonstration lessons, notes from debrief	5/1/2015 monthly
G1.B2.S1.A2	PLCs will share their meeting notes on a weekly basis in order to demonstrate that a constant and collective inquiry structure has been established based on the four questions of a PLC: 1. What we want students to learn? 2.How will we know when each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we extend and enrich the learning of students who demonstrate proficiency?	Rodriguez, Lino	8/11/2014	PLC agendas and notes	6/5/2015 weekly
G2.B2.S1.A2	The Leadership Team, resource teachers, Guidance Counselor, and Family Intervention Specialist will debrief learning experiences with families during Great Start, Great Endings, and family nights in order to support implementation of what families learned into the home environment	Rodriguez, Lino	9/22/2014	Attendance, family survey data	5/1/2015 monthly
G1.B1.S1.A3	The Leadership Team will provide follow-up for all professional development during PLC meetings to align professional learning to the team's collective work regarding the four questions of a PLC: 1. What we want students to learn? 2.How will we know when each student has learned it? 3. How will we respond when some students do not learn it? 4. How can we	Rodriguez, Lino	8/11/2014	Agendas, PLC notes, common assessments, sign-in sheets, student work samples, and classroom observations	5/1/2015 weekly

Orange - 0191 - Grand Avenue Primary Learning Center - 2014-15 SIP
Grand Avenue Primary Learning Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	extend and enrich the learning of students who demonstrate proficiency? This support will occur through weekly PLC meetings and also following Wednesday afternoon professional development in order to align coaching/ support to individual grade level needs.				
G1.B1.S1.A4	The Leadership Team will facilitate multiple Instructional Rounds and Lesson Study sessions focusing on targeted content areas, unit planning, and the alignment of appropriate instructional strategies to the Florida Standards and DOK.	Rodriguez, Lino	10/6/2014	Teacher reflections, research lessons, and instructional rounds observations	4/3/2015 biweekly
G1.B1.S1.A5	The Leadership Team will conduct bi-weekly classroom observations in order to provide teachers with actionable feedback related to the Marzano Framework, standards-based instruction, DOK, and evidence of student learning. This feedback will also align to teachers' individual needs and targeted Deliberate Practice.	Rodriguez, Lino	9/22/2014	Sign-in sheets, classroom observations, and student data	4/30/2015 biweekly
G1.MA1	The Leadership Team will compile DRA data, Go Math data, MTSS data, and ST Math reports in order to monitor the effectiveness of professional development, it's impact on instruction, and the progress toward closing the achievement gap for all students. These data discussions will occur during weekly leadership meetings, monthly MTSS meetings, weekly PLC meetings, and monthly data conferences with teachers.	Rodriguez, Lino	9/8/2014	DRA data, Go Math data, MTSS data, and ST Math reports, and i-Observation data	5/29/2015 monthly
G1.B1.S1.MA1	To monitor and support the effectiveness of implementation the following school-level data will be collected and analyzed throughout the year: Developmental Reading Assessment (DRA), PLC common assessments, formative and summative classroom assessments, Go Math Assessments, ST Math Reports, and student work samples aligned to a learning scale.	Rodriguez, Lino	8/18/2014	School-wide data reports, weekly PLC meetings, and monthly data conferences including:Developmental Reading Assessment (DRA), PLC common assessments, formative and summative classroom assessments, Go Math Assessments, ST Math Reports, and student work samples	6/5/2015 monthly
G1.B1.S1.MA1	The Leadership Team will meet weekly to discuss classroom observations, i-Observation data, and student data. Instructional coaches will provide individual support to all instructional staff adapting support to the needs identified during weekly meetings. School-wide professional development will be adjusted to align each action step with the collective needs of the school as a result of this monitoring of professional development.	Rodriguez, Lino	8/11/2014	i-Observation data, professional development, plan and PLC notes	6/5/2015 weekly
G1.B1.S1.MA3	The Leadership Team and Instructional Coaches will collaborate with District Level Instructional Coaches to gather grade level and classroom based evidence of implementation of professional development and the impact on student achievement. The	Rodriguez, Lino	9/15/2014	i-Observation data, professional development, plan and PLC notes	5/1/2015 monthly

