Grove Park Elementary School

2015-16 School Improvement Plan

Grove Park Elementary School

8330 N MILITARY TRL, West Palm Beach, FL 33410

www.edline.net/pages/grove_park_elementary_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	94%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	B	C	D

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

Grove Park Elementary School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

At Grove Park Elementary School, our vision is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

School Environment

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

In an effort to build cultural relationships between teachers and students, our school will celebrate cultural diversity in a multitude of ways. Our school will infuse the content required by Florida Statute 10003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to :
History to Holocaust
History of Africans and African Americans
Hispanic Contributions
Women's Contributions
Sacrifices of Veterans
Provide professional development to staff members on increasing positive interactions with students.
Attend district provided professional development about multicultural topics.
Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations.

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

The School Wide Positive Behavior Support plan (SWPBS) that Grove Park Elementary School implements is a research and evidence based discipline program that emphasizes school-wide support systems. SWPBS focuses on promoting a safe, respectful, and responsible school environment while continuing to contribute to academic success. Teachers are expected to articulate, demonstrate, and teach the specific practices that reflect the application of Grove Park's SWPBS Universal Guidelines to the contexts students will encounter before/during/after school.

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

Through the implementation of the SWPBS plan, school staff members promote appropriate behaviors by teaching, modeling, and reinforcing these behaviors and by treating "minor" incidents as "teachable moments". In addition to the SWPBS plan, Grove Park Elementary School also utilizes classroom management strategies that are outlined in the CHAMPS manual. Grove Park also

incorporates class meetings on a frequent basis to include student feedback and school-wide recognition system are in place.

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

Grove Park Elementary School conducts weekly school based team meetings to discuss students that display difficulties in achieving either academic or social successes. In addition, Grove Park Elementary School also utilizes a mentoring program that pairs students who are in need of positive adult reinforcements with staff members on campus. Our school guidance counselors also connect students to agencies who have Cooperative Agreements or are on campus.

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 early warning system at Grove Park Elementary School utilizes various data sources to identify students who exhibit attendance, behavioral, or academic concerns. Referrals are generated and submitted to the School Based Team (SBT) for students who are exhibiting early warning indicators. Teachers are made aware of decisions and follow up procedures after students are identified. A plan is composed to help meet the needs of the student along with how to decompose possible barriers that the student is facing.

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	22	26	13	16	14	22	113
One or more suspensions	4	6	14	8	9	19	60
Course failure in ELA or Math	24	58	57	70	65	84	358
Level 1 on statewide assessment	0	0	0	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	3	4	5	
Students exhibiting two or more indicators	10	13	14	17	18	24	96

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

Grove Park Elementary School deploys a variety of intervention strategies to improve the academic performance of students such as: Effective multi-disciplinary teams are in place to problem solve and create action plans. We utlize SAI , iii, Tutorials, LLI, Wilson, Fundations, etc...As a school we conduct planned discussions and goal setting for identified students. Finally, as a school we develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive

(individual) interventions, connecting students and their families to needed school-based and community resources.

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/195862.

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

Grove Park Elementary School will build and sustain partnerships with community stakeholders to support our parent and student needs such as:
Feeding South Florida that provides food on a weekly basis to over 100 of our students.
Rotary Club of West Palm Beach through monetary donations and dictionaries.
Frenchman's Creek and Ibis charity foundations for providing monetary donations along with school supplies.
Trinity and Christ Fellowship Churches for providing monetary and school supply donations.
A parent Liaison who assists in organizing and marketing family involvement activities.
Community Language Facilitators (CLFs) who translate and communicate information to parents in both Creole and in Spanish.

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:

Name	Title
Gross, Eric	Principal
Atkinson, Antoinette	Assistant Principal
Pumphrey, Mary	Instructional Coach
Heckman, Sue	Instructional Coach
Westerbeke, Erin	Teacher, ESE
Anderson, Lauren	Guidance Counselor
Hutson, Matt	Instructional Coach

Duties

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

Our School Leadership team consists of the School Principal, Assistant Principal, Reading Coaches, Math Coach, ESE coordinator and our Guidance Counselor who is also our School Based Team Leader. The team meets regularly to review current data to establish a plan of action for at risk students. Evidence based interventions are identified through professional development, school district leadership, and state recommended materials. Teachers monitor and collaborate with administration and peers to analyze data in monitoring students needs which drive instruction. This is also accomplished through data chats, student portfolios, district and state assessments, school based team meetings, and learning team meetings. The school offers professional development opportunities such as cooperative structures, positive behavior support, and assessments.

