

Lake County Schools

# Groveland Elementary School



2017-18 Schoolwide Improvement Plan

# Groveland Elementary School

930 PARKWOOD AVE, Groveland, FL 34736

<https://gel.lake.k12.fl.us/>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	85%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

## School Grades History

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

*\*Informational Baseline School Grade*

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

## School Board Approval

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

## SIP Authority and Template

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

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Groveland Elementary School is to create a positive learning environment and to instill a desire for students to become lifelong learners.

##### b. Provide the school's vision statement.

The vision of Groveland Elementary School is to successfully educate all students.

#### 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 learn about students' cultures and to build relationships with students, we conduct a "Meet the Teacher" opportunity prior to the start of the school year. This is a way for parents, students, and teachers to become acquainted. During the first grading period, we open the campus for an Open House event where parents and students come to school, so that student effort and work can be showcased. The teachers at Groveland Elementary conduct regular conferences with parents as necessary to continue to work on building relationships. We conduct several events throughout the school year where we open our facility to families in an effort to ensure positive collaboration with our school community.

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

Groveland Elementary School is committed to student safety. We provide close supervision of students beginning 30 minutes prior to the start of the school day. We provide breakfast for those students who wish to eat. We have a school safety plan with protocols in place for various events, and we practice these situations with students to help prepare them. The School Safety Committee is comprised of teachers, staff, parents, and students. This committee meets throughout the school year to address issues of safety. We have 5th grade students who serve as school safety patrols. These students assist with helping younger children and act as another safety measure on campus. After school care is offered as a service for students as a parent choice. This program offers the students a safe environment as an extension of the school day. Groveland Elementary also has an Instructional Dean who assists with behaviors and other early warning indicators to help to provide a safe learning environment. Groveland Elementary School also utilizes strategies aligned with the Bullyproofing Your School district initiative.

##### 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.

Groveland Elementary has a school-wide discipline plan in place, and we abide by the district Code of Student Conduct. We expect all students to adhere to the rules set forth, and this expectation is continuously articulated and reinforced with students. We clearly state to the students that they are here to learn, and that the teachers are here to teach. We take pride in our profession, and we place high expectations on our students to comply with all rules so that their focus can be on learning. More

than simply rules that are established, we strive to instill values in our students. Some behaviors that students exhibit are considered teacher-managed behaviors. Teachers are expected to handle certain types of misbehavior in the classroom, and they always involve the parent in this process. Misbehavior is noted on a Behavior Infraction Sheet. If the behaviors are not corrected, then it may escalate to an administrator where corrective measures are imposed, again, always involving the parent. We also use a Positive Behavior Support system infused within our school discipline plan. We feel that if we set our expectations for students, reinforce positive behaviors, maintain consistency with managing misbehavior, and build relationships with students and parents, the discipline aspect of school is more easily managed. This in turn allows for a more productive teaching and learning environment.

**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.**

Groveland Elementary ensures the social-emotional needs of all students are met by providing various resources for the students. Our guidance department has a "Buddy System" in place to build relationships with students who have social-emotional needs and who may need a support system. Our guidance department also provides counseling for students who require this support. We work in conjunction with a local agency to provide on-site counseling for students. Groveland Elementary also schedules events for students and parents to come to school for family events that promote positive and enriching experiences.

**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.**

Early warning systems that affect the overall student achievement at Groveland Elementary School are attendance and discipline referrals. Specifically with attendance, we plan to focus not only on complete days missed, but also on late arrivals and early check-outs. We plan to implement procedures and protocols through our administration and Instructional Dean to address these two areas in an effort to reduce the number of documented discipline referrals as well as the number of absences.

**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	23	18	29	22	28	29	0	0	0	0	0	0	0	149
One or more suspensions	2	5	2	10	9	16	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	11	3	19	6	2	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	21	36	46	0	0	0	0	0	0	0	103

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	6	2	14	14	12	0	0	0	0	0	0	0	48

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

Our master schedule will reflect literacy blocks where teachers can provide targeted instruction for students achieving below proficiency. After school tutoring, utilizing research-based resources for intervention, will be available to under-achieving students. Content area coaches and VE teachers will work closely with teachers to provide additional support. Teachers, academic coaches, guidance counselors, and instructional dean will monitor excessive absences and follow up with home contacts where needed. When student behaviors interfere with the teaching / learning process, every effort will be made by classroom teachers, guidance counselors, on-site mentors, and administration to use appropriate strategies to bring about desired behavior. To assist with this, a school-wide discipline plan will be implemented. Additionally, the School-Based Leadership Team will monitor attendance and will implement strategies in an effort to increase student attendance rates. Our Instructional Dean will identify and target patterns of attendance issues and will develop a plan to collaborate with parents to help improve the situation. In order to communicate the importance of attendance, we will use our call-out messenger system, provide written flyers, and post information on our school website.

**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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/431674>.

**2. Description**

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

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.**

Groveland Elementary will conduct a volunteer and business partner appreciation breakfast. We also show our appreciation through thank you notes and cards from teachers and staff. Additionally, Groveland Elementary School partners with local churches, businesses, and civic organizations who provide support for our students and school. Our Family School Liaison also works with our community as an outreach to help build and sustain partnerships with parents and the community.

