

The School District of Palm Beach County

Grove Park Elementary School



2017-18 Schoolwide Improvement Plan

Grove Park Elementary School

8330 N MILITARY TRL, West Palm Beach, FL 33410

<https://gpes.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	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	F	D*	B

**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 11/8/2017.

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 Grove Park 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.

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

In addition, Grove Park's mission aligns with the district's overall mission for students and school accountability:

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

b. Provide the school's vision statement.

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

In addition, Grove Park's vision aligns with the district's overall vision for student achievement and school accountability:

The School District of Palm Beach envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. School Environment

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

In an effort to build cultural relationships between teachers and students, Grove Park will celebrate cultural diversity in a multitude of ways, such as infusing the content required by Florida Statute 10003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

Holocaust History

African - American History

Hispanic Heritage

Women's History

Sacrifices of Veterans

Teachers will also include these topics in classroom libraries, plans within IB Units, and withing Fine Arts.

Professional development is available through district eLearning Management to staff members on cultural awareness and education, designing instruction to be personalized and relevant.

The school will also conduct cultural student celebrations including but not limited to:

Hispanic Heritage Month, September 15 - October 15

Black History Month (February)

Haitian Heritage Month (May)

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

Grove Park is committed to fostering a single school culture for teaching and learning.

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

With an increased focus on student safety, creating conditions that support learning are priority, including but not limited to:

2017 Summer Preparations:

- Painted Classrooms
- Redesigned floor plan, utilizing classroom spaces in main building
- Remodeled Media Center, with new furniture that promotes movement and exploration
- Establishment of STEM Lab

Before The Instructional Day:

- Accommodating Breakfast Earlier Time, 7:15am (students are invited on campus)
- Media Center Open, 7:30am (open library)
- Structured Student Arrival, students sit at designated locations supervised by adults (Morning Meetings)
- Student Safety Patrols
- Teachers Greet Students, 7:45am at Classroom Doors

During The Instructional Day:

- Student Worn Uniforms, Monday-Friday
- Schoolwide Guidelines for Success (Responsible, Respectful, Safe)
- Character Education Pledge
- Classroom Management Plans
- IB Learner Profile and Attitudes
- CHAMPS Implementation
- Cafeteria and Playground Rules
- swPBS
- Student Mentorships
- Recognitions and Academic Celebrations (Student of Month, Honor Roll, Learner Profile of the Month; etc)
- Daily Enrichment Wheel (2:00pm - 2:30pm)

After The Instructional Day:

- Use of Agenda Planners, Fostering Continued Communication Between Home and School
- After School Clubs (Leadership Club, SECME, Academic Games, Drumline, Drill, Future Teachers, etc)
- Extended Learning Opportunities (Tutorials)
- SACC (Academic Component, i.e, Give 'Em a Boost)
- 21st Century
- Structured Dismissal (Supervised)
- Specialty Lease Agreements (Enrichment), Ballet
- Inter-local Agreements (Boys and Girls Scouts)

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.

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.

Through the implementation of Grove Park's swPBS plan, staff members will foster appropriate student conduct by teaching, modeling, practicing, reteaching, and monitoring student conduct for desired behavioral outcomes.

With the support of Safe Schools during preschool, professional development will be provided for creating comprehensive classroom management plans, outlining clear expectations and non-negotiables. Teachers will focus on daily reinforcement of routines and procedures and reference of rules throughout the day. A focus will also include teachers conducting at least three interventions before student discipline referrals are submitted.

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

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.

The early warning system at Grove Park Elementary School utilizes Key Performance Indicators (KPI's) that identifying warning signs:

- Student and Teacher Attendance
- Tardiness
- Discipline Referrals
- Academic, Instructional Data

Referrals are generated and submitted to the School Based Team (SBT) for students exhibiting early warning indicators. Teachers are made aware of decisions and follow up procedures after students are identified. A plan is composed to help meet the needs of the student along with how to decompose possible barriers that the student is facing.