Orange - 0191 - Grand Avenue Primary Learning Center - 2014-15 SIP
Grand Avenue Primary Learning Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	leadership team, instructional coaches, and district coaches will analyze classroom walkthrough data, observations, school-based data, and student work samples during their monthly visits to Grand Avenue Primary Learning Center. Ongoing support will be provided and/or adjusted as needed based on the data collected during these visits.				
G1.B2.S1.MA1	To monitor and support the effectiveness of PLCs, Instructional Coaches will gather classroom walkthrough data to analyze how professional development and the work within the PLC impacts teaching and learning within the classroom.	Rodriguez, Lino	8/11/2014	Classroom observations and student data	5/1/2015 weekly
G1.B2.S1.MA1	The Instructional Coach designated to each grade level will monitor and support the level of collaborative work achieved during PLCs and the implementation of the professional learning within and across grade levels.	Rodriguez, Lino	8/11/2014	PLC agendas, i-Observation data, and PLC notes	5/29/2015 weekly
G1.B2.S1.MA3	The Leadership Team will review and discuss PLC notes, agendas and i-Observation data in order to support and monitor that the time is being dedicated to close the academic achievement gap for all students.	Rodriguez, Lino	8/11/2014	PLC agendas and Notes, grade level PLC notes and i-Observation data	5/29/2015 weekly
G2.MA1	The Leadership Team will collect data and document families that attend each family involvement opportunity in order to identify any correlation to student achievement.	Rodriguez, Lino	9/22/2014	Sign-in sheets, student achievement data, teacher observations, surveys, and agendas from events	5/1/2015 monthly
G2.B1.S1.MA1	School leadership team will utilize MTSS monthly meetings to monitor and support home visits, parent involvement, and how these efforts have impacted specific students' behavior, attendance, social, emotional, and academic needs.	Rodriguez, Lino	9/22/2014	MTSS notes	5/29/2015 monthly
G2.B1.S1.MA1	A member of the leadership team will participate in home visits throughout the year.	Rodriguez, Lino	9/22/2014	School effectiveness survey and parent-teacher contact log	5/29/2015 monthly
G2.B2.S1.MA1	The Leadership Team will analyze school attendance, student achievement data, and discipline data to determine the effectiveness of the implementation of various school-family events.	Rodriguez, Lino	10/1/2014	DRA Data, Go Math Assessments, student work samples, student observations, attendance data, and discipline data	5/1/2015 monthly
G2.B2.S1.MA1	A member of the Leadership Team will attend school-family events to monitor the implementation of learning activities and obtain data regarding how strategies and/or activities supported the families.	Rodriguez, Lino	9/15/2014	Family survey data, attendance, feedback from families during various school events	5/1/2015 monthly
G2.B1.S2.MA1	The Leadership Team will analyze family feedback regarding their participation in school-home activities and events, including activities and strategies families were able to apply at home.	Rodriguez, Lino	9/1/2014	Parent surveys, anecdotal data collected during family events	5/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	The Leadership Team will facilitate a monthly debrief in PLC's with all participating grade levels including Family Intervention Specialist and guidance counselor.	Rodriguez, Lino	9/1/2014	Agendas and notes	5/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. We will use Professional Learning Communities (PLCs) partnered with the Marzano framework, coaching, and actionable feedback to enhance standards-based instruction.

G1.B1 Limited teacher understanding of deconstructed Florida Standards, Marzano Framework, and how to design lessons that continuously address individual student needs driven by standards-based formative and summative assessments.

G1.B1.S1 Provide on-going job embedded professional development (PD). PD's will include the following: PLCs, lesson study, book studies, coaching with actionable feedback, school-wide early release days, and instructional rounds.

PD Opportunity 1

The Leadership Team will facilitate professional development focused on the Marzano Framework, Depth of Knowledge (DOK), and Florida Standards in order to ensure a guaranteed and viable curriculum is provided across all grade levels which utilizes the most effective instructional strategies.

Facilitator

Instructional coaches

Participants

All grade levels, special area, and resource teachers

Schedule

Weekly, from 8/11/2014 to 5/1/2015

PD Opportunity 2

The Leadership Team will facilitate professional development focusing on whole group and small group instructional strategies emphasizing the new Florida Standards, DOK, formative assessment data, and how to align instruction and assessment to increase student achievement in all subgroups to close the achievement gap.

Facilitator

Instructional coaches

Participants

Classroom and resource teachers

Schedule

Weekly, from 8/11/2014 to 5/1/2015

PD Opportunity 3

The Leadership Team will facilitate multiple Instructional Rounds and Lesson Study sessions focusing on targeted content areas, unit planning, and the alignment of appropriate instructional strategies to the Florida Standards and DOK.

Facilitator

Developmental Studies Center (DSC) consultants and instructional coaches

Participants

Classroom and resource teachers

Schedule

Biweekly, from 10/6/2014 to 4/3/2015

PD Opportunity 4

The Leadership Team will conduct bi-weekly classroom observations in order to provide teachers with actionable feedback related to the Marzano Framework, standards-based instruction, DOK, and evidence of student learning. This feedback will also align to teachers' individual needs and targeted Deliberate Practice.

Facilitator

Instructional coaches

Participants

All grade levels, special area teachers, and resource teachers

Schedule

Biweekly, from 9/22/2014 to 4/30/2015

G1.B2 Insufficient time in the PLC framework that is intentionally dedicated to identifying targeted learning outcomes, creating quality assessments, analyzing student data, adjusting instruction as needed, and celebrating success.

G1.B2.S1 Weekly PLCs will focus on developing collaborative teams in which teachers work together interdependently to achieve a common goal. The work on this PLC will focus on what we want students to learn, how will we know when each student has learned it, how will we respond when some students do not learn it, and how can we extend and enrich the learning of students who demonstrate proficiency.

PD Opportunity 1

PLCs will designate a lead facilitator to keep all conversations focused on the identified learning targets and an Instructional Coach will be appointed to each grade level in order to offer another layer of support.

Facilitator

Instructional coaches

Participants

Classroom teachers

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: We will use Professional Learning Communities (PLCs) partnered with the Marzano framework, coaching, and actionable feedback to enhance standards-based instruction.	13,890
Grand Total	13,890

Goal 1: We will use Professional Learning Communities (PLCs) partnered with the Marzano framework, coaching, and actionable feedback to enhance standards-based instruction.

Description	Source	Total
B1.S1.A4 - Secure subs for school-based lesson study cycles. This includes all classroom teachers, special area teachers, and resource teachers.	General Fund	11,219
B1.S1.A4 - Secure subs for two cycles of modified lesson study provided by Developmental Studies Center - Sue Wilder	General Fund	2,671
Total Goal 1		13,890