**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
Sneed, Kimberly	Principal
Mabry, Joseph	Assistant Principal
Simon, Rita	Administrative Support
Rosier, Alan	Dean
Boyd, Dawn	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.**

The Principal monitors the overall effectiveness of the MTSS as well as the completion of the SIP. The Assistant Principal monitors the fidelity of MTSS interventions, participating in MTSS meetings, and signing off on interventions and protocol paperwork. The Assistant Principal is also responsible for the formulation and submission of the SIP as well as providing SIP updates throughout the year to the SAC. Both administrators monitor teacher effectiveness through classroom observations and evaluation measures. The Instructional Dean monitors the Early Warning Sign data in an effort to facilitate a productive teaching / learning environment. Additionally, the Dean provides administrative support as an instructional leader. The CRT and Literacy Coach are members of the MTSS Team. They facilitate the meetings and ensure that meeting logs and documentation are done with fidelity. The School Based Leadership Team (SLBT) also facilitates meetings centered on data analysis to assist teachers in identifying trends. The SBLT in turn contributes to the MTSS process by helping to identify support strategies for students while at the Tier 1 level.

### **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.**

School Leadership Team meetings will be held to review the SIP goals, analyze school-wide data, and formulate plans to ensure that best practices are in place to improve student achievement. The SBLT along with other members of the Instructional Support Team (Dean, Academic Coaches, CRT, Guidance Counselor, and ESE Specialist) will meet weekly as necessary to ensure that teachers have the necessary resources and ongoing coaching and mentoring. The team will meet with teachers individually, approximately every six weeks based on student needs, to examine the data and discuss the progress of students in MTSS. The MTSS process is a 4-step problem solving process which when implemented with fidelity aligns to the the tier 1 intervention process.

#### Title I, Part A

Funds are provided for additional resource teachers, paraprofessionals and a Family School Liaison. We provide remediation, preparation, tutoring through GES, and professional development components. We also provide Title I VPK for at risk students.

#### Title I, Part C Migrant

Migrant Liaison provides services and support to students and parents on an as needed basis. The district based liaison coordinates with all Title 1 services to ensure student needs are met.

#### Title I, Part D

District receives funds for Neglected and Delinquent services for students in need. Services are coordinated with dropout prevention programs

**Title II**

District receives funds for technology to increase instructional strategies. Also, funding is provided for professional development and is coordinated with the district curriculum department.

**Title III**

Services are provided through the district's curriculum department for educational materials and support for E.L.L. students.

**Title IX Homeless**

Social worker provides resources (clothing, supplies, referrals) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free, appropriate education. Title I district homeless advocate is provided for additional assistance to both school and family.

**Supplemental Academic Instruction (SAI)**

SAI funds provide after school tutoring for level 1 students. SAI funds are utilized to purchase supplies for the Level 1 students.

**Violence Prevention Programs**

The school offers "Too Good for Drugs" curriculum. Positive Behavior Support will be continued this year as well as the district's Bully Proofing Your School initiative.

**Adult Education**

The Family School Liaison along with the Parent Involvement Resource Center will provide information pertaining to adult education opportunities. Funds are provided for additional resource teachers, paraprofessionals, and Title I funds our Family School Liaison.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Eucretia Waite	Business/Community
Kimberly M. Sneed	Principal
Val Wright	Parent
Dawn Boyd	Teacher
Sandra Proper	Business/Community
Rita Simon	Education Support Employee
Juliet Langer	Business/Community
Alan Rosier	Education Support Employee
Patricia Magana	Education Support Employee
Lourdes Ochoa	Education Support Employee
Jeanette Santiago	Education Support Employee
Joanne Ramos	Parent
Entelma Escobar	Parent
Eunice Garbutt	Business/Community
John Korzeniowski	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 2017-2018 School Improvement Plan was discussed with the SAC in an advertised regular meeting. The SAC was able to offer input on the development of the SIP. The committee reviewed academic and behavioral data from the 2016-2017 school year as well as the overall School Improvement Plan from 2016-2017, which was previously reviewed, finalized, and submitted.

*b. Development of this school improvement plan*

The SAC was given an overview of the 2017-2018 School Improvement Plan in an advertised meeting. The committee was given an opportunity to offer input and suggestions for the development of the plan. The SIP was brought before the SAC committee and was finalized and approved before it was submitted.

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

The SAC committee will meet at an advertised meeting to discuss the plan for expenditures of allocated SAC funds as it relates to school improvement and student achievement. For the 2017-2018 school year, the SAC has been allocated \$9,287. These funds will be used to enhance our efforts with a focus on student engagement and achievement along with sustaining our efforts with communication with our parents and community with enhancing our school marquee.

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

Groveland Elementary School did not expend any allocated SAC dollars during the 2016-2017 school year. Those funds carried forward and will be combined with the funds allocated for the 2017-2018 school year.