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	22	26	13	16	14	22	0	0	0	0	0	0	0	113
One or more suspensions	4	6	14	8	9	19	0	0	0	0	0	0	0	60
Course failure in ELA or Math	24	58	57	70	65	84	0	0	0	0	0	0	0	358
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	10	13	14	17	18	24	0	0	0	0	0	0	0	96

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

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

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?

Yes

1. PFEP Link

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

2. Description

Grove Park Elementary School will continue to develop a Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115 (c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. 6314(b).

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 Elementary School will build and sustain partnerships with community stakeholders to support the school and student achievement by:

- Enlisting (continue) Business Partnerships (Trinity Methodist, Christ Fellowship, Frenchman's Creek, etc)
- Acknowledging Business Partnerships in monthly newsletters and on Edline
- Publishing Weekly School Newsletters (Translated in major languages)
- Continuing Interlocal Agreements with Organizations
- Publishing SAC dates on Edline, School Marquee, and Parent Link
- Parent Liaison assisting with marketing and community involvement
- Frenchman's Creek and Ibis charity foundations for providing monetary donations along with school supplies.
- Community Language Facilitators (CLFs), translating and communicating information with parents and stakeholders.

In addition, Grove Park will:

- Attend Showcase of Schools
- Host School IB Open House
- Conduct 3 Parent Academic Trainings, Grade-Level Presentations, ELL SAC, etc
- Provide Parent/Student STEM Nights in conjunction with the South FL Science Museum
- Five 21st Century Parent Nights

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
Rogers, JoAnne	Principal
Mitchell, Marzella	Assistant Principal
Vandergast, Jamie	Instructional Coach
Black, Nicole	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.

With a focus on the Strategic Plan, Grove Park's leadership team consistently supports and monitors systems of the school for creating appropriate conditions for learning, including but not limited to:

- Teacher Collaborative Planning, PLC
- swPBS Implementation
- Safe School Routines and Procedures
- Family Involvement and Training
- Professional Development (PYP, Concept-based Curriculum, Point of Inquiry, Technology Modules, STEM)
- Extended School Day
- Expanded Technology and Usage (Student iPad Rollout)

Members include:

JO ANNE ROGERS, PRINCIPAL (28th year Tenure SDPBC, 18th year Principal)

Essential Roles:

Vision

- Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.
- Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.
- Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning.
- Challenges beliefs and practices that interfere with achieving the vision.
- Demonstrates through daily decisions and actions that the school's priority is academic success for every student.
- Serves as the cheerleader, coach, and standard bearer for the vision.
- Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.
- Monitors the implementation of effective instruction to meet the needs of all students.
- Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.

Climate

- Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.
- Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.
- Creates school-wide and team norms and expectations for collective responsibility for student success.
- Develops staff's capacity to collaborate effectively about standards and effective instruction.
- Celebrates success as well as opportunities for growth.
- Eliminates barriers and distractions that interfere with effective teaching and learning.
- Provides a clean, safe and nurturing school environment.
- Builds a culture of pride, trust, and respect.
- Implements and monitors an effective approach to bullying prevention.
- Aligns new and existing community and parent partnerships.

Cultivating Leadership

- Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.
- Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.
- Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.
- Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.
- Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.
- Provides ongoing coaching with constructive feedback to teacher leaders.
- Implements a comprehensive performance management system.
- Implements rigorous project management, structures, protocols, and processes.

Improving Instruction

- Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.
- Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.
- Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.
- Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.
- Quickly and proactively addresses problems in instruction and student learning.
- Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.
- Monitors and improves instruction.
- Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.

People, Data, and Processes

- Hires and retains highly qualified and effective employees.
- Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.
- Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.
- Uses data to inform decisions and instruction, professional learning, performance, and student learning.
- Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.
- Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.
- Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.
- Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.
- Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.
- Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.
- Supervises the school's food, transportation, maintenance, facility and support services.
- Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.
- Coordinates community activities relevant to the school within the school area.
- Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.
- Implements and monitors career and leadership advancement pathways.
- Monitors systemic customer service.
- Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.

