Grove Park Elementary School

2016-17 Schoolwide Improvement Plan

Grove Park Elementary School

1643 MILLER ST, Orange Park, FL 32073

http://gpe.oneclay.net

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	

*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 is pending approval by the Clay 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Grove Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Grove Park Elementary is to establish a compassionate and rigorous learning environment where students are actively engaged in the learning process as the school community prepares students to become successful and productive global thinkers in an ever-changing world.

b. Provide the school's vision statement.

The vision of Grove Park Elementary School is to inspire all students to become responsible citizens who are independent thinkers and lifelong achievers.

2. School Environment

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

Grove Park offers many opportunities for parents, teachers and students to gather and interact. These opportunities are offered over the course of the school year which allows parents and teachers to engage in meaningful conversations and continue this dialogue over the course of the year, including but not limited to conversations centered around goal setting, academic needs, and social needs. Additionally, through the social component in the academic curricula, teachers and students engage in meaningful conversations about student social skills. Grove Park continues to partner with community institutions to support and offer resources to our students and their families.

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

Grove Park provides a "bully free zone" to all students. Students are taught in the classroom how to respect and interact with their peers through the social component in the academic curricula, as well as lessons provided by the school's guidance counselor. Students are warmly greeted to school by adults when arriving and dismissing. Adults are assigned duty stations strategically throughout the school to provide "eyes and ears" as a safety measure for students arriving and leaving school. Additionally, students are encouraged to exemplify positive choices through a reward system that encourages goal setting, community, respect, and service.

c. 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.

Grove Park implements a PBIS school-wide discipline system with support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment for students. The ultimate goal is for students to remain in their classrooms engaging in meaningful learning opportunities.

d. 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 has a guidance counselor on site. Students are able to discuss any concerns they might have with our guidance counselor. Grove Park also offers a mentoring program to our students in which mentors come to the school to support assigned mentee students academically and socially.

3. 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).

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

The early warning system will include the following early warning indicators:
a. attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
b. one or more suspensions, whether in or out of school.
c. course failure in English language arts or mathematics.
d. a level 1 score on statewide standardized assessments in English Language Arts or Mathematics.
When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indication the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	5	4	5	5	4	7	2	0	0	0	0	0	0	32
One or more suspensions	3	14	8	17	11	14	18	0	0	0	0	0	0	85
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	42	46	46	24	0	0	0	0	0	0	158

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	1	1	0	0	0	0	0	0	2

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

Students identified as an attendance concern will receive interventions in the form of attendance contact, as well as mentoring.
Students identified as an academic concern will receive interventions in the form of mentoring and tutoring.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/320232.

2. Description

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

2. 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 continues to build relationships with its community partners to provide resources and support for our students and their families. Our partnership with First Baptist Church of Orange Park provides a "Trunk or Treat" event which provides a fun and safe environment for students to gather after school and participate in Halloween activities. Our partnership with First Christian Church of Orange Park provides a multitude of resources for our students, including school supplies, a weekend backpack program that provides our students in need with food, and an Angel Tree for the holidays. Additionally, our partnership with the Rotary Club of Orange Park provides numerous mentors for students who could benefit from additional emotional support and guidance, as well as support for our Safety Patrol program. Grove Park continues to partner with local business, TMM, which provides student supplies, as well as supplies for the classroom, as well as Wells Fargo.

C. 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).

1. School Leadership Team

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

Name	Title
Voytko, Scott	Principal
Arp, Doris	Teacher, K-12
Diamond, Angela	Teacher, K-12
Graham, Paula	Teacher, K-12
Rodifer, Kellie	Instructional Coach
Fatima, Batul	Teacher, K-12
Merrilees, Cindy	Teacher, K-12
Kenny, Kelly	Teacher, K-12
Dunlap, De	Teacher, K-12
Sheridan, Janice	Teacher, K-12
Ruckersfeldt, Jordan	Teacher, K-12
Worley, Jill	Assistant Principal
Placilla, Kelly	Teacher, ESE
Rodrigues, Brandy	Instructional Coach

b. Duties

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

Administrators, MTSS leaders and teachers will work to support an infrastructure that allows for a three-tiered model of delivery and supervise the implementation of the MTSS framework including data review, needs assessments (i.e. staff training, resources, etc.) and monitoring of the annual plan. The MTSS team will meet to discuss evidenced-based student interventions, data collection, graphing and assessment. The team will meet to cover topics related to ESE, IEP and 504 evaluations and eligibility, IEP reviews/updates, and intervention methods.

