

Greynolds Park Elementary School



2014-15 School Improvement Plan

Greynolds Park Elementary School

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

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
90%

Alternative/ESE Center
No

Charter School
No

Minority
94%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	B

School Board Approval

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

SIP Authority and Template

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

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	22
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	37
Technical Assistance Items	41
Appendix 3: Budget to Support Goals	42

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
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Greynolds Park Elementary School is to combine traditional classroom experiences and technological innovations enabling students to embrace a vast array of higher order thinking skills necessary to be thinkers and problem solvers. They will also be given necessary tools to effectively communicate in a diverse and challenging global society.

Provide the school's vision statement

The vision of Greynolds Park Elementary School is to ensure students reach their maximum potential with the encouragement and guidance of a supportive faculty, staff and community partners. The students at Greynolds Park Elementary Schools will be caring, well-informed citizens empowered to excel and successfully meet the challenges of tomorrow.

School Environment

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

The instructional staff, leadership team and student services team work collaboratively with the students' families to identify the needs of the students. Support is provided through a variety of means, such as the Rtl process, Community Involvement Specialist, Title I Parent Resource Center, the student services team and direct contact with the families. Additionally, the school schedules activities that incorporate cultural background and promote cultural awareness. The school culture is one that promotes respect, love and compassion for one another.

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

Students at Greynolds Park Elementary School are greeted each morning by staff and administrators during the morning arrival process. Although, we have a closed campus, parents are always welcome to come to the office for assistance. Security Monitors are visible throughout the school day and staff is vigilant as well. All visitors are directed to the main office and/or escorted to the requested area. Fire drills, evacuation drills and lock down drills are performed periodically throughout the school year. Students feel comfortable to approach staff members for assistance and/or guidance.

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

Faculty and staff implement the MDCPS Code of Student Conduct. Action is taken depending on the level of the infraction. All teachers have classroom rules and behavior plans which are utilized with fidelity. Students are required to obtain a pass when leaving the classroom during the school day. Policies and procedures are posted on the school's website for easy access. Referrals to the student services team and/or the administration are completed in order to minimize the severity of the infractions.

Staff training is provided throughout the school year in order to assist staff and minimize distractions.

Additionally, the staff is provided with strategies to minimize disruptive behaviors and assist students with special needs, such as Autism, EbD, ADD and ADHD.

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

Teachers identify students that may benefit from counseling services and that may be in need of additional support. The school leadership team and student services team refer families to local community agencies which provide therapeutic services for the students and their families. Faculty and staff serve as mentors for students throughout the year. The student services department is responsible for designating students to the staff mentors. Presentations are scheduled throughout the year that emphasize the schools anti bullying and anti-discrimination policies.

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

The administration and student services team monitors student attendance and suspension reports regularly. Letters are sent home to parents of students who are exhibiting severe absences and/or tardies. Parent conferences are scheduled to address these issues. The administration, teachers, counselor and social worker participate in these conferences and provide support to the families. Also, referrals are made to local agencies as needed.

- Attendance below 90 percent
- One or more suspensions
- Course failure in ELA or Math
- Level 1 on statewide assessment

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	3	4	5	
Attendance below 90 percent	21	10	10	7	5	7	60
One or more suspensions	0	0	0	0	3	0	3
Course failure in ELA or Math	16	9	29	19	5	5	83
Level 1 on statewide assessment	0	0	0	29	18	18	65

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	12	54	18	10	5	4	103

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

- Parent conferences
- Referral to Social Worker

RTI Process
Interventions for Reading
Tier 2 Interventions for behavior
Attendance letters issued at mid-point and end of grading periods
Referral to outside agencies
Mentoring program
Review of incoming student records
5000 Role Models

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/188866>.

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 PTA and Community Liaison work collaboratively in the community to solicit and secure community members that are willing to pair up with the school and support our academic programs. Student pictures and letters are sent to nearby businesses and organizations that have supported the school.