**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
Simon, Rita	Administrative Support
Straub, Kelly	Instructional Coach
Boyd, Dawn	Instructional Coach
Lykins, Jennifer	Instructional Coach

**b. Duties**

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

The LLT conducts ongoing data analysis to accurately identify students' remediation and enrichment needs. Instruction is focused to meet those needs in order to improve student achievement. Teachers are assisted in lesson planning and with tailoring instruction to meet the Florida Standards. There is a focus on increasing cognitive complexity of instruction and assessment through collaborative planning with teachers. This planning occurs with the support of our content area instructional coaches. In an effort to promote literacy with our students, Groveland Elementary participates in One School One Book. We also focus on literacy during Celebrate Literacy Week with guest and celebrity readers and with Literacy Night for our students and parents. Our Literacy Coach has implemented an incentive program called "Caught Reading" where staff members recognize and reward students who are seen actively engaged in reading outside the expectations of the regular classroom curriculum.

## 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.

All grade levels participate in weekly collaborative lesson planning and instruction to assist in reaching the goals of Groveland Elementary School. This collaborative planning has been designed using the FCIM lesson design model of Plan, Do, Check, and Act, as well as using backward design to fully align instruction to the full intent of the Florida Standards. Groveland Elementary School utilizes collaborative planning funds from the district for teachers to collaborate to develop effective lesson plans and instructional practices. The expenditure of the Collaborative Funds is for all classroom grade level teachers. The collaboration occurs as an extension of the school day in writing teams twice during the school year, one session in the fall and one session in the spring for a total of 7.5 hours for each teacher.

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

Groveland Elementary pre-screens potential teachers to ensure they are highly qualified and meet the required certification requirements for a Title 1 school. Rita Simon (CRT), Doreen Elder (Math Coach), and Dawn Boyd (Literacy Coach) are charged with the mentoring of new teachers. Meetings are held on a regular basis with the new teachers to address their needs. Teachers are trained in the TEAM approach which is based on the Marzano model of effective teaching.

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

Rita Simon (CRT), Doreen Elder (Math Coach), and Dawn Boyd (Literacy Coach) oversee the mentoring of new teachers. Meetings are held on a monthly basis with the new teachers to address their needs. Teachers are trained in the TEAM approach which is based on the Marzano model of effective teaching. In addition, teachers are paired with their grade chairs for grade level support regarding their daily responsibilities.

Dawn Boyd is a key member of the leadership team who also serves as the school's Literacy Coach and is the expert with regard to Groveland Elementary's reading and literacy programs. Another key member of the GES leadership team, Doreen Elder, Math Coach, focuses on supporting teachers in regard to student data as it relates to helping teachers with effective instructional strategies.

Groveland Elementary School utilizes a system of teacher mentoring and retaining called the Panther Cub Club. Each teacher new to Groveland Elementary is paired with a mentor. Both the new teacher and the mentor attend monthly meetings that are focused on teacher needs and information that is relevant to the school year. This collaboration helps to acclimate teachers to Groveland, and it gives new

teachers a sense of belonging. Our goal is to hire deliberately and to retain effective teachers.

Additionally, the district provides new teachers with mentoring assistance through a District Instructional Coach. This individual works specifically with individual teachers to assist them with their transition into the teaching profession in our district. This is just another layer of support provided to teachers to help train and retain them in the profession. Also, the district provides teachers with an Induction Resource Guide as another resource for mentoring and helping train new teachers.

## 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.**

Groveland Elementary Schools utilizes the curriculum blueprints designed by the district Curriculum Department and the Teaching and Learning Department to ensure that the Florida Standards are being met in the instructional program. The use of materials recommended by the district ensures that compliance with the rigorous intent of each standard is attained. Additionally, the leadership team conducts classroom learning walks with targeted feedback to ensure instruction is aligned to the full intent of the Florida Standards. In an effort to maintain our focus toward improved student achievement, we have embedded the following School-Wide Non-Negotiables:

ACADEMIC LANGUAGE from the standard must be present in your lesson. Make sure that it is actively used in context throughout the lesson. Words and phrases should be posted and students should be provided opportunities to use the terms throughout the lesson in context both orally and in writing.

THINKING MAPS allow students to connect a visual pattern to a cognitive process. They must be used to support modeling, guided instruction, and independent practice. Students should be encouraged to use Thinking Maps for speaking and writing for both short and extended purposes.

HIGHER ORDER QUESTIONS that are aligned to the standard need to be used throughout your lesson. Students should have opportunities to discuss and formulate responses with their peers and have opportunities to answer questions both orally and in writing. Sample higher order questions can be found in curriculum blueprints.

INTERACTIVE NOTEBOOKS must be used in core classes. They provide an opportunity to showcase the rigorous learning that is happening on a daily basis. It also provides evidence that students are progressing in their academics throughout the year. Important notes, anchor charts, Thinking Maps, short and extended responses, and other rigorous tasks must be included in student interactive notebooks.

COOPERATIVE STRUCTURES must be used to engage learners and allow students the opportunity to share, clarify, and reflect on thinking with their peers. It is imperative to teach and implement the correct protocol to ensure that there is equal participation. Cooperative structures should be paired with higher-order thinking questions and tasks that are aligned to the standard.