2. 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 teachers and MTSS leaders meet weekly to discuss the problem solving process for interventions. The MTSS leaders guide and inform teachers of process updates and updates in the navigation of the web-based platform. All teachers receive the same instruction to ensure a unified process. Teachers and leaders discuss small group interventions and the status of student progress as well as data points and whole class performance.

Title 1, Part A -
GPE offers intensive academic classes and in-school tutoring to all students who are performing below grade level. Services outside of the regular school day are provided to ensure students requiring additional remediation are assisted through before and after school CAI, Saturday School, and Summer School.

Title 1, Part C- Migrant
A county level Migrant liaison provides services and supports and students and parents. The liaison

coordinates with Title I and other programs to ensure that student needs are met.

Title 1, Part D
District receives funds to support the Educational Alternative Outreach Programs. Services are coordinated with district DOP programs.

Title III -
District receives supplemental funds for improving basic education programs through the purchase of small equipment and new technology in classrooms (Success Maker Lab, Multiple Enhanced Classroom Settings, one grade level set of iPads, one grade level set of Google Chrome Books, and two Computer Labs)

Title X- Homeless-
District Homeless Social Workers provide resources (clothing, school supplies, social service referrals, and housing) for students identified as homeless under the McKinney-Vento V Act

Violence Prevention Programs
GPE provides non-violence, anti-bullying, and anti-drug programs, field trips, parent education, counseling, and social service referrals. PBIS strategies are also being utilized school-wide to train staff in fostering a safe and civil school climate. GAB (Gators Against Bullying) program to help prevent bullies in the school setting.

Nutritional Programs
GPE offers free summer breakfast and lunch for all Clay County residents and 18 and under. In addition, 100% of our student population is served breakfast and lunch at no cost. GPE partners with First Christian Church's backpack program which provides students and their families with nutritional food items for the weekend.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Crystal Martin	Teacher
Antonio Allen	Parent
Julie Hendricks	Parent
Tiffany Kelly	Parent
Jill Worley	Parent
Melodie Ryan	Education Support Employee
Batul Fatima	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC met to discuss last year's academic performance using data from last year's SSA / FSA scores. SAC identified a significant area of concern which was proficiency scores in Math and Reading, as well as learning gains for students in the lowest quartile. It was decided by SAC that the

focus for GPE would be to increase student proficiency overall and increase student learning gains for students in the lowest quartile.

b. Development of this school improvement plan

Grove Park Elementary's SAC members consists of a variety stakeholders including teachers, parents and community leaders. The SAC members work together to identify and problem solve challenges the school and community encounters.. Through a community-wide commitment, the SAC will foster a positive learning environment and set high expectations to meet the diverse needs of the student body.

c. Preparation of the school's annual budget and plan

There are no funds in the SAC budget.

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

There are no funds in the SAC budget.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Arp, Doris	Teacher, K-12
Diamond, Angela	Teacher, K-12
Graham, Paula	Teacher, K-12
Voytko, Scott	Principal
Rodifer, Kellie	Instructional Coach
Fatima, Batul	Teacher, K-12
Kenny, Kelly	Teacher, K-12
Merrilees, Cindy	Teacher, K-12
Placilla, Kelly	Teacher, ESE
Dunlap, De	Teacher, K-12
Ruckersfeldt, Jordan	Teacher, K-12
Sheridan, Janice	Teacher, K-12
Worley, Jill	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

This year the LLT will continue to focus on small group instruction. This includes purchasing and implementing Guided Reading by Fountas and Pinell in leveled groups based upon FSA scores and IReady data. Additionally, GPE will continue to focus on implementing the district's initiative focusing on the Framework for Intentional Teaching consisting of the five components: Purpose, Modeling Thinking, Guided Instruction, Collaborative Learning, and Independent Learning. In weekly PLCs teachers and administrators focus on reading strategies that work across the curriculum to support literacy. Additionally, the LLT will focus on implementing new resources from the Ready Teacher Toolbox and continuing to implement Reading A to Z, Reading Tutor, Phonics for Reading, and RAZ Kids in the classroom to support instruction. The LLT will also work to help teachers focus on accurately assessing students' independent reading levels and getting them access to appropriate reading material.