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 Principal will provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Response to Intervention (RtI), conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. The role of the RtI Facilitator will be to assist in designing and implementation of progress monitoring, collection and analysis of data, assist in development of intervention plans, implementation of Tier 3 interventions and provide professional development and technical assistance as needed.

Title I, Part A - Grove Park Elementary will utilize Title I funding to support in-school and after school tutorial programs, purchase instructional materials and assessments, and to purchase instructional coaching positions in reading, mathematics, and science as well as parent involvement related activities.

Title I, Part C - Migrant - Support services are provided by District personnel

Title II - Services are provided through the district to improve the education of English Language Learners by providing educational materials and support services. Through the after-school program and summer school program, students needing additional remediation are provided that opportunity. Through the coordination with Title II and Title III funds staff development needs are met through the district.

Title III - Programs and professional development provided by Safe Schools - Single School Culture, Academic, Behavior and Climate programs, Bullying prevention, Character Education, District Academic Coaches. Through the after-school program and summer school program, students needing additional remediation are provided that opportunity. Through the coordination with Title II and Title III funds staff development needs are met through the district.

Title X - Homeless - McKinney-Vento case managers provided by the school district provides resources such as school supplies, food, and clothing for students identified as homeless under the McKinney-Vento Act to help break down barriers for a free and appropriate education. In addition, they collaborate with school based team members and other school personnel to ensure school success.

Supplemental Academic Instruction (SAI) - Funds will provide a teacher to work with students providing in-school and extended day support for struggling readers in grades 2-5.

Violence Prevention Programs - District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs - Through the district coordination of funds 100% of our students are provided free

breakfast. Additionally, Grove Park Elementary partners with Feeding South Florida to provide food for students; Kids Community Closet to provide clothing for students; and several other social organizations to provide students with basic needs in order to achieve academic success. Required instruction listed in FL Statute 1003.42(2), as applicable to appropriate grade levels.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Eric Gross	Principal
Susan Heckman	Teacher
Antoinette Atkinson	Business/Community
Wendy Barkhurst	Education Support Employee
Eneida Juavez	Parent
Diego Paxtor	Parent
Vedette St. George	Parent
Berta Gomez	Parent
Britney Blackwell	Parent
Tameka Gibson	Parent
Sudunna Westele	Parent
	Student
Christine Hansler-Lykins	Teacher
Tracy Raymond	Teacher
	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 School Improvement Plan was presented for feedback and recommendations were made based on this year's school needs and expectations.

Development of this school improvement plan

The School Advisory Council is a resource for the school, its teachers and its principal. Its function is to develop a School Improvement Plan that will serve as a framework for school Improvement to oversee and to implement systematic evaluation. The School Improvement Plan will be reviewed and revisions made throughout the year as needed during SAC meetings.

Preparation of the school's annual budget and plan

The school's budget will be presented at the SAC meeting and recommendations made by the committee will be noted.

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

$300 was spent on 5th grade incentives
$413.63 was spent on the family involvement activity of Winter Wonderland.
$2,316.08 was spent on the purchase of a laptop cart.

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:

Name	Title
Pumphrey, Mary	Instructional Coach
Gross, Eric	Principal
Atkinson, Antoinette	Assistant Principal
Hutson, Matt	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Develop a more rigorous instructional focus calendar in grades K-5. Increasing knowledge of anchor chart scoring rubrics and using Test Specs in 3-5; Develop the teachers' guided reading practices to meet the needs of struggling readers.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

•Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures to ensure content teachers are highly qualified.
•Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
•Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
•Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
•Establish and maintain relationships with colleges and officials in the field of education to promote the District

•Maintain regular contact with designated recruiter to improve talent acquisition effectiveness
•Mentors" are assigned to all new teachers to the campus to answer all procedural questions or questions that may arise with the school and District throughout the year
•Monthly meetings for beginning teachers and new teachers to school or District targeting areas such as time management, classroom management, parent conferencing, continuous assessment,available data, etc...
At a school level, administration also offers opportunities for professional growth through content specific professional development, coaching, and collegial planning.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities occur during common planning times, through learning team meetings, during school based and child study team meetings, and pupil progression meetings. All of these conversations help promote dialogue that can dispel misunderstandings as well as provide opportunities for growth in instructional practice, curriculum, and the standards.