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
Mazon, Jorge	Principal
Jenkins, Peter	Assistant Principal
Jackson, Marthe	Instructional Coach
Colon, Antonia	Instructional Coach
Schoenlank, Inge	Instructional Coach

Duties

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

Jorge Mazon, principal and Dr. Peter Jenkins, assistant principal will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;

In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
School reading, math, science, and behavior specialists(Inge Schoenlank, Antonia Colon, Marthe Jackson)

Special education personnel (Aide Patterson)

School guidance counselor (Laura Heller)

School psychologist (Claudia Arce)

School social worker (Doris Kitchen)

Member of advisory group, community stakeholders, parents (Nancy Arnett, Linda Schwartz, Lisbet Hernandez)

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

Title I, Part A

Greynolds Park Elementary provides services to ensure students requiring additional remediation are assisted through extended learning opportunities during-school, after-school, and intervention programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs;

identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Greynolds Park Elementary has several Support services that are provided to students, and families. Our Title I Community Involvement Specialists (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site. Parents participate in the developing of our school's Parent Involvement Plan (PIP – which is provided in three languages), the school improvement and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. Parents are informed of the importance of this survey via CIS, School flyer, and Connect-Ed. This survey is available in English, Spanish and Haitian-Creole, online and via hard copy. Supplemental Educational Services and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students are also integrated into the school-wide program.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents when applicable. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

N/A

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on

Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group Implementation and protocols. At Greynolds Park we allow beginning teachers to observe our MINT mentor teachers who demonstrate best practices and have continuously demonstrated growth. Mentor teachers will then observe mentee in the delivery of instructional lessons and assist in monitoring student progress and modifying instruction. Mentor and mentee will meet biweekly and inform administration of any additional support needed.

Title III

Greynolds Park Elementary School uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implementand/or provide:

- tutorial programs (K-5)
- parent outreach activities (K-5) through the Bilingual Parent Outreach Program (The Parent Academy)
- reading and supplementary instructional materials(K-5)
- cultural supplementary instructional materials (K-5)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is used by ELL students and recently

arrived immigrant students (K-5)

The above services will be provided should funds become available for the 2014-2015 school year.

Title VI, Part B - NA

Title X- Homeless

Greynolds Park Elementary School is eligible to receive services through Project Upstart upon identification and classification of a student as homeless.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education

Finance Program (FEFP) allocation.

Violence Prevention Programs

Greynolds Park Elementary School participates in the District's research-based bullying program.

Training is provided for counselors, administrators, teachers, and students. Students will participate in an assembly program that will provide the strategies. In addition we participate in the Safe and Drug-Free Schools Program which addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, and counselor. Our social worker, Doris Kitchen, will also provide students and teachers with the curriculum "No Place for Hate" which is sponsored by the Anti-Defamation League.

Nutrition Programs

The school adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after-care snacks, follow the Healthy Food and Beverage

Guidelines as adopted in the District's Wellness Policy.

Housing Programs - N/A

Greynolds Park Elementary works to involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center. Information is provided to inform parents about available programs, referrals, and their rights under No Child Left Behind. An important goal is to increase parental involvement through our school's Title I School-Parent Compact, and our Title I Parent Involvement Plan. We conduct a Title I Annual Meeting and adhere to and comply with dissemination and reporting requirements.

Additionally, the M-DCPS Title I Parent/Family Survey is completed annually in May. The Survey's results are used to assist with revision of our Title I parental documents for the next school year.

Greynolds Park Elementary conducts parent surveys to determine the needs of our parents, and offers workshops and Parent Academy Courses that accommodate our parents' schedules while building their capacity for involvement.

The School Health Initiative (Dr. John T. Macdonald Foundation - School Health Initiative - through University of Miami, Miller School of Medicine) has been in Greynolds Park for about nine years. Currently, the School Health Initiative is part of Health Connect in Our Schools (HCiOS), which is funded by The Children's Trust, The Miami Dade County Health Department, Miami Dade County Public Schools, as well as the Dr. John T. Macdonald Foundation/University of Miami. School Clinic Medical Services are provided by nurses, medical assistants, Nurse practitioner (ARNP) at North Miami Beach Senior HS, and a doctor, Dr. Joycelyn Lawrence, the Medical Director of the School Health Initiative, who is based at JFK Middle School. Through the School Health Clinic, Free Glasses are provided through the Miami Lighthouse Program, as well as dental sealant program and dental services for 2nd and 3rd graders at Nova Southeastern Dental School in North Miami Beach. Social work services, including crisis intervention, individual, group and family counseling, as well as participation in School Support team meetings, IEP meetings, staffing, social histories, behavioral assessments, are provided by a Clinical Social Worker.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mrs. Nancy Arnett	Education Support Employee
Peter Jenkins	Principal
Jorge Mazon	Principal
Daisy Ho	Parent
Jeanette Gradiz	Parent
Daisy Ho	Student
	Student

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 EESAC committee met in June 2014 with the preliminary state results and end of year exams to analyze and evaluate the progress made during the 2013-14 school year. After the release of the state results there were increases in the percentage of students meeting high standards in reading. There were decreases in Mathematics, Science and Writing.