MARZELLA MITCHELL, ASST. PRINCIPAL

Essential Roles:

Vision of Academic Success for All

- Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.
- Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.
- Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning.
- Challenges beliefs and practices that interfere with achieving the vision.
- Demonstrates through daily decisions and actions that the school's priority is academic success for every student.
- Serves as the cheerleader, coach, and standard bearer for the vision.
- Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.
- Monitors the implementation of effective instruction to meet the needs of all students.
- Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.

Climate

- Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.
- Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.
- Supports school-wide and team norms and expectations for collective responsibility for student success.
- Develops staff's capacity to collaborate effectively about standards and effective instruction.
- Celebrates success as well as opportunities for growth.
- Assists with eliminating barriers and distractions that interfere with effective teaching and learning.
- Ensures the provision of a clean, safe and nurturing school environment.
- Supports the principal in building a culture of pride, trust, and respect.
- Supports the principal in implementing and monitoring an effective approach to bullying prevention.
- Assists the principal in aligning new and existing community and parent partnerships.

Cultivating Leadership

- Focuses school leadership teams' work on implementation of standards and reformed instruction.
- Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.
- Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.
- Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.
- Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.
- Provides ongoing coaching with constructive feedback to teacher leaders.
- Assists the principal in implementing a comprehensive performance management system.
- Assists the principal in implementing rigorous project management, structures, protocols, and

processes.

Improving Instruction

- Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.
- Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.
- Supports intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.
- Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.
- Quickly and proactively addresses problems in instruction and student learning.
- Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.
- Monitors and improves instruction.
- Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.

People, Data, and Processes

- Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.
- Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.
- Uses data to inform decisions and instruction, professional learning, performance, and student learning.
- Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.
- Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.
- Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.
- Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories.
- Assists the principal in supervising the school's food, transportation, maintenance, facility and support services.
- Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.
- Coordinates community activities relevant to the school within the school area.
- Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.
- Assist the principal in implementing and monitoring career and leadership advancement pathways.
- Monitors systemic customer service.

NICOLE BLACK, Single School Culture Coach

Essential Roles:

- Support PLC, with emphasis on IB Units integration
- Support swPBS
- Support to the instructional systems of the school including standards-based curriculum, instruction, assessment and resources
- Participates in MTSS

- Provides data analysis to inform instruction

JENNIFER EDWARDS .5 Math/.5 Science Resource Teacher

Essential Roles:

- Assists in the implementation of a standards-based curriculum, instruction, and assessment
- Assists in the Instructional Shifts
- Uses and Expands Common Academic Language across all departments
- Provides Professional Development for expanded instructional capacity, teachers and students
- Assembles standards-based resources and materials for classroom usage
- Trains parents for student use of curriculum materials and resources at home

JAMIE VANDERGAST, READING COACH

Essential Roles:

- Assists in the implementation of a standards-based curriculum, instruction, and assessment
- Assists in the Instructional Shifts
- Uses and Expands Common Academic Language across all departments
- Provides Professional Development for expanded instructional capacity, teachers and students
- Assembles standards-based resources and materials for classroom usage
- Trains parents for student use of curriculum materials and resources at home

STACY NICHOLS, Reading Resource Teacher

Essential Roles:

- Professional Development, expanding instructional capacity, modeling
- Push-In Instructional Support
- Monitoring of Student Progress
- PLC Collaborative Support and Participation

Rosie Breen-Streker, SAI Teacher

- Focus on Remedial Reading Instruction, Small Group
- Modeled Instruction, expanding instructional capacity, monitoring progress of retainees
- Tutorials

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

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

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

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

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

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

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

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

Nutrition Programs - Through the district coordination of funds 100% of our students are provided free breakfast. Additionally, Grove Park Elementary partners with Feeding South Florida to provide food for students; Kids Community Closet to provide clothing for students; and several other social organizations to provide students with basic needs in order to achieve academic success.