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

Grove Park Elementary School uses data to provide and differentiate instruction by holding meetings on a regular basis to make decisions about literacy instruction in the school.
•Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs

•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with an uninterrupted 30 minute writing block
•Providing targeted iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on RRR levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of teaching
Open media concept instruction will allow the media specialist to pull students who are identified as above grade level to ensure students are continually being challenged.
Incorporate both reading and mathematics programs to students who need either remediation or enrichment activities.

*** 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: 4,000

Provide after school tutorial in the areas of math, reading, writing, and science 3 times per week for 90 minutes per session.

Strategy Rationale

increase foundational skills in the core content areas while also offering enrichment opportunities for students working at proficiency level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gross, Eric, eric.gross@palmbeachschools.org

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

Data is collected through student and teacher sign sheets, teacher lesson plans, Pupil Progression meetings, unit assessments, mini-benchmark assessments, and websites such as EDW, I-station and Imagine Learning. This data is analyzed during learning team meetings to determine students' effectiveness in reading strategies.

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

The Parent Liaison and Guidance Counselor visit the local day cares and pre-school programs to distribute flyers and invitations to the Kindergarten Roundup and Registration. In January of each year, the principal will invite representatives from local daycare centers to discuss school readiness and grade level expectations for students entering Kindergarten in the fall. Pre-K students and their parents will be invited to a special "Open House" in the month of May each year. At the end of the school year, a flyer is sent out to announce our "Kindergarten Roundup". This event is held to provide tours of the school's campus, register prospective kindergarten students, inform parents of kindergarten readiness skills, and provide parents with strategies to assist their child(ren) over the summer. In addition to the flyer, this information is included in the school's newsletter, and on the school's marquee. An additional "Kindergarten Roundup" will be held annually in July which will include an Immunization Mobile Unit to provide required immunizations for entering school. Once school has started in the Fall, Grove Park Elementary staggers the start date of the kindergarten students in order to better acclimate them to their new learning environment. Students enrolled in kindergarten are administered the ECHOS assessment to determine school readiness. The results of this assessment is a good indicator of the effectiveness of this plan when comparing data of the students who were enrolled in the preschool program versus those students who were enrolled in other preschool programs, or those who did not receive any preschool experience.

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

NA

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

NA

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

NA

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   If Grove Park Elementary School builds teacher capacity, then we will impact student engagement, which will increase their academic proficiency in all core subjects.

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. If Grove Park Elementary School builds teacher capacity, then we will impact student engagement, which will increase their academic proficiency in all core subjects. 1a

Targets Supported 1b

G074856

Indicator	Annual Target

Resources Available to Support the Goal 2

- Mountain Math kits, internet resources for all core subjects, Number Talks, reading & math coaches, math tutor, math resource
- room, in school & after school tutorial for all core subjects, STEM lab, teacher professional development, book studies,
- Reading A-Z, LLI kits, small group instruction through Literacy teachers.

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity of implementation of the FCIM model.
- Teachers lack a clear understanding of the reading process as described by Fountas and Pinnell in order to maintain efficacy of implementation and assessment.
- Ensuring teachers can effectively analyze data and translate the data into the teaching of best practices in all subjects.
- A lack of focused instructional time for students to demonstrate academic proficiency is required
- A lack of parental understanding as to what is needed in order to achieve academic proficiency.

Plan to Monitor Progress Toward G1. 8

Administration and instructional coaches will monitor teachers' capacity through more focused lesson plans, classroom observations, students' level of engagement, and on-going conversations.

Person Responsible
Eric Gross

Schedule
Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion
Lesson plans, classroom observations, teacher reflection logs.