Development of this school improvement plan

The SAC meets 9 times in the school year. At every meeting we discuss the SIP. We review what the staff and administration recommends and add our own recommendations.

Preparation of the school's annual budget and plan

The committee analyzed the needs of the school and will decide how to use the EESAC funds to best support the school's needs and goals.

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

Purchase Time For Kids for grades 3,4,and 5 to supplement Florida Standards (approximately \$2000) and also purchase additional library books for Accelerated Reader for all grade levels (approximately \$1650).

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
Goldberg, Jessica	Teacher, K-12
Jackson, Marthe	Instructional Coach
Jenkins, Peter	Assistant Principal
Mazon, Jorge	Principal
Nellon, Judy	Teacher, K-12
Colon, Antonia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

This initial stage of this plan requires the Literacy MTSS to devise a plan to methodically and thoroughly observe and study students' literacy knowledge. By collecting and analyzing data from several different sources, the root of students' literacy needs are likely to be revealed, allowing the Literacy MTSS to make informed decisions and thereby selecting the most effective and efficient intervention.

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

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

Teachers are encouraged to meet on a weekly basis. At the collaborative sessions, which are facilitated by curriculum coaches, teachers share best practices and collectively unwrap the new standards using the district pacing guides, item specs and teacher editions. They discuss the upcoming standard, look at the resources they have and discuss strategies and possible evolution of lessons.

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

The principal will:

1. Participate in Student Teaching Internship Programs with Florida Colleges and Universities. (Recruit)
2. Utilize Professional Learning Communities and Mentors to partner new teachers with veteran staff members. (Retain)
3. Solicit recommendations and recruit from field through outreach to staff and Job Fairs. (Recruit)
4. Reading, Math/Science Lead teachers will provide continuous support and mentoring. (Retain)

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

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

- *Model a love for learning.
- *Keep an open door to parents.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers are encouraged to meet on a weekly basis. At the collaborative sessions, which are facilitated by curriculum coaches teachers share best practices and collectively unwrap the new standards using the district pacing guides, item specs and teacher editions. They discuss the upcoming standard, look at the resources they have and discuss strategies and possible evolution of lessons.

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

Greynolds Park uses the results from Unit and topic tests to monitor and adjust the instruction in the classrooms. The results from Reading Wonder Unit tests are used by the teachers and coaches to create standard driven groups and centers within the reading block. Similarly, topic tests from the GoMath Series are used to identify lessons individual students struggled and did not master. Teachers use the Reteach pages from the series at a teacher led center to re-mediate students.

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

Strategy: After School Program

Minutes added to school year: 2,160

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

Strategy Rationale

Instructional Coaches identify weak standards biweekly and then identify the students who would benefit from additional instruction and supplemental materials.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jackson, Marthe, proverb13@dadeschools.net

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

Data is collected from Reading Wonder Works and i-ready on a biweekly basis by Curriculum Coaches. The data is analyzed and the tutorial groups (which are fluid based on the improvement or lack of according to the data collected) are adjusted as needed. The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the i-ready assessment will be utilized to re-teach the questions that students missed most frequently.

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

Title I Administration assists the Greynolds Park Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This assists with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPI) Program. HIPPI provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Greynolds Park Elementary School welcomes Pre-Kindergarten students attending local VPK Programs as part of the "Welcome to Kindergarten" program throughout the school year. Students are invited to observe morning activities typical to a kindergarten school day, and enjoy a school lunch with other kindergarten students. Parents and children gain familiarity with kindergarten and receive information relative to the matriculation of students at the school. Our principal also meets

with the center directors of neighborhood centers.

Prior to the beginning of the school year, parents of incoming kindergarten students attend an Open House Orientation where they are given an overview of the Kindergarten curriculum with daily activities to be expected. Parents are encouraged to become involved both at school and at home by reinforcing skills with interactive homework assignments.

