

The School District of Palm Beach County

Golden Grove Elementary School



2017-18 Schoolwide Improvement Plan

Golden Grove Elementary School

5959 140TH AVE N, West Palm Beach, FL 33411

<https://gges.palmbeachschools.org>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | No | 65% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 47% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A* | A |

**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 11/1/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Golden Grove Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The faculty, staff and parents of Golden Grove Community Elementary will create and develop a challenging liberal arts curriculum which will foster and nurture a child's optimal educational performance. The curriculum will establish a solid foundation of skills and knowledge across all grade levels in each of the six domains: reading, writing, mathematics, science, social studies and fine arts. The reading domain will encompass a balanced approach to reading instruction, which emphasizes and encourages a meaningful interaction between student and text. The writing domain will incorporate a variety of instruction opportunities in creative and demand writing including narrative, expository, and persuasive forms. The mathematics domain will strengthen problem and critical thinking skills by engaging students in the exploration and practice of concepts with manipulatives, mental math, technology, and research. A solid foundation in fundamental science concepts will be taught in order to aid in the comprehension of the natural world and acquire scientific habit of mind. The social studies domain will expand the students' knowledge base of world history, American history, culture, geography, and government. The fine arts will weave through the different domains, reinforcing classroom learning and enriching student experiences making it an essential component in the curriculum. Authentic assessments will be utilized to maintain a comprehensive and continuous evaluation of student progress.

b. Provide the school's vision statement.

Golden Grove Community Elementary, united with parents and community, will guide our students to become responsible, respectful, literate and productive members of society, who will appreciate their past, enrich their present, and embrace their future.

2. School Environment

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

The Golden Grove Elementary School community seeks to build strong relationships with its students. In this pursuit students' cultural information is regularly collected through a number of processes. Some of these include, registration information, parent surveys through Google Forms, open house activities, and the School Advisory Council. During the open house teachers are able to meet the parents and start building strong relationships. Class email lists are compiled for further communication opportunities. Teachers focus on building strong relationships with the students every day. Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Golden Grove Elementary has a strong School wide Positive Behavior Support Program. This SwPBS program includes the acronym R.O.C.K. which promotes Respect and Responsibility, Ownership, Citizenship, and Kindness. Each area of the school has specific R.O.C.K. rules so that the students understand their expectations in all environments. R.O.C.K. is embraced and encouraged by all staff members with a full cultural buy in. As a result the school has a positive climate where respect is strongly experienced before, during and after school.

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.

Golden Grove Elementary has a strong Positive Behavior Support Program. This PBS program includes the acronym R.O.C.K. which promotes Respect and Responsibility, Ownership, Citizenship, and Kindness. Each area of the school has specific R.O.C.K. rules so that the students understand their expectations in all environments. R.O.C.K. is embraced and encouraged by all staff members with a full cultural buy in. When Positive Behavior Supports are not enough teachers go through their classroom protocols and interventions, always communicating with parents as they do so. Once the classroom interventions are unable to correct the behavior then the teachers are supported strongly and efficiently by administration.

The PBS program is taught to the students through a school wide assembly, classroom lessons, and posted expectations.

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.

Guidance Counselor mini meetings are conducted with students in the school to ensure that their social-emotional needs are met. During this meeting students are asked a series of probing questions in order to understand their individual needs. Students who are red flagged because of the meetings are immediately helped and the data from the meetings is entered into a spreadsheet in order to look for trends within the school which could be combated through school wide programs. Teachers and administration work together with the guidance counselor to identify and support students in need. This also occurs during School Based Team Meetings and Administrative Data Chats.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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 | 12 | 7 | 13 | 11 | 11 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |
| One or more suspensions | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA or Math | 12 | 18 | 27 | 20 | 22 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 11 | 17 | 30 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |

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 | 4 | 4 | 3 | 10 | 15 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |

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

At Golden Grove Elementary School we exert a number of strategies to improve the academic performance of students identified by the early warning systems. These include:

- Referral to SBT
- Buddy Teacher
- After School Tutorial
- Guidance Counselor Services.
- School Wide Positive Behavior Supports
- Communication Home
- Mandatory three parent conferences a year
- Periodic data Chats on every student in every class.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parents are involved at Golden Grove by ensuring that their child is regular in attendance, completes homework including daily independent reading, and communicates with teachers when assistance is needed. The parents attend and volunteer for events such as PTO fundraisers and meetings, parent training, and Go Green Events. Parents also participate on our SAC committee. Some ways that Golden Grove faculty communicate with parents is through a bimonthly newsletter, Edline posts, Facebook posts, and Parent Link call-outs.