D. 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).

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

The district has committed to an hour of protected PLC time each week. Administration promotes an atmosphere where teachers are encouraged to collaborate. The PLCs specifically address areas of need in the school. Additionally, data meetings will be held to discuss specific areas of improvement within classrooms.

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

Scott Voytko, Grove Park's principal, is committed to recruiting and retaining highly qualified teachers. Grove Park offers an intimate and nurturing environment for teachers. Through extrinsic and intrinsic motivation, Mr. Voytko aims to recruit and retain highly qualified teachers who are compassionate about their students. Teacher Mentoring, Professional Development, Professional Learning Communities and fellowship activities are offered to assist new teachers while they are adjusting to Clay County and the local teaching environment. Interviews are structured to identify team players, candidates who desire to make a positive impact at Grove Park, and candidates who are knowledgeable on the Common Core Curriculum. Professional development opportunities are offered across the curriculum both locally and through district events for staff members, and these professional development opportunities are designed to inform instruction and evaluate knowledge, skills, performance, and dispositions needed to be successful in 21st century education and successfully cater to the community our school serves.

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

Grove Park supports the continued improvement of new teachers. The purpose of Teacher Mentoring is to connect the new teachers with a veteran or highly effective teacher upon whom the new teacher can rely on for assistance and guidance. During this mentoring period, ongoing collaboration will facilitate the growth of the new teacher toward the highest levels of professional practice during his/her first years of teaching or transition. The mentoring program provides a partnership for teachers new to the field of education, new to the district, or new to a specific grade level. Each mentoring plan is specific to the new teacher's needs therefore the mentoring time frame or concentration may vary. Additionally, new teachers have access to the BEST program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers plan and evaluate through collaborative PLCs, working under the umbrella of the Framework for Intentional Teaching. To assist with planning, teachers use curriculum maps for creating lessons and choosing the standard of focus.

Additionally, teachers share resources aligned to Florida's standards through the use of a school-level Google Drive.

b. Instructional Strategies

1. 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.

GPE implements a three-tiered model of delivery and supervise the implementation of the MTSS framework including data review, needs assessments (i.e. staff training, resources, etc.) and monitoring student progress. GPE discusses evidenced-based student interventions, data collection, graphing and assessment. Teachers and leaders discuss small group interventions and the status of student progress as well as data points and whole class performance.

The team also meets to discuss topics related to students' Individualized Education Plans and 504 evaluations as well as ESE eligibility, IEP reviews/updates, and intervention methods.

2. 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: Extended School Day
Minutes added to school year: 1,200

Spring Tutoring

Strategy Rationale

Data from student Performance Matters scores and IReady will guide placement of students in tutoring, in addition to subject matter taught.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Voytko, Scott, scott.voytko@myoneclay.net

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

Data is collected by the assigned tutoring teachers. Students are assessed at the beginning and end of the tutoring.

2. Student Transition and Readiness

a. 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).

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

Based on FLKRS screening, siblings of developmentally delayed students qualify for Title 1 assisted preschool.

At the beginning of school, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. The FLKRS assessment is assessed during the first 30 days of school to determined school readiness and the child's ability to form meaningful relationships.

Another assessment students are given throughout the school year is the Foundational Skills Assessment which assesses the reading readiness of students. Students with low reading readiness are given supplemental intensive reading instruction using direct instruction pedagogy.