ACTIVE TEACHING must be present to show a sense of enthusiasm to the students. Active teaching leads to active learning. Teachers are expected to lead by example in the classroom. This includes being on your feet, attentive, and circulating during the lesson.

## 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.**

Data Chats are held at three levels: administrative team with individual teachers, grade level teacher teams, and teachers with individual students. Data is used to create flexible groups for remediation and intervention. Students are placed in MTSS Tiers II & III as recommended by the team. Teachers provide explicit small group differentiated instruction on a daily basis in their classrooms.

**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:** 3,960

Groveland Elementary provides extended day opportunities for students that encompasses scheduled time for small group tutoring. This tutoring takes place for 90 minutes in the afternoon twice weekly from October through April. There are approximately 22 weeks of tutoring using this schedule totaling 3,960 additional minutes of instruction during the school year. Additionally, ELC provides tutoring and homework assistance for 1 1/2 hours each day after school.

### **Strategy Rationale**

The rationale for this strategy is to provide additional instructional time for students in a small group setting to focus on areas of focus for each student in regard to the Florida Standards.

### **Strategy Purpose(s)**

- Enrichment

### **Person(s) responsible for monitoring implementation of the strategy**

Simon, Rita, [simonr@lake.k12.fl.us](mailto:simonr@lake.k12.fl.us)

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

FSA, STAR, and I-Ready data, along with assessment data from teachers, are used to select students who will potentially benefit the most from the program. Students are given a pre- and post-test using the county's adopted curriculum resources in reading and math to assess both academic growth and effectiveness of the program. Data from the program's effectiveness will be submitted to Title 1.

**Strategy:** After School Program

**Minutes added to school year:** 1,020

Groveland Elementary will provide opportunity for students to participate in an Art Club. This will take place for three hours per month from October through April for approximately 17 weeks. This strategy will add approximately 1,020 minutes to the school year for enrichment activities.

**Strategy Rationale**

The rationale for this strategy is to provide enrichment opportunity for students in the fine arts in an effort to help them showcase their talents.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Simon, Rita, simonr@lake.k12.fl.us

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

Students will be monitored for continued academic progress in order to maintain eligibility for the club.

**Strategy:** After School Program

**Minutes added to school year:** 1,530

Groveland Elementary will provide an opportunity for students to participate in the Music Makers club. This will take place three times monthly for one hour between October and April for approximately 17 weeks. This strategy will provide an additional 1,530 minutes to the school year.

**Strategy Rationale**

The rationale for this strategy is to provide an enrichment opportunity for students in the fine arts in an effort to help them showcase their talents.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Simon, Rita, simonr@lake.k12.fl.us

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

Students will be monitored for continued academic progress in order to maintain eligibility for the club.

**Strategy: After School Program**

**Minutes added to school year: 2,040**

Groveland Elementary School provides opportunities for students in grades 3, 4, and 5 to participate in S.T.E.M. activities with a focus on Science, Technology, Engineering, and Math. Included in this is the opportunity to compete against other district elementary schools in a friendly academic competition. During the 2017-2018 school year, Groveland Elementary School was awarded a grant to help fund a robotics program as part of the S.T.E.M. initiative.

**Strategy Rationale**

The rationale for this strategy is to provide enrichment activities for students in smaller groups with a focus in relevant academic areas. This will provide a hands on approach to extend the learning opportunities for students.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Spivey, Sheri, spiveys@lake.k12.fl.us

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

Assessment data from teachers and district LSA data will be collected and analyzed throughout the school year to determine the effectiveness of this strategy

**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.**

Pre-school students are screened to determine their level of kindergarten readiness; and this takes place during our annual Kindergarten Round-Up. They are provided instruction that is differentiated to address their needs. Students are periodically assessed through standards-based progress monitoring to determine the level of accomplishment toward the goal of kindergarten readiness. Groveland Elementary School offers a VPK program for 4-year-old students to work toward kindergarten readiness. We also have ESE Pre-K programs for students with special needs. Students also participate in enrichment classes to prepare them for the routine associated with the higher grade level. Students in fifth grade who will be promoted to middle school are offered opportunities to attend orientation meetings at the middle schools. Also, leadership staff from the middle schools visit our fifth grade students for an information and question / answer session.

**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.**

NA

## 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.

### 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.** With high expectations, Groveland Elementary School teachers will understand, plan, deliver, and differentiate standards-based instruction for all students in all core content areas with a focus on students being engaged in authentic reading, writing, thinking, and speaking.
  
- G2.** By using early warning sign data and improving communication with parents and the community, Groveland Elementary School will create a safe and supportive environment conducive to learning, personal growth, and success for all students with increased attendance and positive student behaviors.

## 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.** With high expectations, Groveland Elementary School teachers will understand, plan, deliver, and differentiate standards-based instruction for all students in all core content areas with a focus on students being engaged in authentic reading, writing, thinking, and speaking. 1a

G097873

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	81.0
FSA Mathematics Achievement	82.0
FCAT 2.0 Science Proficiency	68.0
ELA/Reading Gains	60.0
Math Gains	60.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	60.0

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent use and lack of teacher knowledge in best practices for standards based instruction in all core content areas.
- Lack of student foundational skills in basic core academic areas.