Required instruction listed in FL Statute 1003.42(2), as applicable to appropriate grade levels.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jo Anne Rogers	Principal
Eneida Juavez	Parent
Diego Paxtor	Parent
Vedette St. George	Parent
Berta Gomez	Parent
Britney Blackwell	Parent
Tameka Gibson	Parent
Jamie Vandergast	Teacher
Sheryl Chaney	Education Support Employee
Nicole Black	Education Support Employee
Amy Barnett	Business/Community
Clavondrea Francis	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

Reviewing FSA 2016 data, the School Improvement Plan was developed with stakeholders for alignment with the Strategic Plan. Using the Strategic Plan as a backdrop, strategies to the barriers were developed based on long term outcomes.

b. Development of this school improvement plan

The School Improvement Plan serves as a framework Grove Park's intended School Accountability, outlining the systems and processes of the academic day for students to reach levels of successfully incrementally, and as long-term outcomes. The School Improvement Plan will be reviewed and revisions made throughout the year as needed during SAC meetings.

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

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

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

Basic Allocation: \$294,109.20
 Family Involvement: \$4002.77
 Total Allocation: \$298,111.97

Personnel:

- Teacher, 5th Grade
- Reading Coach
- Math Coach
- Parent Liaison I
- Academic Tutor
- After School Tutorials

- Professional Development
- Classroom Supplies

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
Rogers, JoAnne	Principal
Mitchell, Marzella	Assistant Principal
Vandergast, Jamie	Instructional Coach
Black, Nicole	Instructional Coach

b. Duties

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

Literacy Leadership Team supports literacy in the following, but not limited to:

- Developing and implementing an effective master board (schedule) maximizing instructional opportunities and resources for all students and subgroups.
- Guided by the principal, establish literacy goals across all grade levels and departments according to long term outcomes.
- As a backdrop, utilizing historical (trends and patterns) and current data for a focus in literacy improvement; comparing ourselves to ourselves, and other like schools.
- Conducting parent and community literacy trainings.
- Promoting student celebrations centered around literacy and student-accomplished goals
- Monitoring of goals and progress towards Incrementally during the year.

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.

Strategies include, but not be limited to:

- Pre-School Professional Development and Access to Facilities for preparations
- 90 Minute Professional Learning Community Meetings, for teacher collaboration, reducing teacher isolation, with a goal to expand standards-based instructional capacity across the board

- Professional Development (PDD) focus on Pillars of Effective Instruction and support within the planning process
- Weekly Grade Level and/or Department Teacher Collaboration
- ESP, Support to New Teachers
- Marzano Liaison and Principal Marzano Feedback Sessions (Focus on Increasing Rigor and Relevancy)

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.

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

For attracting and retaining highly qualified and certified-in-field effective teachers, Grove Park will:

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures to ensure content teachers are highly qualified.
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness
- Assign mentors to all new teachers to the campus to answer all procedural questions or questions that may arise with the school and District throughout the year
- Provide monthly meetings for beginning teachers and new teachers to school or District targeting areas such as time management, classroom management, parent conferencing, continuous assessment, available data, etc...

At the school level, the administration will also offer opportunities for professional growth through content specific professional development, coaching, and collegial planning.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support

learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

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.

Grove Park ensures its core instructional programs and materials are aligned to Florida Standards by:

- Ensuring instruction is fully aligned to the rigor and intent of the Florida Standards
90 Uninterrupted ELA and Math Blocks (Instructional Shifts) with push-in Instructional Small Group Support
30 Minutes Extended Block (ELA)
- Absolute utilization of standards-based instructional materials and student resources
iReady Workbooks
- Administrative and Core Leadership absolute monitoring of standards-based curriculum, instruction and assessment implementation across all grade levels and departments
- PLC and teacher collaboration (and professional development) based on standards, unpacking the standards, PLC protocols as an end result
90 Minute PLC, Teacher Collaboration
Core Content Teachers, ELL, ESE and Resource Teachers Included for Single School Culture for Academics
- Data-Driven Tailored Instruction, specific to students achieving levels of proficiency and making gains, monitored by all stakeholders.
- Computer-Based Learning component:
7 computers per classroom
Use of Computer Labs with Academic Tutors
SACC and Academic Tutors aligned to iReady
- Administrative classroom visits, walkthroughs, formal and informal.
Classroom Look-fors (Standard)
- Palm Beach Performance Model (Marzano)
Protocols that align with standards and rigor

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.