End of the year articulation meetings are held for the upcoming school year. Pre-kindergarten and Kindergarten teachers collaborate on assigning and assessing students based on their academic and developmental needs. The articulation meeting assists kindergarten teachers in ensuring each child successfully transitions to our elementary school program.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Based upon the data, it is evident that in the areas of both math and reading, GPE's overall gains dropped significantly. However, overall proficiency in Science increased by around 20 points.

B. 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"Â? 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.

Overall proficiency was reduced in both math and reading due to a lack of appropriate intervention materials and differentiated instruction.

C. Strategic Goals

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. Learning gains amongst lowest quartile students will be increased to 66% in both reading and math on the FSA by April 2017.

G2. Student proficiency in both math and reading will be increased to 55% on the FSA by April 2017.

Strategic Goals Detail

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

G1. Learning gains amongst lowest quartile students will be increased to 66% in both reading and math on the FSA by April 2017. 1a

🔍 G086098

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	66.0
Math Lowest 25% Gains	66.0

Targeted Barriers to Achieving the Goal 3

- Lack of time in the school day to implement interventions necessary to meet students at their current level

- Lack of aligned resources to use in intervention

Resources Available to Help Reduce or Eliminate the Barriers 2

- I-Ready

- Ready Florida Teacher Toolbox

- Guided Reading by Fountas and Pinell

- Phonics for Reading

Plan to Monitor Progress Toward G1. 8

I-Ready Growth Monitoring reports will be pulled throughout the school year to determine whether students are on track for a year's growth.

Person Responsible

Scott Voytko

Schedule

Triannually, from 8/22/2016 to 5/30/2017

Evidence of Completion

I-Ready Growth Monitoring reports, student artifacts

G2. Student proficiency in both math and reading will be increased to 55% on the FSA by April 2017. `1a`

🔑 G086099

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA Mathematics Achievement	55.0

Targeted Barriers to Achieving the Goal `3`

- Lack of timely data aligned to MFAS and LFAS to guide differentiated instruction.

- Lack of differentiation in the core instruction block.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- I-Ready

- Ready Florida Teacher Toolbox

- Leveled libraries in the classroom

- Guided Reading texts

- RAZ Kids

Plan to Monitor Progress Toward G2. `8`

IReady Growth Monitoring reports will be pulled and disaggregated to determine where students are performing towards a year's worth of growth.

Person Responsible
Scott Voytko

Schedule
Triannually, from 8/22/2016 to 5/30/2017

Evidence of Completion
IReady Growth Monitoring reports

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. Learning gains amongst lowest quartile students will be increased to 66% in both reading and math on the FSA by April 2017. [1]

🔍 G086098

G1.B1 Lack of time in the school day to implement interventions necessary to meet students at their current level [2]

🔍 B228756

G1.B1.S1 Allow for a protected block of time to implement small group interventions and allow for a protected block of time to implement the I-Ready computer program with fidelity. [4]

🔍 S241216

Strategy Rationale

By setting aside a time in the day that is dedicated to small group interventions, teachers will have the ability to remediate any prerequisite skills necessary as well as current standards. I-Ready is a research based program that meets students needs where they currently are and instructs them at that level.

Action Step 1 [5]

Administration will work with team leaders to create schedules that set aside protected time for implementation of small group interventions and I-Ready use.

Person Responsible

Jill Worley

Schedule

On 8/26/2016

Evidence of Completion

Teacher schedules

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

Classroom walk-throughs

Person Responsible

Jill Worley

Schedule

Weekly, from 8/22/2016 to 5/30/2017

Evidence of Completion

Classroom walk-through logs, student artifacts

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

Walk-throughs will be conducted weekly and feedback will be provided to teachers to ensure small group intervention is being implemented in the classroom; coaches are available during PLC time to help with planning for implementation.

Person Responsible

Jill Worley

Schedule

Weekly, from 8/22/2016 to 5/30/2017

Evidence of Completion

Walk-through logs, PLC logs, student artifacts

G1.B2 Lack of aligned resources to use in intervention 2

🔑 B228757

G1.B2.S1 Provide for teacher collaboration for small group intervention during PLC planning. 4

🔑 S241217

Strategy Rationale

By giving teachers the time and resources necessary to plan for small group interventions, teachers are more able to meet students where they are currently performing.