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

- District Blueprints
- District support
- Thinking Map trainers and resources
- One Book One School
- Computer-based supports

**Plan to Monitor Progress Toward G1.** 8

Assessments including authentic student products, I-Ready data, and common assessments will be analyzed during grade level meetings.

**Person Responsible**

Rita Simon

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Classroom learning walk data and student achievement data will be collected and discussed with teachers to determine progress toward the goal.

**G2.** By using early warning sign data and improving communication with parents and the community, Groveland Elementary School will create a safe and supportive environment conducive to learning, personal growth, and success for all students with increased attendance and positive student behaviors.

1a

G097874

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	150.0
Attendance Below 90%	4.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of consistent knowledge and implementation of procedures, policies, and protocols.
- Inconsistent communication with parents and community.

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

- School-wide discipline / behavior plan
- Bullying prevention information
- Instructional Dean
- Out of School Suspension Reduction Plan

**Plan to Monitor Progress Toward G2.** 8

The number of documented discipline referrals will be used to determine progress toward meeting the goal.

**Person Responsible**

Joseph Mabry

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Evidence will be collected by determining the number of documented discipline referrals using Skyward and DecisionEd databases.

**Plan to Monitor Progress Toward G2.** 8

The number of students with attendance at 90% or above will be used to determine progress toward meeting the goal.

**Person Responsible**

Alan Rosier

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Evidence will be collected by determining the number of students above the 90% attendance threshold using Skyward and DecisionEd databases.

**Plan to Monitor Progress Toward G2.** 8

Parent attendance and sign in logs will be monitored to determine improvement with communication.

**Person Responsible**

Rita Simon

**Schedule**

Annually, from 11/17/2017 to 5/24/2018

***Evidence of Completion***

Parent attendance and sign in logs at various school events.

## 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.** With high expectations, Groveland Elementary School teachers will understand, plan, deliver, and differentiate standards-based instruction for all students in all core content areas with a focus on students being engaged in authentic reading, writing, thinking, and speaking. **1**

 G097873

**G1.B1** Inconsistent use and lack of teacher knowledge in best practices for standards based instruction in all core content areas. **2**

 B263160

**G1.B1.S1** Utilize the systems of CLCs and demonstration classrooms to provide professional development with a focus on best practices for the delivery of standards-based instruction. **4**

 S278654

### Strategy Rationale

#### Action Step 1 **5**

Develop a professional development calendar aligned to specific teacher needs (e.g. H.O.Q.'s, Thinking Maps, etc.)

#### **Person Responsible**

Rita Simon

#### **Schedule**

Monthly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Evidence through student engagement and achievement based on learning walk data and assessment data.

#### Action Step 2 **5**

Capacity builders will attend district professional development offerings and bring back their learning to share with leadership and faculty.

#### **Person Responsible**

Kimberly Sneed

#### **Schedule**

Monthly, from 8/10/2017 to 5/24/2018

#### **Evidence of Completion**

Evidence will be based on dissemination of information from the professional development activity.

**Action Step 3** 5

We will implement Collaborative Learning Communities (CLC) to support teachers' understanding, planning, and delivery of standards-based instruction.

**Person Responsible**

Dawn Boyd

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Evidence will occur through participation in common planning and through the transference into the instruction.

**Action Step 4** 5

Establish a system for demonstration classrooms including protocols for observing and reflection to build capacity among the faculty with specific needs.

**Person Responsible**

Dawn Boyd

**Schedule**

Quarterly, from 8/24/2017 to 5/24/2018

***Evidence of Completion***

Evidence will occur through participation in demonstration classrooms and through the transference into the instruction in other classrooms.

**Action Step 5** 5

Conduct classroom learning walks to collect data trends and identify strengths and areas in need of refinement among the faculty.

**Person Responsible**

Joseph Mabry

**Schedule**

Quarterly, from 9/6/2017 to 5/24/2018

***Evidence of Completion***

Evidence will occur through multiple electronic data collection tools.

**Action Step 6** 5

We will use Collaborative Time funding to provide additional time for teachers to plan effective lessons related to the content area standards in an effort to increase student achievement.

**Person Responsible**

Rita Simon

**Schedule**

Quarterly, from 11/1/2017 to 5/24/2018

**Evidence of Completion**

Evidence will be determined by review of lesson plans and by learning walk data related to instructional practices.

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

Leadership team will conduct Classroom Learning Walks to monitor the transfer from professional development and CLCs to classroom instruction.

**Person Responsible**

Joseph Mabry

**Schedule**

Quarterly, from 9/6/2017 to 5/24/2018

**Evidence of Completion**

Evidence will occur through the collection of data using electronic data collection tools.

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

The instructional support team will facilitate and monitor the weekly grade level planning sessions for each grade level.

**Person Responsible**

Rita Simon

**Schedule**

On 5/24/2018

**Evidence of Completion**

Lesson plans will be developed and will be analyzed by the instructional support team and leadership team. Learning Walks will be conducted to determine the effectiveness of planning.