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.

A school wide needs analysis is done to determine what resources are required. A data analysis is done on the identified needs which are then categorized into groups wishlist, necessity, unattainable. Once categorized we look to identify businesses/individuals that might be able to assist with the attainable needs. While always looking to ensure that the partnerships are true partnerships and that we are able to provide the business with some sort of return on their investment. The return may be as simple as thank you letters to the donor/business or as elaborate as the impact that they have made on children's lives. Each year we send a thank you letter informing the partners to look for me again in August. Partnerships usually begin small and grow from year to year as the business/individual becomes more invested in our school. We had have some of our partners in excess of 15 years.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|-------------------|------------------------|
| Miller, Adam | Principal |
| Preddy, Philip | Assistant Principal |
| Bednarek, Lori | School Counselor |
| Packard, Patricia | Administrative Support |
| Kinne, Diane | Administrative Support |
| Blanar, Joy | Administrative Support |
| Ruddick, Melissa | Teacher, K-12 |
| Pentz, Terry | Teacher, K-12 |
| Bleakley, Wendy | Teacher, K-12 |
| Stanco, Sue | Teacher, K-12 |
| Wesley, Tanya | Teacher, K-12 |

b. Duties

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

1. Administration (Miller & Preddy): Provides initial and continuing professional development opportunities, provides a common vision for the use of data-based decision making, leads effort to create infrastructure for school-wide implementation of RtI procedures, communicates with parents regarding school-based RtI plans and activities, provides necessary technology, materials, resources, and professional development to staff, ensures the fidelity of RtI implementation through routine scheduling, periodic observation, and discussion with RtI Leadership Team and school staff.
2. School Counselor (Bednarek) - Coordinate meeting, set Agenda, implement Tiers of strategy as needed.
3. Select General Education Teachers (Ruddick, Pentz, Bleakley, Wesley & Stanco): Collect data on individual students, provides information about core instruction, collaborates with others staff to implement Tier 2 interventions, administer assessments and chart and evaluate results, provide assessment and student progress information to parents
4. Resource Teachers (Diane Kinne): Assists in identifying appropriate, evidence-based interventions strategies, assists with whole school screening programs to identify students who may be considered "at risk", provides professional development to school staff, assists in data collection, data analysis, and progress monitoring.
5. Afterschool Director (Packard): Works along side the leadership team to align the purpose of the after school program and provide additional resources.
6. Confidential Secretary (Blanar): Performs secretarial duties for the team.

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 school's data-based problem solving processes for implementing and monitoring of MTSS and SIP structures are as follows: The core instruction will be tiered in the classroom through the use of small group instruction, independent work, and computer assignments. When students are identified as needing additional interventions, they are referred to the SBT. The SBT will use the Problem Solving Model to conduct all meetings. The team will identify and analyse the problem by reviewing the data collected by the classroom teachers and determine possible causes. The team will then plan and assign the evidence-based interventions that need to be implemented. Once the interventions have been implemented and the evidence has been collected the SBT will meet again and evaluate the Response-to-Intervention and determine if the students needs have been met or if further interventions need to be planned.

Golden Grove integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring PBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

Area support teams
Curriculum support
MTSS

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Adam Miller | Principal |
| Susan Rizzolo | Teacher |
| Sandy Ballantyne | Business/Community |
| Patricia Packard | Education Support Employee |
| Diane Kinne | Teacher |
| Mindy Simpson | Parent |
| Lynn Balch | Business/Community |
| Patricia Barretto | Parent |
| Alyssa Koch | Parent |
| Michael Millien | Business/Community |
| Adam Mentzer | Business/Community |
| Tolliver Frazier | Parent |
| Cheryl Hill-Watson | Parent |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC was involved in evaluating last year's SIP by reviewing data from the previous year's FSA and comparing it to last years goals.

b. Development of this school improvement plan

The SAC was involved in developing the SIP by reviewing data from the previous year's FSA and listening to a presentation given by Dr. Miller as to the FY18 goals suggested by the staff. The committee also reviewed the barriers to increased proficiency.

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

The SAC was involved in preparing the school's annual budget by reviewing it and providing feedback to administration.