Action Step 1 5

Focus on planning for implementation of resources into small group intervention time during weekly PLCs.

Person Responsible

Brandy Rodrigues

Schedule

Weekly, from 8/22/2016 to 5/30/2017

Evidence of Completion

Weekly PLC logs, classroom walk throughs, student artifacts

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

Classroom walk-throughs and PLC logs giving opportunity for targeted feedback from administration

Person Responsible

Scott Voytko

Schedule

Weekly, from 8/22/2016 to 5/30/2017

Evidence of Completion

Classroom walk-throughs, PLC logs, student artifacts

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

Based upon weekly PLC logs and classroom walk-throughs, targeted feedback will be given to teachers to ensure that small group interventions are being implemented in the classroom. Instructional coaches will be available to teachers for coaching cycles on small group strategies.

Person Responsible

Scott Voytko

Schedule

Weekly, from 8/22/2016 to 5/30/2017

Evidence of Completion

PLC logs, classroom walk-throughs, student artifacts

G2. Student proficiency in both math and reading will be increased to 55% on the FSA by April 2017. `1`
🔑 G086099

G2.B1 Lack of timely data aligned to MFAS and LFAS to guide differentiated instruction. `2`
🔑 B228758

G2.B1.S1 Teachers will implement IReady computer program with fidelity, ensuring students are being tracked through growth monitoring using the assessments embedded in the program. `4`
🔑 S241218

Strategy Rationale

I-Ready is a research based intervention program that not only meets students' instructional needs where they are but also gives multiple assessments throughout the year aligned to the standards. These assessments allow teachers to track a student's progress towards proficiency as well as towards a year's growth.

Action Step 1 `5`

Teachers will be trained on the I-Ready program and implementing it.

Person Responsible

Scott Voytko

Schedule

On 5/30/2017

Evidence of Completion

Professional Development Follow Up Forms and I Ready weekly reports.

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

Administration will conducted targeted walkthroughs of the classroom to ensure that appropriate time and effort is being given to implementing the IReady program.

Person Responsible

Scott Voytko

Schedule

Weekly, from 8/22/2016 to 5/30/2017

Evidence of Completion

Administration Walk Through Logs

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

IReady reports will be pulled to determine whether students are accurately completing their lessons on a weekly basis.

Person Responsible

Scott Voytko

Schedule

Weekly, from 8/22/2016 to 5/30/2017

Evidence of Completion

IReady reports

G2.B1.S2 Teachers will implement formative and summative assessments aligned to the MFAS and LFAS. 4

🔑 S241219

Strategy Rationale

The process of creating aligned assessments with the support of instructional coaches gives teachers in-depth insight into the content limits and the rigor that the students will experience when they take the FSA. By consistently exposing students to this rigor from the beginning of the year, students will be more prepared to score proficiently on the state assessments.

Action Step 1 5

Teachers will work with their content area coaches to develop formative and summative assessments aligned to the MFAS and LFAS.

Person Responsible

Brandy Rodrigues

Schedule

Weekly, from 8/22/2016 to 5/30/2017

Evidence of Completion

Grade level common assessments

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

Administration and coaches will monitor weekly PLC Logs as well as student artifacts to determine the creation and implementation of aligned assessments.

Person Responsible

Brandy Rodrigues

Schedule

Weekly, from 8/30/2016 to 5/30/2017

Evidence of Completion

PLC weekly logs, classroom walk throughs, student artifacts

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

Instructional coaches will meet with teachers to review the data and discuss effectiveness.

Person Responsible

Kellie Rodifer

Schedule

Biweekly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Student artifacts

G2.B2 Lack of differentiation in the core instruction block. `2`

🔑 B228759

G2.B2.S1 Implementing B.U.I.L.D. small group math instruction during the core math block in grades 3 through 5. `4`

🔑 S241220

Strategy Rationale

B.U.I.L.D. offers an opportunity to meet students at their current level of mastery and scaffold them to the desired level of understanding. Through differentiated instruction, differentiated centers, and differentiated work, students are able to meet the standards through the path that works best for them.