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

Leadership team will conduct Classroom Learning Walks to measure the impact of the professional development on the teachers' ability to plan and deliver instruction aligned to the full intent of the standards utilizing instructional strategies and best practices.

### Person Responsible

Joseph Mabry

### Schedule

Quarterly, from 9/6/2017 to 5/24/2018

### Evidence of Completion

Evidence will occur through the collection of data using electronic data collection tools.

## G1.B2 Lack of student foundational skills in basic core academic areas. 2

 B263161

**G1.B2.S1** Extended day opportunities for students will be provided to assist with acquisition of foundational skills. 4

 S278655

### Strategy Rationale

## Action Step 1 5

Create and implement after school tutoring opportunities for students in the lower quartile.

### Person Responsible

Rita Simon

### Schedule

Weekly, from 10/4/2017 to 4/13/2018

### Evidence of Completion

Evidence will be collected using curriculum and student achievement data.

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

The fidelity of implementation will be monitored and supported through ongoing data analysis.

**Person Responsible**

Rita Simon

**Schedule**

Weekly, from 10/4/2017 to 4/13/2018

***Evidence of Completion***

Student achievement data with grades and assessments will be used to monitor the fidelity of implementation.

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

The effectiveness of implementation will be monitored through student achievement data.

**Person Responsible**

Rita Simon

**Schedule**

Weekly, from 10/4/2017 to 4/13/2018

***Evidence of Completion***

Student achievement data with grades and assessments will be used to monitor the effectiveness of the strategy.

**G2.** By using early warning sign data and improving communication with parents and the community, Groveland Elementary School will create a safe and supportive environment conducive to learning, personal growth, and success for all students with increased attendance and positive student behaviors. 1

G097874

**G2.B1** Lack of consistent knowledge and implementation of procedures, policies, and protocols. 2

B263162

**G2.B1.S1** Utilize consistent and effective best practices in regard to encouraging appropriate behaviors from students and articulating the importance of attendance and compliant behaviors in an effort to promote a safe and productive learning environment. 4

S278656

### Strategy Rationale

#### Action Step 1 5

Articulation of early warning sign data to teachers for insights and feedback for continued improvement.

#### Person Responsible

Alan Rosier

#### Schedule

Quarterly, from 9/13/2017 to 5/24/2018

#### Evidence of Completion

Evidence will be collected using discipline and attendance data through Decision Ed and Skyward databases.

#### Action Step 2 5

Provide character education opportunities for students through direct instruction, PSAs, and visual aides.

#### Person Responsible

Yallonda Scheidler

#### Schedule

Monthly, from 9/13/2017 to 5/24/2018

#### Evidence of Completion

Evidence will occur through the monitoring of the implementation of the strategies.

**Action Step 3** 5

Utilize parent contact logs and infraction reports as needed to communicate concerns to parents.

**Person Responsible**

Alan Rosier

**Schedule**

Quarterly, from 9/13/2017 to 5/24/2018

**Evidence of Completion**

Evidence will be collected using parent contact logs and infraction reports.

**Action Step 4** 5

Implement a Positive Behavior Support system to focus on appropriate and acceptable student behaviors.

**Person Responsible**

Alan Rosier

**Schedule**

On 5/24/2018

**Evidence of Completion**

Evidence will be collected using discipline data from Decision Ed and Skyward databases.

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

Leadership team will monitor student attendance and discipline by disaggregating early warning sign data in leadership meetings.

**Person Responsible**

Alan Rosier

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Evidence will be collected using data from Skyward and DecisionEd databases.

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

Leadership team will disaggregate early warning sign data to measure the effectiveness of the implemented strategies as it relates to attendance and discipline.

**Person Responsible**

Alan Rosier

**Schedule**

Monthly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Discipline and attendance data will be collected by using Skyward and DecisionEd databases.

**G2.B2 Inconsistent communication with parents and community. 2**

 B263163

**G2.B2.S1 Enhance communication opportunities between school and home. 4**

 S278657

**Strategy Rationale**

**Action Step 1 5**

Add an additional marquee at the car rider area of campus.

**Person Responsible**

Kimberly Sneed

**Schedule**

On 11/17/2017

**Evidence of Completion**

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

Marquee will be installed at the car rider area of campus.

**Person Responsible**

Kimberly Sneed

**Schedule**

On 11/17/2017

***Evidence of Completion***

Installation and use of marquee for enhanced communication.

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

Marquee will be updated with current and relevant school information.