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. If Grove Park Elementary School builds teacher capacity, then we will impact student engagement, which will increase their academic proficiency in all core subjects. [1]

🔑 G074856

G1.B1 Lack of fidelity of implementation of the FCIM model. [2]

🔑 B195519

G1.B1.S1 Administration and instructional coaches will follow up with all teachers to ensure all four steps of the FCIM model are being followed. [4]

🔑 S207184

Strategy Rationale

When teachers only complete the first two steps of the FCIM model, (Plan & Do) then a more generalized instruction occurs rather than a needs based instruction.

Action Step 1 [5]

Teachers will be supported by coaches, administration, and district personnel to improve instructional practices.

Person Responsible

Antoinette Atkinson

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Classroom observations, student performance

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

teacher Lesson plans that focus on student needs as well as formulating small groups for instruction.

Person Responsible

Antoinette Atkinson

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Teacher data chats, lesson plans, and small groups of students

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

classroom observations, progress monitoring, lesson plans

Person Responsible

Antoinette Atkinson

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

classroom observations, teacher lesson plans, progress monitoring of assessments

G1.B1.S2 Hire reading staff members to supplement the reading coaches in providing small group instruction and best practices to the staff 4

🔑 S207185

Strategy Rationale

By splitting the reading coach position into two half time positions and adding resource teacher to the other half of their duties, Grove Park will have both a primary and intermediate reading coach that can provide services to teachers and students.

Action Step 1 5

Intermediate reading resource teacher will provide small group targeted reading instruction.

Person Responsible

Matt Hutson

Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

LTM meetings, small group schedule, leadership meetings

Action Step 2 5

Primary reading resource teacher will provide small group targeted reading instruction.

Person Responsible

Mary Pumphrey

Schedule

Daily, from 8/10/2015 to 6/10/2016

Evidence of Completion

LTM meetings, small group schedule, leadership meetings

Action Step 3 `5`

reading resource teacher will provide small group targeted reading instruction.

Person Responsible

Eric Gross

Schedule

Daily, from 8/10/2015 to 6/10/2016

Evidence of Completion

small group schedule, student progress monitoring

Action Step 4 `5`

Provide students with materials and supplies to students and teachers as needed for instruction.

Person Responsible

Eric Gross

Schedule

Monthly, from 9/3/2015 to 2/29/2016

Evidence of Completion

purchase orders and p-cards expenses

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Teachers/coaches will create school-wide iii groups as well conduct LTMs and other duties as assigned.

Person Responsible

Eric Gross

Schedule

Daily, from 8/17/2015 to 6/10/2016

Evidence of Completion

schedules, LTMs, leadership meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administration will conduct formal and informal observations to monitor reading coaches' effectiveness.

Person Responsible

Eric Gross

Schedule

Daily, from 8/10/2015 to 6/10/2016

Evidence of Completion

Student progress monitoring will act as evidence of fidelity.

G1.B2 Teachers lack a clear understanding of the reading process as described by Fountas and Pinnell in order to maintain efficacy of implementation and assessment. `2`

🔑 B195520

G1.B2.S1 Educate teachers on the reading process and the components of balanced literacy. `4`

🔑 S207186

Strategy Rationale

As teachers better understand the skills and processes of reading, they will make more informed decisions about how best to address student needs.

Action Step 1 `5`

Reading coaches and administration will hold learning team meetings as well as set up in-school meeting with district staff developers.

Person Responsible

Mary Pumphrey

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Learning team meeting notes and staff developer feedback from meetings.

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

Coaches classroom observations and reflection logs will be used to monitor fidelity of implementation.

Person Responsible

Mary Pumphrey

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Teacher reflection logs, action plans developed with district staff developers, coach's log

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

Reading running records data, progress monitoring, and classroom assessments

Person Responsible

Mary Pumphrey

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Reading running record booklets, classroom assessment data, and informal observations.

G1.B3 Ensuring teachers can effectively analyze data and translate the data into the teaching of best practices in all subjects. 2

B195521

G1.B3.S1 Teachers will meet with administration, and instructional coaches to retrieve and analyze data and determine next steps for instructional practices. 4

S207187

Strategy Rationale

With practice of this activity, teachers will become more effective at choosing the best strategies to guide their instruction.

Action Step 1 5

Learning Team Meetings, cohort/cadre support meetings, grade level meetings, instructional coaching meetings, attend PD that focuses on building teacher capacity for the benefit of student achievement.