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.

Grove Park Elementary School uses data to provide and differentiate instruction in the following:

- Development of Master Board maximizing all available instructional staff, meeting the needs of all students
- Use of iReady Diagnostic Data and other specific data to inform whole and small group instruction
- Instruction tailored to specific need of individual students and student subgroups, based on data.
- Focus to include gains of the Lowest 30% in ELA, Math, and Science
- Small group instruction, to include remediation component, system of reteaching, and enrichment
- Regular Progress Monitoring of student progress
- Extended Learning Opportunities: Tutorials, Academic Clubs, SACC Academic Component, 21st Century

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

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: 29,500

Extended School Day - 30 Minutes

Added to the ELA Block for additional standards-based instruction in ELA

Strategy Rationale

If we consistently provide rigorous, standards-based instruction aligned to the full intent of the standards, then student proficiency will increase.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rogers, JoAnne, joanne.rogers@palmbeachschools.org

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

iReady Diagnostic Data (Fall, Winter, Spring)

FSA 2018

NR8 Instructional Reviews and Feedback

Strategy: Extended School Day

Minutes added to school year: 2,000

SACC Academic Component

Strategy Rationale

If we consistently provide rigorous, standards-based instruction aligned to the full intent of the standards, then student proficiency will increase.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mitchell, Marzella, marzella.mitchell@palmbeachschools.org

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

iReady Reports
FSA 2017

Strategy: After School Program

Minutes added to school year: 4,000

After School Tutorials, Title I Funded

Strategy Rationale

If we consistently provide rigorous, standards-based instruction aligned to the full intent of the standards, then student proficiency will increase.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mitchell, Marzella, marzella.mitchell@palmbeachschools.org

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

iReady Reports
FSA 2017

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.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Grove Park offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

The Parent Liaison and Guidance Counselor visit the local day cares and pre-school programs to distribute flyers and invitations to the Kindergarten Roundup and Registration. In January of each year, the principal will invite representatives from local daycare centers to discuss school readiness and grade level expectations for students entering Kindergarten in the fall. Pre-K students and their parents will be invited to a special "Open House" in the month of May each year. At the end of the school year, a flyer is sent out to announce our "Kindergarten Roundup". This event is held to provide tours of the school's campus, register prospective kindergarten students, inform parents of kindergarten readiness skills, and provide parents with strategies to assist their child(ren) over the summer. In addition to the flyer, this information is included in the school's newsletter, and on the school's marquee.

An additional "Kindergarten Roundup" will be held annually in April which will include an Immunization Mobile Unit to provide required immunizations for entering school. Once school has started in the Fall, Grove Park Elementary staggers the start date of the kindergarten students in order to better acclimate them to their new learning environment. Students enrolled in kindergarten are administered the ECHOS assessment to determine school readiness. The results of this assessment is a good indicator of the effectiveness of this plan when comparing data of the students who were enrolled in the preschool program versus those students who were enrolled in other preschool programs, or those who did not receive any preschool experience.

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.

NA

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

NA

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

NA

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

While Grove Park did increase its school letter grade from an "F" to a "C" in the 2017 school year, there still exists a need to increase both student proficiency and gains in core content areas, including the lowest 25%:

ELA Proficiency - 34% (up from 24% in 2016)

Math Proficiency - 48% (up from 28% in 2016)

Science Proficiency - 33% (up from 12% in 2016)

ELA Gains - 53%; Lowest 25%, 40%

Math Gains - 53%; Lowest 25%, 32%

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" 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.