Action Step 1 `5`

Teachers will receive professional development on B.U.I.L.D.

Person Responsible

Brandy Rodrigues

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Student artifacts, weekly sign in sheet

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

Math coach and administration will conduct targeted walkthroughs

Person Responsible

Brandy Rodrigues

Schedule

Biweekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Walk-through logs, student artifacts

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

Teachers will reflect with the math coach during weekly planning meetings to discuss challenges and brainstorm solutions.

Person Responsible

Brandy Rodrigues

Schedule

Weekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Weekly sign in, student artifacts

G2.B2.S2 Increasing student access to texts on their current level. `4`

`S241221`

Strategy Rationale

By making sure that students have access to texts on their current identified reading level, students will be able to apply the skills they are learning in class to a text on their level during IDR time.

Action Step 1 `5`

Teachers will work with reading coach to level their classroom libraries using Guided Reading levels.

Person Responsible

Kellie Rodifer

Schedule

On 5/31/2017

Evidence of Completion

Classroom libraries, student artifacts, student conference logs

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Classroom walk-throughs will be conducted to determine whether libraries are leveled and students are utilizing texts on their level during IDR.

Person Responsible

Kellie Rodifer

Schedule

Biweekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Student artifacts, classroom libraries, student conference logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Walk-throughs will be conducted and feedback will be provided to teachers to ensure students have access to appropriate texts on their levels; the reading coach will be available during PLC time and once a week to help with planning for implementation.

Person Responsible

Kellie Rodifer

Schedule

Biweekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Classroom libraries, student artifacts

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A312201	Administration will work with team leaders to create schedules that set aside protected time for...	Worley, Jill	8/22/2016	Teacher schedules	8/26/2016 one-time
G1.MA1 M321377	I-Ready Growth Monitoring reports will be pulled throughout the school year to determine whether...	Voytko, Scott	8/22/2016	I-Ready Growth Monitoring reports, student artifacts	5/30/2017 triannually
G2.MA1 M321386	IReady Growth Monitoring reports will be pulled and disaggregated to determine where students are...	Voytko, Scott	8/22/2016	IReady Growth Monitoring reports	5/30/2017 triannually
G1.B1.S1.MA1 M321373	Walk-throughs will be conducted weekly and feedback will be provided to teachers to ensure small...	Worley, Jill	8/22/2016	Walk-through logs, PLC logs, student artifacts	5/30/2017 weekly
G1.B1.S1.MA1 M321374	Classroom walk-throughs	Worley, Jill	8/22/2016	Classroom walk-through logs, student artifacts	5/30/2017 weekly
G1.B2.S1.MA1 M321375	Based upon weekly PLC logs and classroom walk-throughs, targeted feedback will be given to teachers...	Voytko, Scott	8/22/2016	PLC logs, classroom walk-throughs, student artifacts	5/30/2017 weekly
G1.B2.S1.MA1 M321376	Classroom walk-throughs and PLC logs giving opportunity for targeted feedback from administration	Voytko, Scott	8/22/2016	Classroom walk-throughs, PLC logs, student artifacts	5/30/2017 weekly
G1.B2.S1.A1 A312202	Focus on planning for implementation of resources into small group intervention time during weekly...	Rodrigues, Brandy	8/22/2016	Weekly PLC logs, classroom walk throughs, student artifacts	5/30/2017 weekly
G2.B1.S1.MA1 M321378	IReady reports will be pulled to determine whether students are accurately completing their lessons...	Voytko, Scott	8/22/2016	IReady reports	5/30/2017 weekly
G2.B1.S1.MA1 M321379	Administration will conducted targeted walkthroughs of the classroom to ensure that appropriate...	Voytko, Scott	8/22/2016	Administration Walk Through Logs	5/30/2017 weekly
G2.B1.S1.A1 A312203	Teachers will be trained on the I-Ready program and implementing it.	Voytko, Scott	8/16/2016	Professional Development Follow Up Forms and I Ready weekly reports.	5/30/2017 one-time
G2.B1.S2.MA1 M321380	Instructional coaches will meet with teachers to review the data and discuss effectiveness.	Rodifer, Kellie	8/30/2016	Student artifacts	5/30/2017 biweekly
G2.B1.S2.MA1 M321381	Administration and coaches will monitor weekly PLC Logs as well as student artifacts to determine...	Rodrigues, Brandy	8/30/2016	PLC weekly logs, classroom walk throughs, student artifacts	5/30/2017 weekly
G2.B1.S2.A1 A312204	Teachers will work with their content area coaches to develop formative and summative assessments...	Rodrigues, Brandy	8/22/2016	Grade level common assessments	5/30/2017 weekly
G2.B2.S1.MA1 M321382	Teachers will reflect with the math coach during weekly planning meetings to discuss challenges and...	Rodrigues, Brandy	9/30/2016	Weekly sign in, student artifacts	5/31/2017 weekly
G2.B2.S1.MA1 M321383	Math coach and administration will conduct targeted walkthroughs	Rodrigues, Brandy	9/30/2016	Walk-through logs, student artifacts	5/31/2017 biweekly
G2.B2.S1.A1 A312205	Teachers will receive professional development on B.U.I.L.D.	Rodrigues, Brandy	8/15/2016	Student artifacts, weekly sign in sheet	5/31/2017 weekly
G2.B2.S2.MA1 M321384	Walk-throughs will be conducted and feedback will be provided to teachers to ensure students have...	Rodifer, Kellie	8/29/2016	Classroom libraries, student artifacts	5/31/2017 biweekly
G2.B2.S2.MA1 M321385	Classroom walk-throughs will be conducted to determine whether libraries are leveled and students...	Rodifer, Kellie	8/29/2016	Student artifacts, classroom libraries, student conference logs	5/31/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S2.A1 A312206	Teachers will work with reading coach to level their classroom libraries using Guided Reading...	Rodifer, Kellie	8/29/2016	Classroom libraries, student artifacts, student conference logs	5/31/2017 one-time