At Greynolds Park Elementary all Kindergarten students are assessed using the Florida Kindergarten Readiness Screening (FLKRS) and the Florida Assessment and Inventory of Reading (FAIR) to prescribe instruction for individual and group needs, for success in all subject areas of the kindergarten curriculum. Kindergarten teachers use the data to plan academic and social/emotional instruction for all students and groups of students who may need intervention beyond core instruction. FAIR screening tools will be re-administered mid-year and at the end of the school year in order to determine student learning gains. English Language Learners (ELL students) will be administered the CELLA test at the end of the school year to diagnose proficiency in the English language.

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.** Teachers will increase student achievement by improving core instruction in all content areas.
- G2.** Increase attendance percentages school wide.
- G3.** Increase 5th grade student proficiency percent in the area of science as evident by the 2015 Science FCAT.

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. Teachers will increase student achievement by improving core instruction in all content areas. 1a

G046939

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Math - All Students	67.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- McGraw-Hill Reading Wonders, Reading Plus, Reading Coach, Iready, Accelerated Reader, McGraw-Hill Wonder Works Intervention program, Imagine Learning, CSS from ETO
- Curriculum Coaches, Professional Learning Communities (PLC's)/Professional Development, Title I Resources, 2 computer labs, Computer stations in classrooms, SmartBoards/Promethean Boards, Grade Level Chairpersons, Title I Parent Resource Center, Community Involvement Specialist, Think Central, Gizmos, C-Palms, CSS from ETO
- Elementary Science Instructional Resources <http://science.dadeschools.net/elem/Instructionalresources/default.html>, Gizmos (3-5), Discovery Education (K-5), PBS Learning Media

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of implicit instruction have impeded reading and comprehending grade level texts and word problems.
- Inconsistent attention given to mastery of foundational skills has led to limited fluency.
- Limited evidence of deep understanding and expectation of new Florida Standards.
- Limited evidence of deep and collaborative planning that engages students during the instructional delivery.

Plan to Monitor Progress Toward G1. 8

Student will demonstrate an increase on the state assessment in all content areas.

Person Responsible

Jorge Mazon

Schedule

Annually, from 9/29/2014 to 4/24/2015

Evidence of Completion

2015 FAS results, Thinkgate Reports, walk-throughs and instructional logs

G2. Increase attendance percentages school wide. 1a

G049490

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	60.0

Resources Available to Support the Goal 2

- Attendance Reports, PTA, Community Involvement Specialist

Targeted Barriers to Achieving the Goal 3

- Inconsistent awareness of the importance of attendance and the relation to student achievement.

Plan to Monitor Progress Toward G2. 8

Increase in daily attendance percentage rates

Person Responsible

Peter Jenkins

Schedule

Annually, from 8/18/2014 to 11/24/2014

Evidence of Completion

Attendance reports

G3. Increase 5th grade student proficiency percent in the area of science as evident by the 2015 Science FCAT. 1a

G049236

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal 2

- Scott Foresman Science Program, J&J Boot Camp

Targeted Barriers to Achieving the Goal 3

- Limited evidence of inquiry-based projects in the science classrooms.

Plan to Monitor Progress Toward G3. 8

Science Interim data will be monitored

Person Responsible

Peter Jenkins

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Thinkgate reports should identify an increase in the percentage of students scoring proficiency.

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. Teachers will increase student achievement by improving core instruction in all content areas. **1**

 G046939

G1.B1 Inconsistent use of implicit instruction have impeded reading and comprehending grade level texts and word problems. **2**

 B120395

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific benchmarks. Students will experience and master course content and skills, as a results of rigorous, purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 S132287

Strategy Rationale

Effective collaborative planning and instructional delivery

Action Step 1 **5**

The instructional coach will facilitate weekly grade level planning sessions with an emphasis on the Florida Standards and meaningful instructional strategies.

Person Responsible

Antonia Colon

Schedule

Evidence of Completion

Coaches Logs

Action Step 2 5

Instructional Coaches will facilitate the coaching cycle to assist and ensure effective implementation of rigorous instruction.

Person Responsible

Antonia Colon

Schedule

Evidence of Completion

Coaching logs and classroom observations

Action Step 3 5

Provide professional development on the LA/Math and Item Specifications identifying specific instructional implications.

Person Responsible

Jorge Mazon

Schedule

On 4/6/2015

Evidence of Completion

PD rosters, lesson plans and student artifacts

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

The instructional coach will monitor collaborative planning session by developing a set time for each grade level and time.