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.** IF we provide effective and relevant instruction to meet the needs of all students, THEN we will increase reading on grade level by third 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 provide effective and relevant instruction to meet the needs of all students, THEN we will increase reading on grade level by third grade. 1a

G094999

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Instructional Capacity
- Exposure to rigorous, standards
- Limited time within the instructional day.
- Appropriate Conditions For Learning (structured, standard based learning environment where teachers are delivering rigorous instruction)
- Students' Background Knowledge, Overall Schema, and Language.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extended Learning Day, extended reading blocks Academic Coaches and Tutors iReady Toolbox Safe Schools, Classroom Management Plans Madison Learning Map, Taxonomy, and Desired Effects for Student Centered Learning Parent involvement/Trainings, Agenda Planners and Weekly Newsletters FSA Portal, Resources Working, Updated Classroom Computers and Labs Print Rich Classroom Environments Classroom Libraries (nonfiction emphasis) Writing Connected to Reading Curriculum Related Field Experiences IB Learner Profiles and Attitudes (Themes; Units, Technology Utilization/iPad Rollout)

Plan to Monitor Progress Toward G1. 8

Monitor Key Performance Indicators of Focus:

- Attendance
- Reduced Tardiness
- Reduced OSS, and Discipline Data
- iReady Reports
- Diagnostic Results
- 2018 FSA

Person Responsible

JoAnne Rogers

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Master Schedule Maximization of Instructional Staff Learning Walks PLC Protocols Lesson Plans Administrative Classroom Visits and Walkthroughs NR8 Instructional Reviews and Visits School Effectiveness Questionnaire, 2018

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 provide effective and relevant instruction to meet the needs of all students, THEN we will increase reading on grade level by third grade. **1**

 G094999

G1.B1 Instructional Capacity **2**

 B255721

G1.B1.S1 90-Minute Teacher Collaboration focusing on the unpacking of standards and instructional rigor, reducing teacher isolation and lack of support. **4**

 S270271

Strategy Rationale

When teachers have the opportunity to plan and collaborate focusing on instructional standards, students are provided with the rigor and instructional meaningfulness aligned to intent of the standards.

Action Step 1 **5**

For expanded teacher instructional capacity, teacher regular participation in collaborative planning that focuses:

- Unpacking standards
- Effective, Relevant, Instructional Rigor
- Resources and Materials, Preparedness

Person Responsible

Marzella Mitchell

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

iReady Reports Student Work Samples Progress Monitoring Charts FSA

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

PLC Participation

Person Responsible

Marzella Mitchell

Schedule

Daily, from 8/22/2016 to 5/26/2017

Evidence of Completion

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

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

PLC Schedule Involving All Instructional Staff

Person Responsible

Directors School Transformation

Schedule

Weekly, from 8/22/2016 to 5/27/2017

Evidence of Completion

Sign-Ins Professional Growth Plans FSA Data

G1.B2 Exposure to rigorous, standards 2

B255722

G1.B2.S1 Implementation and Use of iReady with Fidelity 4

S270272

Strategy Rationale

With regular and consistent student exposure, practice and assessment of standards, student proficiency and gains will increase.

Action Step 1 5

Florida Standards
iReady
Computer Based Learning

Person Responsible

Marzella Mitchell

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

PLC Protocols Learning Walks Administrative Walkthroughs and Visits Focused Teacher Feedback

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

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

Person Responsible

Jamie Vandergast

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

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

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

Person Responsible

Schedule

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

Evidence of Completion

G1.B3 Limited time within the instructional day. 2

 B255723

G1.B3.S1 Extended Day School 30 Minutes 4

 S270273

Strategy Rationale

Given additional time within the instructional day, teachers can provide additional instruction in ELA areas to all students, the lowest 25%, and subgroups for monitored student growth.