Person Responsible

Eric Gross

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Learning Team meeting notes, cohort/cadre documentation, grade chair notes, coaching observations

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

Attendance at learning team meetings, classroom observations, leadership team meetings

Person Responsible

Eric Gross

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Learning team meeting notes, coach's observation log, Marzano classroom observations

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

Classroom Observations, and progress monitoring meetings

Person Responsible

Eric Gross

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Reading Running Records, progress monitoring, ECAM growth

G1.B3.S2 Hire mathematics staff members to provide small group instruction, best practices instruction for teachers, and to create a math lab setting in the school for students to access. `4`

🔍 S207188

Strategy Rationale

By providing teachers with researched based best practices information and exposing students to targeted instruction in small groups and computer program exposure, student proficiency should increase.

Action Step 1 `5`

Math coach (0.5) will build teacher capacity through the coaching cycle.

Person Responsible

Sue Heckman

Schedule

Daily, from 8/10/2015 to 6/10/2016

Evidence of Completion

Conduct LTMs, provide best practices to teachers, follow coaching continuum

Action Step 2 `5`

Math resource teacher (0.5) will provide pull out/push in mathematics instruction to small groups of students

Person Responsible

Sue Heckman

Schedule

Daily, from 8/10/2015 to 6/10/2016

Evidence of Completion

Conduct small group mathematics instruction to students

Action Step 3 `5`

Hire a mathematics tutor to run the mathematics laboratory

Person Responsible

Eric Gross

Schedule

Daily, from 8/10/2015 to 6/10/2016

Evidence of Completion

Math lab schedule, student progress monitoring via software reporting data

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Administration will monitor student progress within small group instruction and the computer lab setting.

Person Responsible

Antoinette Atkinson

Schedule

Biweekly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Resource teacher schedules, Coach's LTM agendas, mathematics lab schedule

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Administration will monitor student progress within small group instruction and the computer lab setting.

Person Responsible

Antoinette Atkinson

Schedule

Biweekly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Resource teacher schedules, Coach's LTM agendas, mathematics lab schedule

G1.B4 A lack of focused instructional time for students to demonstrate academic proficiency is required 2

🔧 B195522

G1.B4.S1 Grove Park Elementary school will host after school tutoring sessions in mathematics, reading, writing, and science. 4

🔧 S207189

Strategy Rationale

By offering students additional focused instructional time after school, proficiency and growth rates should increase.

Action Step 1 5

Grove Park will host after school tutoring sessions for grades 3 through 5.

Person Responsible

Antoinette Atkinson

Schedule

Weekly, from 11/2/2015 to 4/1/2016

Evidence of Completion

lesson plans, attendance sheets, pre and post assessments.

G1.B5 A lack of parental understanding as to what is needed in order to achieve academic proficiency. `2`

🔑 B195523

G1.B5.S1 Hire a Community Resource person in order to coordinate family involvement opportunities and communications `4`

🔑 S207190

Strategy Rationale

With better parental understanding, parents will be more adept to supporting their child's academic success at home.

Action Step 1 `5`

Grove Park will hire a community resource person

Person Responsible

Eric Gross

Schedule

Daily, from 8/10/2015 to 6/10/2016

Evidence of Completion

Position status report

Action Step 2 `5`

Prepare parental involvement activities, and facilitate communications between community stakeholders and school staff.

Person Responsible

Eric Gross

Schedule

Weekly, from 8/10/2015 to 6/10/2016

Evidence of Completion

Title 1 box, parent sign-in sheets, communication log, business partnership agreements