Person Responsible

Antonia Colon

Schedule

Daily, from 9/29/2014 to 11/24/2014

Evidence of Completion

sign in sheet, coaches logs and lesson plans

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

Ensure that teachers participate in professional development that address the Florida Standards and Item Specification in the areas of Language Arts/Math.

Person Responsible

Jorge Mazon

Schedule

On 11/24/2014

Evidence of Completion

Professional Development Rosters and sing in sheets

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

Teachers will create lesson plans that demonstrate an understanding of the LA & Math Florida Standards /Item Specifications. Instructional delivery will include activities that increase rigor and comprehension skills.

Person Responsible

Jorge Mazon

Schedule

Weekly, from 9/29/2014 to 6/2/2015

Evidence of Completion

Week assessments, data chats, interim assessments, Florida State Assessment

G1.B2 Inconsistent attention given to mastery of foundational skills has led to limited fluency. 2

B120396

G1.B2.S1 Teachers and instructional coaches will plan collaboratively differentiated instructional activities that will increase fluency in reading and math. 4

S133547

Strategy Rationale

Strategic collaborative planning among grade level teachers will greatly increase the the the opportunity for student success.

Action Step 1 5

Provide professional development on how to use data to drive targeted differentiated instruction.

Person Responsible

Marthe Jackson

Schedule

Weekly, from 9/29/2014 to 11/26/2015

Evidence of Completion

PD rosters, agenda and sign in sheet

Action Step 2 5

Instructional coaches will plan, assist and support teachers with the implementation of differentiated instruction.

Person Responsible

Antonia Colon

Schedule

On 11/26/2014

Evidence of Completion

Classroom Observation, DI grouping and student artifacts

Action Step 3 5

Incorporate technology resource that will increase students fluency skills.

Person Responsible

Marthe Jackson

Schedule

On 4/6/2015

Evidence of Completion

Classroom Observations, report generated by implemented programs

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

Monitor teachers participation in weekly scheduled collaborative planning sessions with the instructional coaches.

Person Responsible

Jorge Mazon

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Collaborative Planning Sign in sheet

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

Teachers will develop lesson plans that include instructional activities to increase fleuncy.

Person Responsible

Jorge Mazon

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion


Walk throughs and Lesson plans

G1.B3 Limited evidence of deep understanding and expectation of new Florida Standards. 2

 B121602

G1.B3.S1 Teachers will plan and deliver instructional activities that address the new Florida Standards.

4

 S133561

Strategy Rationale

Understanding of the Florida Standards and effective planning.

Action Step 1 5

Provide professional development on the LA/Math and Item Specifications identifying specific instructional implications. [copy]

Person Responsible

Jorge Mazon

Schedule

On 4/6/2015

Evidence of Completion

PD rosters, lesson plans and student artifacts

Action Step 2 5

The instructional coach will facilitate weekly grade level planning sessions with an emphasis on the Florida Standards and meaningful instructional strategies. [copy]

Person Responsible

Antonia Colon

Schedule

Weekly, from 9/29/2014 to 6/2/2015

Evidence of Completion

Coaches Logs

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

The instructional coaches will monitor collaborative planning sessions by developing a set time for each grade level and time.

Person Responsible

Jorge Mazon

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Sign in sheets, coaches logs and lesson plans

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

Ensure that teachers participate in professional development that address the Florida Standards and Item Specifications in the areas of Language Arts/.Math.

Person Responsible

Jorge Mazon

Schedule

On 4/6/2015

Evidence of Completion

Professional Development Rosters and sign in sheets

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

Teachers will create lesson plans that demonstrate an understanding of the LA & Math Florida Standards /Item Specifications. Instructional delivery will include activities that increase rigor and comprehension skills.

Person Responsible

Jorge Mazon


Schedule

Monthly, from 9/29/2014 to 6/4/2015


Evidence of Completion

Lesson plans and students artifacts

G1.B4 Limited evidence of deep and collaborative planning that engages students during the instructional delivery. **2**

 B121605

G1.B4.S1 Teachers will incorporate collaborative strategies in their instructional delivery. **4**

 S133562

Strategy Rationale

Increase of accountable talk and questioning strategies.

Action Step 1 **5**

Provide professional development to teachers on Accountable Talk and Effective student engagement strategies.

Person Responsible

Marthe Jackson

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

PD Rosters, Sign in Sheets

Action Step 2 **5**

Conduct weekly collaborative deep planning sessions to ensure effective implementation of strategies that promote student engagement and accountable talk.