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

PD for Media Specialist \$369.87
 PD for School Counselor \$544.00
 PD for PE Teacher \$321.55
 PD for Music Teacher \$709.30
 PD for Resource Teachers \$1468.87
 ECTAC Conference \$1032.27

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.

After reviewing the SAC membership it was found that Golden Grove is not in compliance with demographic requirements being representative of the school population. As a result this will be brought to the SAC's attention at the November meeting and membership will be adjusted in order to achieve compliance.

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 |
|------------------|---------------------|
| Miller, Adam | Principal |
| Preddy, Philip | Assistant Principal |
| Ruddick, Melissa | Teacher, K-12 |
| Pentz, Terry | Teacher, K-12 |
| Bleakley, Wendy | Teacher, K-12 |
| Wesley, Tanya | Teacher, K-12 |
| Lindner, Desiree | Teacher, K-12 |
| Kinne, Diane | Teacher, K-12 |

b. Duties

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

The literacy leadership team supports literacy by overseeing the implementation of the Readers and Writers Workshop Model as well as Balanced Literacy. This is done by providing staff with professional development and training for teachers. The team's goal is to establish a solid foundation of skills and knowledge across all grade levels in reading, through a balanced approach to reading instruction, which emphasizes and encourages a meaningful interaction between student and text.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). 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. (Strategic Initiative #1: Pillars of Effective Instruction)

Teachers at Golden Grove Elementary participate in many collaborative practices that encourage positive working relationships among teachers.

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

Dr. Adam Miller, Principal and Philip Preddy, Assistant Principal, will recruit and retain highly qualified, certified-in-field, effective teachers by checking credentials and interviewing any new potential teachers and building capacity with interim teachers and practicum students. They will also ensure there are opportunities for professional development at the school, district, and state level. Teachers will also be provided professional collaboration through Professional Learning Communities and Lesson Studies. They will provide mentors for beginning teachers, new hires, and teachers that has been assigned to a new content area. The mentors will answer any questions and provide modeling of best practice. Additionally Golden Grove will communicate with Recruitment and Retention in order to access the best possible candidates for each position. Further, Golden Grove will:

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- 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

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

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.

Mentors will be provided by grade level and/or content area for first year teachers, new hires, and any teacher teaching a new content area. The mentors will assist through answering questions, observations and feedback, and will provide lesson modeling when necessary. Full implementation of the District's Educator Support Program will be performed for each new hire.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Teachers follow the scope and sequence that the School District of Palm Beach County provides through Blender. Blender lessons are aligned with Florida's standards.

One of this year's Professional Development goals is to continue our focus on the standards. We will expand our previously created learning goals and scales to include the task, talk, and text/resources used in daily lessons. The goal is to ensure the alignment of the complexity of the learning tasks to the standards.

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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Teachers are trained to analyze available data reports and focus on the appropriate standards and instructional strategies with students. Students that are not meeting grade level standards are given intensive immediate intervention in the area of reading.

Golden Grove integrates all relevant student data into a periodic (Every 8 weeks) data chat where each student's data is reviewed with the classroom teacher, SBT Leader, Principal, Assistant Principal, ESE Coordinator, School Psychologist, SLP and Intervention teachers. This group also becomes the SBT as students are identified for interventions. Students are also identified for enrichment and other supports outside of traditional interventions. This process is called SBT 3.0.

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: After School Program

Minutes added to school year: 1,320

After School Tutorial in Math and Reading for students in the lowest 25%, students that previous FSA scores were below Level 3.

Strategy Rationale

This additional time learning will give struggling students the extra attention that they need.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Preddy, Philip, philip.preddy@palmbeachschools.org

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

After School Enrichment in Math and Reading for students that previous FSA scores were Level 4 and 5 and the lowest 25%.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Golden Grove conducts a Kindergarten round-up each Spring for students transitioning from preschool to Kindergarten. The parents are given information about how to register their child for Kindergarten and information about the skills a child needs to master to be considered ready for Kindergarten. Parents and incoming kindergarten students are given an opportunity to hear about the curriculum from the kindergarten teachers and visit kindergarten classrooms. They also receive a tour of the school and hear presentations from key staff members. They are also given the opportunity to participate in an activity to build their comfort level with the school. During the first week of school kindergarten students participate in a staggered start schedule.

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.

N/A

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

N/A

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

N/A

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.