Action Step 1 5

The extended 30 minutes will be added to the ELA block for targeted instruction tailored to the specific needs of individual students, small group, and subgroups:

- iReady with a focus on standards around:
- Phonemic Awareness
- Phonics
- Vocabulary and Word Meaning in Context
- Comprehension
- Writing Connected to the Reading
- Standards performance based activities
- Computer Based Instruction

Person Responsible

Marzella Mitchell

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

2017 FSA

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

Maximizing Master Board, Use of Instructional Staff

Person Responsible

JoAnne Rogers

Schedule

Daily, from 7/12/2016 to 12/30/2016

Evidence of Completion

Classroom Walkthroughs

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


Person Responsible

Schedule

Weekly, from 8/9/2016 to 5/26/2017

Evidence of Completion

G1.B4 Appropriate Conditions For Learning (structured, standard based learning environment where teachers are delivering rigorous instruction) **2**

 B255724

G1.B4.S1 Successful Establishment of School Systems, Routines, Procedures, and Management of Student Conduct Maintained Throughout the Year. **4**

 S270274

Strategy Rationale

Students learn in a structured, orderly , academically focused environment.

Action Step 1 **5**

Survey Staff, Identity Area of Need

Person Responsible

JoAnne Rogers

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

School Effectiveness Questionnaire, 2017

Action Step 2 **5**

Professional Development, Classroom Management

Person Responsible

JoAnne Rogers

Schedule

Quarterly, from 8/12/2016 to 6/2/2017

Evidence of Completion

Grove Park Discipline Data

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

All Teachers Will Consistently Implement the Plan, Daily

Person Responsible

JoAnne Rogers

Schedule

On 6/3/2017

Evidence of Completion

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

Follow Up Professional Development

Person Responsible

JoAnne Rogers

Schedule

Quarterly, from 9/16/2016 to 4/28/2017

Evidence of Completion

Discipline Screens

G1.B5 Students' Background Knowledge, Overall Schema, and Language. 2

 B255725

G1.B5.S1 Knowledge of words, experiences, overall personal experiences, and language capacity increase students' ability to make connections to text, for better comprehension. 4

 S270275

Strategy Rationale

Knowledge of words, experiences, overall personal experiences, and language capacity increase students' ability to make connections to text, increased proficiency and better readers.

Action Step 1 5

Increasing students' ability to comprehend text by increasing word knowledge, overall schema, and language development.