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	Teachers will be supported by coaches, administration, and district personnel to improve instructional practices.	Atkinson, Antoinette	8/31/2015	Classroom observations, student performance	6/3/2016 weekly
G1.B1.S2.A1	Intermediate reading resource teacher will provide small group targeted reading instruction.	Hutson, Matt	8/17/2015	LTM meetings, small group schedule, leadership meetings	6/10/2016 daily
G1.B2.S1.A1	Reading coaches and administration will hold learning team meetings as well as set up in-school meeting with district staff developers.	Pumphrey, Mary	8/31/2015	Learning team meeting notes and staff developer feedback from meetings.	6/3/2016 weekly
G1.B3.S1.A1	Learning Team Meetings, cohort/cadre support meetings, grade level meetings, instructional coaching meetings, attend PD that focuses on building teacher capacity for the benefit of student achievement.	Gross, Eric	8/31/2015	Learning Team meeting notes, cohort/ cadre documentation, grade chair notes, coaching observations	6/3/2016 weekly
G1.B3.S2.A1	Math coach (0.5) will build teacher capacity through the coaching cycle.	Heckman, Sue	8/10/2015	Conduct LTMs, provide best practices to teachers, follow coaching continuum	6/10/2016 daily
G1.B4.S1.A1	Grove Park will host after school tutoring sessions for grades 3 through 5.	Atkinson, Antoinette	11/2/2015	lesson plans, attendance sheets, pre and post assessments.	4/1/2016 weekly
G1.B5.S1.A1	Grove Park will hire a community resource person	Gross, Eric	8/10/2015	Position status report	6/10/2016 daily
G1.B1.S2.A2	Primary reading resource teacher will provide small group targeted reading instruction.	Pumphrey, Mary	8/10/2015	LTM meetings, small group schedule, leadership meetings	6/10/2016 daily
G1.B3.S2.A2	Math resource teacher (0.5) will provide pull out/push in mathematics instruction to small groups of students	Heckman, Sue	8/10/2015	Conduct small group mathematics instruction to students	6/10/2016 daily
G1.B5.S1.A2	Prepare parental involvement activities, and facilitate communications between community stakeholders and school staff.	Gross, Eric	8/10/2015	Title 1 box, parent sign-in sheets, communication log, business partnership agreements	6/10/2016 weekly
G1.B1.S2.A3	reading resource teacher will provide small group targeted reading instruction.	Gross, Eric	8/10/2015	small group schedule, student progress monitoring	6/10/2016 daily
G1.B3.S2.A3	Hire a mathematics tutor to run the mathematics laboratory	Gross, Eric	8/10/2015	Math lab schedule, student progress monitoring via software reporting data	6/10/2016 daily
G1.B1.S2.A4	Provide students with materials and supplies to students and teachers as needed for instruction.	Gross, Eric	9/3/2015	purchase orders and p-cards expenses	2/29/2016 monthly
G1.MA1	Administration and instructional coaches will monitor teachers' capacity through more focused lesson plans, classroom observations, students' level of engagement, and on-going conversations.	Gross, Eric	8/31/2015	Lesson plans, classroom observations, teacher reflection logs.	6/3/2016 weekly
G1.B1.S1.MA1	classroom observations, progress monitoring, lesson plans	Atkinson, Antoinette	8/31/2015	classroom observations, teacher lesson plans, progress monitoring of assessments	6/3/2016 weekly
G1.B1.S1.MA1	teacher Lesson plans that focus on student needs as well as formulating small groups for instruction.	Atkinson, Antoinette	8/31/2015	Teacher data chats, lesson plans, and small groups of students	6/3/2016 weekly
G1.B2.S1.MA1	Reading running records data, progress monitoring, and classroom assessments	Pumphrey, Mary	8/31/2015	Reading running record booklets, classroom assessment data, and informal observations.	6/3/2016 weekly
G1.B2.S1.MA1	Coaches classroom observations and reflection logs will be used to monitor fidelity of implementation.	Pumphrey, Mary	8/31/2015	Teacher reflection logs, action plans developed with district staff developers, coach's log	6/3/2016 weekly
G1.B3.S1.MA1	Classroom Observations, and progress monitoring meetings	Gross, Eric	8/31/2015	Reading Running Records, progress monitoring, ECAM growth	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Attendance at learning team meetings, classroom observations, leadership team meetings	Gross, Eric	8/31/2015	Learning team meeting notes, coach's observation log, Marzano classroom observations	6/3/2016 weekly
G1.B1.S2.MA1	Administration will conduct formal and informal observations to monitor reading coaches' effectiveness.	Gross, Eric	8/10/2015	Student progress monitoring will act as evidence of fidelity.	6/10/2016 daily
G1.B1.S2.MA1	Teachers/coaches will create school-wide iii groups as well conduct LTMs and other duties as assigned.	Gross, Eric	8/17/2015	schedules, LTMs, leadership meetings	6/10/2016 daily
G1.B3.S2.MA1	Administration will monitor student progress within small group instruction and the computer lab setting.	Atkinson, Antoinette	8/10/2015	Resource teacher schedules, Coach's LTM agendas, mathematics lab schedule	6/10/2016 biweekly
G1.B3.S2.MA1	Administration will monitor student progress within small group instruction and the computer lab setting.	Atkinson, Antoinette	8/10/2015	Resource teacher schedules, Coach's LTM agendas, mathematics lab schedule	6/10/2016 biweekly

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. If Grove Park Elementary School builds teacher capacity, then we will impact student engagement, which will increase their academic proficiency in all core subjects.