**Person Responsible**

Kimberly Sneed

**Schedule**

Weekly, from 11/17/2017 to 5/24/2018

***Evidence of Completion***

The effectiveness of the strategy will be monitored with parent involvement logs and sign in sheets at various school events.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B2.S1.MA1  M405633	Marquee will be installed at the car rider area of campus.	Sneed, Kimberly	11/17/2017	Installation and use of marquee for enhanced communication.	11/17/2017 one-time
G2.B2.S1.A1  A375428	Add an additional marquee at the car rider area of campus.	Sneed, Kimberly	11/17/2017		11/17/2017 one-time
G1.B2.S1.MA1  M405627	The effectiveness of implementation will be monitored through student achievement data.	Simon, Rita	10/4/2017	Student achievement data with grades and assessments will be used to monitor the effectiveness of the strategy.	4/13/2018 weekly
G1.B2.S1.MA1  M405628	The fidelity of implementation will be monitored and supported through ongoing data analysis.	Simon, Rita	10/4/2017	Student achievement data with grades and assessments will be used to monitor the fidelity of implementation.	4/13/2018 weekly
G1.B2.S1.A1  A375423	Create and implement after school tutoring opportunities for students in the lower quartile.	Simon, Rita	10/4/2017	Evidence will be collected using curriculum and student achievement data.	4/13/2018 weekly
G1.MA1  M405629	Assessments including authentic student products, I-Ready data, and common assessments will be...	Simon, Rita	8/10/2017	Classroom learning walk data and student achievement data will be collected and discussed with teachers to determine progress toward the goal.	5/24/2018 monthly
G2.MA1  M405634	The number of documented discipline referrals will be used to determine progress toward meeting the...	Mabry, Joseph	8/10/2017	Evidence will be collected by determining the number of documented discipline referrals using Skyward and DecisionEd databases.	5/24/2018 monthly
G2.MA2  M405635	The number of students with attendance at 90% or above will be used to determine progress toward...	Rosier, Alan	8/10/2017	Evidence will be collected by determining the number of students above the 90% attendance threshold using Skyward and DecisionEd databases.	5/24/2018 monthly
G2.MA3  M405636	Parent attendance and sign in logs will be monitored to determine improvement with communication.	Simon, Rita	11/17/2017	Parent attendance and sign in logs at various school events.	5/24/2018 annually
G1.B1.S1.MA1  M405624	Leadership team will conduct Classroom Learning Walks to measure the impact of the professional...	Mabry, Joseph	9/6/2017	Evidence will occur through the collection of data using electronic data collection tools.	5/24/2018 quarterly
G1.B1.S1.MA1  M405625	Leadership team will conduct Classroom Learning Walks to monitor the transfer from professional...	Mabry, Joseph	9/6/2017	Evidence will occur through the collection of data using electronic data collection tools.	5/24/2018 quarterly
G1.B1.S1.MA3  M405626	The instructional support team will facilitate and monitor the weekly grade level planning sessions...	Simon, Rita	8/14/2017	Lesson plans will be developed and will be analyzed by the instructional support team and leadership team. Learning Walks will be conducted to determine the effectiveness of planning.	5/24/2018 one-time
G1.B1.S1.A1  A375417	Develop a professional development calendar aligned to specific teacher needs (e.g. H.O.Q.'s,...	Simon, Rita	8/10/2017	Evidence through student engagement and achievement based on learning walk data and assessment data.	5/24/2018 monthly
G1.B1.S1.A2  A375418	Capacity builders will attend district professional development offerings and bring back their...	Sneed, Kimberly	8/10/2017	Evidence will be based on dissemination of information from the professional development activity.	5/24/2018 monthly
G1.B1.S1.A3  A375419	We will implement Collaborative Learning Communities (CLC) to support teachers' understanding,...	Boyd, Dawn	8/10/2017	Evidence will occur through participation in common planning and through the transference into the instruction.	5/24/2018 weekly
G1.B1.S1.A4  A375420	Establish a system for demonstration classrooms including protocols for observing and reflection to...	Boyd, Dawn	8/24/2017	Evidence will occur through participation in demonstration classrooms and through the transference into the instruction in other classrooms.	5/24/2018 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A5 A375421	Conduct classroom learning walks to collect data trends and identify strengths and areas in need of...	Mabry, Joseph	9/6/2017	Evidence will occur through multiple electronic data collection tools.	5/24/2018 quarterly
G1.B1.S1.A6 A375422	We will use Collaborative Time funding to provide additional time for teachers to plan effective...	Simon, Rita	11/1/2017	Evidence will be determined by review of lesson plans and by learning walk data related to instructional practices.	5/24/2018 quarterly
G2.B1.S1.MA1 M405630	Leadership team will disaggregate early warning sign data to measure the effectiveness of the...	Rosier, Alan	8/10/2017	Discipline and attendance data will be collected by using Skyward and DecisionEd databases.	5/24/2018 monthly
G2.B1.S1.MA1 M405631	Leadership team will monitor student attendance and discipline by disaggregating early warning sign...	Rosier, Alan	8/10/2017	Evidence will be collected using data from Skyward and DecisionEd databases.	5/24/2018 monthly
G2.B1.S1.A1 A375424	Articulation of early warning sign data to teachers for insights and feedback for continued...	Rosier, Alan	9/13/2017	Evidence will be collected using discipline and attendance data through Decision Ed and Skyward databases.	5/24/2018 quarterly
G2.B1.S1.A2 A375425	Provide character education opportunities for students through direct instruction, PSAs, and visual...	Scheidler, Yallonda	9/13/2017	Evidence will occur through the monitoring of the implementation of the strategies.	5/24/2018 monthly
G2.B1.S1.A3 A375426	Utilize parent contact logs and infraction reports as needed to communicate concerns to parents.	Rosier, Alan	9/13/2017	Evidence will be collected using parent contact logs and infraction reports.	5/24/2018 quarterly
G2.B1.S1.A4 A375427	Implement a Positive Behavior Support system to focus on appropriate and acceptable student...	Rosier, Alan	9/13/2017	Evidence will be collected using discipline data from Decision Ed and Skyward databases.	5/24/2018 one-time
G2.B2.S1.MA1 M405632	Marquee will be updated with current and relevant school information.	Sneed, Kimberly	11/17/2017	The effectiveness of the strategy will be monitored with parent involvement logs and sign in sheets at various school events.	5/24/2018 weekly