Person Responsible

Marzella Mitchell

Schedule

On 5/31/2018

Evidence of Completion

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.B2.S1.MA1 M386400	[no content entered]		8/31/2015		6/3/2016 weekly
G1.B3.S1.MA1 M386403	Maximizing Master Board, Use of Instructional Staff	Rogers, JoAnne	7/12/2016	Classroom Walkthroughs	12/30/2016 daily
G1.B4.S1.MA1 M386404	Follow Up Professional Development	Rogers, JoAnne	9/16/2016	Discipline Screens	4/28/2017 quarterly
G1.B1.S1.MA1 M386399	PLC Participation	Mitchell, Marzella	8/22/2016	Teacher data chats, lesson plans, and small groups of students	5/26/2017 daily
G1.B2.S1.MA1 M386401	Coaches classroom observations and reflection logs will be used to monitor fidelity of...	Vandergast, Jamie	8/22/2016	Teacher reflection logs, action plans developed with district staff developers, coach's log	5/26/2017 weekly
G1.B3.S1.MA1 M386402	[no content entered]		8/9/2016		5/26/2017 weekly
G1.B1.S1.MA1 M386398	PLC Schedule Involving All Instructional Staff	School Transformation, Directors	8/22/2016	Sign-Ins Professional Growth Plans FSA Data	5/27/2017 weekly
G1.B4.S1.A2 A361780	Professional Development, Classroom Management	Rogers, JoAnne	8/12/2016	Grove Park Discipline Data	6/2/2017 quarterly
G1.B4.S1.MA1 M386405	All Teachers Will Consistently Implement the Plan, Daily	Rogers, JoAnne	8/15/2016		6/3/2017 one-time
G1.MA1 M386406	Monitor Key Performance Indicators of Focus: - Attendance - Reduced Tardiness - Reduced OSS,...	Rogers, JoAnne	8/14/2017	Master Schedule Maximization of Instructional Staff Learning Walks PLC Protocols Lesson Plans Administrative Classroom Visits and Walkthroughs NR8 Instructional Reviews and Visits School Effectiveness Questionnaire, 2018	5/31/2018 daily
G1.B1.S1.A1 A361776	For expanded teacher instructional capacity, teacher regular participation in collaborative...	Mitchell, Marzella	8/21/2017	iReady Reports Student Work Samples Progress Monitoring Charts FSA	5/31/2018 daily
G1.B2.S1.A1 A361777	Florida Standards iReady Computer Based Learning	Mitchell, Marzella	8/21/2017	PLC Protocols Learning Walks Administrative Walkthroughs and Visits Focused Teacher Feedback	5/31/2018 daily
G1.B3.S1.A1 A361778	The extended 30 minutes will be added to the ELA block for targeted instruction tailored to the...	Mitchell, Marzella	8/21/2017	2017 FSA	5/31/2018 weekly
G1.B5.S1.A1 A361781	Increasing students' ability to comprehend text by increasing word knowledge, overall schema, and...	Mitchell, Marzella	8/14/2017		5/31/2018 one-time
G1.B4.S1.A1 A361779	Survey Staff, Identify Area of Need	Rogers, JoAnne	8/7/2017	School Effectiveness Questionnaire, 2017	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. IF we provide effective and relevant instruction to meet the needs of all students, THEN we will increase reading on grade level by third grade.

G1.B3 Limited time within the instructional day.

G1.B3.S1 Extended Day School 30 Minutes

PD Opportunity 1

The extended 30 minutes will be added to the ELA block for targeted instruction tailored to the specific needs of individual students, small group, and subgroups: iReady with a focus on standards around: Phonemic Awareness Phonics Vocabulary and Word Meaning in Context Comprehension Writing Connected to the Reading Standards performance based activities Computer Based Instruction

Facilitator

All Instructional Staff

Participants

Schedule

Weekly, from 8/21/2017 to 5/31/2018

G1.B4 Appropriate Conditions For Learning (structured, standard based learning environment where teachers are delivering rigorous instruction)

G1.B4.S1 Successful Establishment of School Systems, Routines, Procedures, and Management of Student Conduct Maintained Throughout the Year.

PD Opportunity 1

Professional Development, Classroom Management

Facilitator

Vickie Gaddy, Safe Schools

Participants

All Teachers

Schedule

Quarterly, from 8/12/2016 to 6/2/2017

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	For expanded teacher instructional capacity, teacher regular participation in collaborative planning that focuses: - Unpacking standards - Effective, Relevant, Instructional Rigor - Resources and Materials, Preparedness				\$0.00
2	G1.B2.S1.A1	Florida Standards iReady Computer Based Learning				\$0.00
3	G1.B3.S1.A1	The extended 30 minutes will be added to the ELA block for targeted instruction tailored to the specific needs of individual students, small group, and subgroups: iReady with a focus on standards around: Phonemic Awareness Phonics Vocabulary and Word Meaning in Context Comprehension Writing Connected to the Reading Standards performance based activities Computer Based Instruction				\$3,160.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	330-Travel	1411 - Grove Park Elementary School	Title I, Part A	0.0	\$3,160.00
<i>Notes: Attend Ron Clark's 2-day professional development training.</i>						
4	G1.B4.S1.A1	Survey Staff, Identity Area of Need				\$0.00
5	G1.B4.S1.A2	Professional Development, Classroom Management				\$0.00
6	G1.B5.S1.A1	Increasing students' ability to comprehend text by increasing word knowledge, overall schema, and language development.				\$0.00
Total:					\$3,160.00	