G1.B3 Ensuring teachers can effectively analyze data and translate the data into the teaching of best practices in all subjects.

G1.B3.S1 Teachers will meet with administration, and instructional coaches to retrieve and analyze data and determine next steps for instructional practices.

PD Opportunity 1

Learning Team Meetings, cohort/cadre support meetings, grade level meetings, instructional coaching meetings, attend PD that focuses on building teacher capacity for the benefit of student achievement.

Facilitator

Ron Clark Academy PD

Participants

Principal, Math Coach, Reading Coach, & Literacy specialist

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	**Teachers will be supported by coaches, administration, and district personnel to improve instructional practices.**				$0.00
2	G1.B1.S2.A1	**Intermediate reading resource teacher will provide small group targeted reading instruction.**				$32,504.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	1411 - Grove Park Elementary School	Title I Part A	0.5	$32,504.23
3	G1.B1.S2.A2	**Primary reading resource teacher will provide small group targeted reading instruction.**				$32,504.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	1411 - Grove Park Elementary School	Title I Part A	0.5	$32,504.23
4	G1.B1.S2.A3	**reading resource teacher will provide small group targeted reading instruction.**				$16,584.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	1411 - Grove Park Elementary School	Title I Part A	1.0	$16,584.00
			Notes: non-cert temp tutor			
5	G1.B1.S2.A4	**Provide students with materials and supplies to students and teachers as needed for instruction.**				$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	1411 - Grove Park Elementary School	Title I Part A		$6,000.00
			Notes: paper, classroom libraries, easels, chart paper, composition notebooks, highlighters, ink, binders, folders, pencils, highlighters, LLI ancillary materials, pencils, sticky notes			
6	G1.B2.S1.A1	**Reading coaches and administration will hold learning team meetings as well as set up in-school meeting with district staff developers.**				$0.00
7	G1.B3.S1.A1	**Learning Team Meetings, cohort/cadre support meetings, grade level meetings, instructional coaching meetings, attend PD that focuses on building teacher capacity for the benefit of student achievement.**				$3,160.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

	6400	330-Travel	1411 - Grove Park Elementary School	Title I Part A	0.0	$3,160.00
			Notes: Attend Ron Clark's 2-day professional development training.			
8	**G1.B3.S2.A1**	**Math coach (0.5) will build teacher capacity through the coaching cycle.**				**$35,945.40**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	100-Salaries	1411 - Grove Park Elementary School	Title I Part A	0.5	$35,945.40
			Notes: Salary and bens			
9	**G1.B3.S2.A2**	**Math resource teacher (0.5) will provide pull out/push in mathematics instruction to small groups of students**				**$35,945.40**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	1411 - Grove Park Elementary School	Title I Part A	0.5	$35,945.40
10	**G1.B3.S2.A3**	**Hire a mathematics tutor to run the mathematics laboratory**				**$16,584.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	1411 - Grove Park Elementary School	Title I Part A	1.0	$16,584.00
11	**G1.B4.S1.A1**	**Grove Park will host after school tutoring sessions for grades 3 through 5.**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	1411 - Grove Park Elementary School	Title I Part A	12.0	$15,000.00
12	**G1.B5.S1.A1**	**Grove Park will hire a community resource person**				**$31,941.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	100-Salaries	1411 - Grove Park Elementary School	Title I Part A	1.0	$31,941.00
13	**G1.B5.S1.A2**	**Prepare parental involvement activities, and facilitate communications between community stakeholders and school staff.**				**$4,972.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150	510-Supplies	1411 - Grove Park Elementary School	Title I Part A	0.0	$4,972.00
			Notes: Agendas, paper, ink, refreshments, pens, chart paper, copy paper, pencils			
					Total:	**$231,140.26**