V. Professional Development Opportunities

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

G2. Student proficiency in both math and reading will be increased to 55% on the FSA by April 2017.

G2.B1 Lack of timely data aligned to MFAS and LFAS to guide differentiated instruction.

G2.B1.S1 Teachers will implement IReady computer program with fidelity, ensuring students are being tracked through growth monitoring using the assessments embedded in the program.

PD Opportunity 1

Teachers will be trained on the I-Ready program and implementing it.

Facilitator

Curriculum Associates

Participants

Teachers

Schedule

On 5/30/2017

G2.B1.S2 Teachers will implement formative and summative assessments aligned to the MFAS and LFAS.

PD Opportunity 1

Teachers will work with their content area coaches to develop formative and summative assessments aligned to the MFAS and LFAS.

Facilitator

Brandy Rodrigues, Kellie Rodifer, Scott Voytko, Jill Worley

Participants

Teachers

Schedule

Weekly, from 8/22/2016 to 5/30/2017

G2.B2 Lack of differentiation in the core instruction block.

G2.B2.S1 Implementing B.U.I.L.D. small group math instruction during the core math block in grades 3 through 5.

PD Opportunity 1

Teachers will receive professional development on B.U.I.L.D.

Facilitator

Brandy Rodrigues

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Administration will work with team leaders to create schedules that set aside protected time for implementation of small group interventions and I-Ready use.	$0.00
2	G1.B2.S1.A1	Focus on planning for implementation of resources into small group intervention time during weekly PLCs.	$0.00
3	G2.B1.S1.A1	Teachers will be trained on the I-Ready program and implementing it.	$0.00
4	G2.B1.S2.A1	Teachers will work with their content area coaches to develop formative and summative assessments aligned to the MFAS and LFAS.	$0.00
5	G2.B2.S1.A1	Teachers will receive professional development on B.U.I.L.D.	$0.00
6	G2.B2.S2.A1	Teachers will work with reading coach to level their classroom libraries using Guided Reading levels.	$0.00
		Total:	$0.00