Person Responsible

Antonia Colon

Schedule

On 4/6/2015

Evidence of Completion

Lesson plans and student journal and samples.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Ensure that teachers participate in collaborative common planning session in order to increase accountable talk and student engagement.

Person Responsible

Jorge Mazon

Schedule

Monthly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Planning Session Sign in, lesson plan and walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Lesson plans will demonstrate an understanding and need for increase student engagement.

Person Responsible

Jorge Mazon

Schedule

Weekly, from 9/29/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work and journals.

G2. Increase attendance percentages school wide. 1

G049490

G2.B1 Inconsistent awareness of the importance of attendance and the relation to student achievement. 2

B123811

G2.B1.S1 Develop and implement a school wide attendance recognition system. The families of students with more than 5 absences will be contacted in called in for conference. Classes and students with perfect attendance will be rewarded on a monthly basis. 4

S135654

Strategy Rationale

An expanded student reward system will remind students and parents of the importance of perfect attendance and its correlation to student achievement.

Action Step 1 5

Identify students with more than 5 absences and have school staff contact the family.

Person Responsible

Laura Heller

Schedule

Weekly, from 9/1/2014 to 11/24/2014

Evidence of Completion

Attendance Logs and Reports

Action Step 2 5

Reward students and classes with most days of perfect attendance.

Person Responsible

Peter Jenkins

Schedule

On 11/24/2014

Evidence of Completion

Attendance Certificates, attendance logs

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

Attendance committee will monitor attendance improvements by scheduling monthly meetings.

Person Responsible

Peter Jenkins

Schedule

On 11/24/2014

Evidence of Completion

attendance logs and minutes

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

Attendance committee will identify student attendance improvement.

Person Responsible

Peter Jenkins

Schedule

Monthly, from 8/18/2014 to 11/24/2014

Evidence of Completion

Attendance reports

G3. Increase 5th grade student proficiency percent in the area of science as evident by the 2015 Science FCAT. 1

G049236

G3.B1 Limited evidence of inquiry-based projects in the science classrooms. 2

B123352

G3.B1.S1 Plan collaboratively with science teachers on how to implement inquiry based learning following the scientific method in order to deepen students' understanding of the Nature of Science and produce valid science projects. 4

S135591

Strategy Rationale

It is evident that students are limited in making the connection between science inquiries/ investigation and application to real world situations.

Action Step 1 5

Meet with grade levels on a weekly basis to discuss possible labs for the week.

Person Responsible

Peter Jenkins

Schedule

On 6/4/2015

Evidence of Completion

Classroom walk throughs, observations, Science journals.

Action Step 2 5

Train fifth grade teachers with J & J Boot Camp materials.

Person Responsible

Peter Jenkins

Schedule

On 11/7/2014

Evidence of Completion

Usage of J & J Science Book Camp materials

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor usage of science labs through science journals and lab sheets

Person Responsible

Peter Jenkins

Schedule

On 6/4/2015

Evidence of Completion

Lab Sheets, Science Journals

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitor growth on quarterly interim assessments

Person Responsible

Peter Jenkins

Schedule

On 6/4/2015

Evidence of Completion

Thinkgate reports

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 instructional coach will facilitate weekly grade level planning sessions with an emphasis on the Florida Standards and meaningful instructional strategies.	Colon, Antonia	9/29/2014	Coaches Logs	weekly
G1.B2.S1.A1	Provide professional development on how to use data to drive targeted differentiated instruction.	Jackson, Marthe	9/29/2014	PD rosters, agenda and sign in sheet	11/26/2015 weekly
G1.B4.S1.A1	Provide professional development to teachers on Accountable Talk and Effective student engagement strategies.	Jackson, Marthe	9/29/2014	PD Rosters, Sign in Sheets	6/4/2015 weekly
G3.B1.S1.A1	Meet with grade levels on a weekly basis to discuss possible labs for the week.	Jenkins, Peter	9/1/2014	Classroom walk throughs, observations, Science journals.	6/4/2015 one-time