## V. Professional Development Opportunities

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

**G1.** With high expectations, Groveland Elementary School teachers will understand, plan, deliver, and differentiate standards-based instruction for all students in all core content areas with a focus on students being engaged in authentic reading, writing, thinking, and speaking.

**G1.B1** Inconsistent use and lack of teacher knowledge in best practices for standards based instruction in all core content areas.

**G1.B1.S1** Utilize the systems of CLCs and demonstration classrooms to provide professional development with a focus on best practices for the delivery of standards-based instruction.

### PD Opportunity 1

Develop a professional development calendar aligned to specific teacher needs (e.g. H.O.Q.'s, Thinking Maps, etc.)

#### Facilitator

Instructional leadership team, instructional coaches, district departments

#### Participants

Content area teachers

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

### PD Opportunity 2

Capacity builders will attend district professional development offerings and bring back their learning to share with leadership and faculty.

#### Facilitator

District professional development department

#### Participants

Administration and instructional leadership team

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

### **PD Opportunity 3**

We will implement Collaborative Learning Communities (CLC) to support teachers' understanding, planning, and delivery of standards-based instruction.

#### **Facilitator**

Rita Simon

#### **Participants**

Teachers / Grade level teams

#### **Schedule**

Weekly, from 8/10/2017 to 5/24/2018

### **PD Opportunity 4**

Establish a system for demonstration classrooms including protocols for observing and reflection to build capacity among the faculty with specific needs.

#### **Facilitator**

Classroom teachers

#### **Participants**

Classroom teachers

#### **Schedule**

Quarterly, from 8/24/2017 to 5/24/2018

### **PD Opportunity 5**

Conduct classroom learning walks to collect data trends and identify strengths and areas in need of refinement among the faculty.

#### **Facilitator**

Administration & Instructional Coaches

#### **Participants**

Classroom teachers

#### **Schedule**

Quarterly, from 9/6/2017 to 5/24/2018

## **PD Opportunity 6**

We will use Collaborative Time funding to provide additional time for teachers to plan effective lessons related to the content area standards in an effort to increase student achievement.

### **Facilitator**

Curriculum Resource Teacher, Literacy Coach, Content Area Coaches

### **Participants**

Classroom teachers

### **Schedule**

Quarterly, from 11/1/2017 to 5/24/2018

## 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	Develop a professional development calendar aligned to specific teacher needs (e.g. H.O.Q.'s, Thinking Maps, etc.)				\$0.00
2	G1.B1.S1.A2	Capacity builders will attend district professional development offerings and bring back their learning to share with leadership and faculty.				\$0.00
3	G1.B1.S1.A3	We will implement Collaborative Learning Communities (CLC) to support teachers' understanding, planning, and delivery of standards-based instruction.				\$0.00
4	G1.B1.S1.A4	Establish a system for demonstration classrooms including protocols for observing and reflection to build capacity among the faculty with specific needs.				\$0.00
5	G1.B1.S1.A5	Conduct classroom learning walks to collect data trends and identify strengths and areas in need of refinement among the faculty.				\$0.00
6	G1.B1.S1.A6	We will use Collaborative Time funding to provide additional time for teachers to plan effective lessons related to the content area standards in an effort to increase student achievement.				\$3,905.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0382 - Groveland Elementary School	Other		\$3,905.00
			<i>Notes: Collaborative Time Funding</i>			
7	G1.B2.S1.A1	Create and implement after school tutoring opportunities for students in the lower quartile.				\$22,069.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0382 - Groveland Elementary School	Title, I Part A		\$22,069.00
8	G2.B1.S1.A1	Articulation of early warning sign data to teachers for insights and feedback for continued improvement.				\$0.00
9	G2.B1.S1.A2	Provide character education opportunities for students through direct instruction, PSAs, and visual aides.				\$0.00
10	G2.B1.S1.A3	Utilize parent contact logs and infraction reports as needed to communicate concerns to parents.				\$0.00
11	G2.B1.S1.A4	Implement a Positive Behavior Support system to focus on appropriate and acceptable student behaviors.				\$0.00
12	G2.B2.S1.A1	Add an additional marquee at the car rider area of campus.				\$9,287.70
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0382 - Groveland Elementary School	School Improvement Funds		\$9,287.70	
			<i>Notes: S.A.C. funds.</i>				
						<b>Total:</b>	<b>\$35,261.70</b>