N/A

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

G094799

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 88.0 |
| FSA ELA Achievement | 74.0 |

Targeted Barriers to Achieving the Goal 3

- Effective use of PLC time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady
- SBT 3.0
- Leadership Team
- Tutorial

Plan to Monitor Progress Toward G1. 8

3rd grade FSA ELA results.

Person Responsible

Adam Miller

Schedule

On 7/27/2018

Evidence of Completion

Comparison of previous FSA results.

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. **1**

 G094799

G1.B6 Effective use of PLC time. **2**

 B254932

G1.B6.S1 Utilize data-based processes to analyze student assessments **4**

 S269354

Strategy Rationale

Utilizing formative data to drive instruction can yield improve student achievement results.

Action Step 1 **5**

Academic Leadership Team, including PLC Leaders, reviews data-based strategies used at other school sites and shared by district to select strategies for our PLCs

Person Responsible

Adam Miller

Schedule

On 10/31/2017

Evidence of Completion

Meeting Minutes.

Action Step 2 **5**

Academic Leadership Team and PLC Leaders train staff on data-based strategies for PLCs.

Person Responsible

Adam Miller

Schedule

On 9/29/2017

Evidence of Completion

Products collected from PLC Leaders.

Action Step 3 5

PLCs utilize new data-based strategies in their weekly PLC meetings.

Person Responsible

Adam Miller

Schedule

Weekly, from 10/2/2017 to 5/28/2018

Evidence of Completion

PLC Meeting Notes

Action Step 4 5

Administration observes, participates in, coaches and provides feedback to PLC groups.

Person Responsible

Philip Preddy

Schedule

Weekly, from 10/2/2017 to 5/28/2018

Evidence of Completion

PLC Meeting Notes.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

The Academic Leadership Team will monitor meeting notes and progress of PLCs.

Person Responsible

Adam Miller

Schedule

Biweekly, from 10/17/2017 to 5/29/2018

Evidence of Completion

ALT Meeting Minutes

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

The Academic Leadership Team will discuss and decide if the strategies overcame the barrier.

Person Responsible

Adam Miller

Schedule

On 5/15/2018

Evidence of Completion

Meeting Notes, Student Achievement Data

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|--|----------------|-------------------------------|---|------------------------|
| 2018 | | | | | |
| G1.B6.S1.A2  A359598 | Academic Leadership Team and PLC Leaders train staff on data-based strategies for PLCs. | Miller, Adam | 9/29/2017 | Products collected from PLC Leaders. | 9/29/2017 one-time |
| G1.B6.S1.A1  A359597 | Academic Leadership Team, including PLC Leaders, reviews data-based strategies used at other school... | Miller, Adam | 9/26/2017 | Meeting Minutes. | 10/31/2017 one-time |
| G1.B6.S1.MA1  M384219 | The Academic Leadership Team will discuss and decide if the strategies overcame the barrier. | Miller, Adam | 5/15/2018 | Meeting Notes, Student Achievement Data | 5/15/2018 one-time |
| G1.B6.S1.A3  A359599 | PLCs utilize new data-based strategies in their weekly PLC meetings. | Miller, Adam | 10/2/2017 | PLC Meeting Notes | 5/28/2018 weekly |
| G1.B6.S1.A4  A359600 | Administration observes, participates in, coaches and provides feedback to PLC groups. | Preddy, Philip | 10/2/2017 | PLC Meeting Notes. | 5/28/2018 weekly |
| G1.B6.S1.MA1  M384220 | The Academic Leadership Team will monitor meeting notes and progress of PLCs. | Miller, Adam | 10/17/2017 | ALT Meeting Minutes | 5/29/2018 biweekly |
| G1.MA1  M384221 | 3rd grade FSA ELA results. | Miller, Adam | 6/1/2018 | Comparison of previous FSA results. | 7/27/2018 one-time |

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B6 Effective use of PLC time.

G1.B6.S1 Utilize data-based processes to analyze student assessments

PD Opportunity 1

Academic Leadership Team and PLC Leaders train staff on data-based strategies for PLCs.

Facilitator

ALT & PLC Leaders

Participants

All Teachers

Schedule

On 9/29/2017

PD Opportunity 2

PLCs utilize new data-based strategies in their weekly PLC meetings.

Facilitator

Diane Kinne/PLC Leaders

Participants

All Teachers

Schedule

Weekly, from 10/2/2017 to 5/28/2018