Dade - 2281 - Greynolds Park Elementary Schl - 2014-15 SIP
Greynolds Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Identify students with more than 5 absences and have school staff contact the family.	Heller, Laura	9/1/2014	Attendance Logs and Reports	11/24/2014 weekly
G1.B3.S1.A1	Provide professional development on the LA/Math and Item Specifications identifying specific instructional implications. [copy]	Mazon, Jorge	9/22/2014	PD rosters, lesson plans and student artifacts	4/6/2015 one-time
G1.B1.S1.A2	Instructional Coaches will facilitate the coaching cycle to assist and ensure effective implementation of rigorous instruction.	Colon, Antonia	9/22/2014	Coaching logs and classroom observations	biweekly
G3.B1.S1.A2	Train fifth grade teachers with J & J Boot Camp materials.	Jenkins, Peter	10/31/2014	Usage of J & J Science Book Camp materials	11/7/2014 one-time
G2.B1.S1.A2	Reward students and classes with most days of perfect attendance.	Jenkins, Peter	9/1/2014	Attendance Certificates, attendance logs	11/24/2014 one-time
G1.B2.S1.A2	Instructional coaches will plan, assist and support teachers with the implementation of differentiated instruction.	Colon, Antonia	9/22/2014	Classroom Observation, DI grouping and student artifacts	11/26/2014 one-time
G1.B3.S1.A2	The instructional coach will facilitate weekly grade level planning sessions with an emphasis on the Florida Standards and meaningful instructional strategies. [copy]	Colon, Antonia	9/29/2014	Coaches Logs	6/2/2015 weekly
G1.B4.S1.A2	Conduct weekly collaborative deep planning sessions to ensure effective implementation of strategies that promote student engagement and accountable talk.	Colon, Antonia	10/7/2014	Lesson plans and student journal and samples.	4/6/2015 one-time
G1.B1.S1.A3	Provide professional development on the LA/Math and Item Specifications identifying specific instructional implications.	Mazon, Jorge	9/22/2014	PD rosters, lesson plans and student artifacts	4/6/2015 one-time
G1.B2.S1.A3	Incorporate technology resource that will increase students fluency skills.	Jackson, Marthe	9/22/2014	Classroom Observations, report generated by implemented programs	4/6/2015 one-time
G1.MA1	Student will demonstrate an increase on the state assessment in all content areas.	Mazon, Jorge	9/29/2014	2015 FAS results, Thinkgate Reports, walk-throughs and instructional logs	4/24/2015 annually
G1.B1.S1.MA1	Teachers will create lesson plans that demonstrate an understanding of the LA & Math Florida Standards /Item Specifications. Instructional delivery will include activities that increase rigor and comprehension skills.	Mazon, Jorge	9/29/2014	Week assessments, data chats, interim assessments, Florida State Assessment	6/2/2015 weekly
G1.B1.S1.MA1	The instructional coach will monitor collaborative planning session by developing a set time for each grade level and time.	Colon, Antonia	9/29/2014	sign in sheet, coaches logs and lesson plans	11/24/2014 daily
G1.B1.S1.MA3	Ensure that teachers participate in professional development that address the Florida Standards and Item Specification in the areas of Language Arts/Math.	Mazon, Jorge	9/22/2014	Professional Development Rosters and sign in sheets	11/24/2014 one-time
G1.B2.S1.MA1	Teachers will develop lesson plans that include instructional activities to increase fleuncy.	Mazon, Jorge	9/29/2014	Walk throughs and Lesson plans	6/4/2015 weekly
G1.B2.S1.MA1	Monitor teachers participation in weekly scheduled collaborative planning sessions with the instructional coaches.	Mazon, Jorge	9/29/2014	Collaborative Planning Sign in sheet	6/4/2015 weekly
G1.B3.S1.MA1	Teachers will create lesson plans that demonstrate an understanding of the LA	Mazon, Jorge	9/29/2014	Lesson plans and students artifacts	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	& Math Florida Standards /Item Specifications. Instructional delivery will include activities that increase rigor and comprehension skills.				
G1.B3.S1.MA1	The instructional coaches will monitor collaborative planning sessions by developing a set time for each grade level and time.	Mazon, Jorge	9/29/2014	Sign in sheets, coaches logs and lesson plans	6/4/2015 weekly
G1.B3.S1.MA3	Ensure that teachers participate in professional development that address the Florida Standards and Item Specifications in the areas of Language Arts/.Math.	Mazon, Jorge	9/22/2014	Professional Development Rosters and sign in sheets	4/6/2015 one-time
G1.B4.S1.MA1	Lesson plans will demonstrate an understanding and need for increase student engagement.	Mazon, Jorge	9/29/2014	Lesson plans, student work and journals.	6/4/2015 weekly
G1.B4.S1.MA1	Ensure that teachers participate in collaborative common planning session in order to increase accountable talk and student engagement.	Mazon, Jorge	9/29/2014	Planning Session Sign in, lesson plan and walk-throughs	6/4/2015 monthly
G2.MA1	Increase in daily attendance percentage rates	Jenkins, Peter	8/18/2014	Attendance reports	11/24/2014 annually
G2.B1.S1.MA1	Attendance committee will identify student attendance improvement.	Jenkins, Peter	8/18/2014	Attendance reports	11/24/2014 monthly
G2.B1.S1.MA1	Attendance committee will monitor attendance improvements by scheduling monthly meetings.	Jenkins, Peter	8/18/2014	attendance logs and minutes	11/24/2014 one-time
G3.MA1	Science Interim data will be monitored	Jenkins, Peter	8/18/2014	Thinkgate reports should identify an increase in the percentage of students scoring proficiency.	6/4/2015 quarterly
G3.B1.S1.MA1	Monitor growth on quarterly interim assessments	Jenkins, Peter	9/1/2014	Thinkgate reports	6/4/2015 one-time
G3.B1.S1.MA1	Monitor usage of science labs through science journals and lab sheets	Jenkins, Peter	9/29/2014	Lab Sheets, Science Journals	6/4/2015 one-time

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. Teachers will increase student achievement by improving core instruction in all content areas.

G1.B1 Inconsistent use of implicit instruction have impeded reading and comprehending grade level texts and word problems.

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific benchmarks. Students will experience and master course content and skills, as a results of rigorous, purposeful and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

PD Opportunity 1

The instructional coach will facilitate weekly grade level planning sessions with an emphasis on the Florida Standards and meaningful instructional strategies.

Facilitator

Colon, Antonia

Participants

Reading teachers

Schedule

PD Opportunity 2

Provide professional development on the LA/Math and Item Specifications identifying specific instructional implications.

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Schedule

On 4/6/2015

G1.B2 Inconsistent attention given to mastery of foundational skills has led to limited fluency.

G1.B2.S1 Teachers and instructional coaches will plan collaboratively differentiated instructional activities that will increase fluency in reading and math.

PD Opportunity 1

Provide professional development on how to use data to drive targeted differentiated instruction.

Facilitator

Instructional Coaches

Participants

K-5 Reading and Math Teachers

Schedule

Weekly, from 9/29/2014 to 11/26/2015

G1.B3 Limited evidence of deep understanding and expectation of new Florida Standards.

G1.B3.S1 Teachers will plan and deliver instructional activities that address the new Florida Standards.

PD Opportunity 1

Provide professional development on the LA/Math and Item Specifications identifying specific instructional implications. [copy]

Facilitator

Instructional Coaches

Participants

K-5 Teachers

Schedule

On 4/6/2015

PD Opportunity 2

The instructional coach will facilitate weekly grade level planning sessions with an emphasis on the Florida Standards and meaningful instructional strategies. [copy]

Facilitator

Colon, Antonia

Participants

Reading teachers

Schedule

Weekly, from 9/29/2014 to 6/2/2015

G1.B4 Limited evidence of deep and collaborative planning that engages students during the instructional delivery.

G1.B4.S1 Teachers will incorporate collaborative strategies in their instructional delivery.

PD Opportunity 1

Provide professional development to teachers on Accountable Talk and Effective student engagement strategies.

Facilitator

Instructional Coaches

Participants

K-5 General Education Teachers

Schedule

Weekly, from 9/29/2014 to 6/4/2015

G3. Increase 5th grade student proficiency percent in the area of science as evident by the 2015 Science FCAT.

G3.B1 Limited evidence of inquiry-based projects in the science classrooms.

G3.B1.S1 Plan collaboratively with science teachers on how to implement inquiry based learning following the scientific method in order to deepen students' understanding of the Nature of Science and produce valid science projects.

PD Opportunity 1

Train fifth grade teachers with J & J Boot Camp materials.

Facilitator

J & J Boot Camp Representative

Participants

Fifth Grade Science teachers

Schedule

On 11/7/2014

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: Teachers will increase student achievement by improving core instruction in all content areas.	0
Grand Total	0

Goal 1: Teachers will increase student achievement by improving core instruction in all content areas.

Description	Source	Total
B1.S1.A1 - Coaches	Title I Part A	0
B3.S1.A2 - Coaches	Title I Part A	0
Total Goal 1		0