Grove Park Elementary School

2017-18 Schoolwide Improvement Plan

Grove Park Elementary School

1643 MILLER ST, Orange Park, FL 32073

http://gpe.oneclay.net

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

Grove Park sets clear expectations for all students. These clear expectations help students to feel safe in the school environment. Students are taught in and out of the classroom how to respect and interact with their peers through morning meetings as well as lessons provided by the school's guidance counselor. Students are warmly greeted to school by adults when arriving and dismissing. Adults are assigned duty stations strategically throughout the school to provide "eyes and ears" as a safety measure for students arriving and leaving school. Additionally, students are encouraged to exemplify positive choices through a reward system that encourages students to be Respectful, Responsible, and Safe.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Grove Park implements a PBIS school-wide discipline system with support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment for students. The ultimate goal is for students to remain in their classrooms engaging in meaningful learning opportunities. The G3 Way teaches students to be Respectful, Responsible, and Safe at all times. For each common area there are specific expectations. These expectations are clearly posted around the school and teachers/staff members frequently reinforce them with modeling, mini-lessons, and verbal reminders.

Grade Level team leaders work with the teachers on their grade level to implement classroom management plans. Successes and areas of improvement will be discussed using discipline data during common planning meetings. Teachers will be trained and supported on the difference between classroom managed and office managed discipline offenses. Many teachers use CHAMPS or Whole Brain Teaching. To track student behavior different grade levels use Class Dojo, Clip Charts, Tickets, Behavior Marks, etc.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Grove Park has a guidance counselor who is available to discuss any concerns students might have. Through a partnership with Clay Behavioral, an on site Licensed Mental Health Counselor is available to students in need. Grove Park also offers a mentoring program to our 4-6th grade students in which community based mentors come to the school during lunch to support students academically and socially.

Proactive Character Education/Emotional Regulation strategies are taught in guidance lessons, resource classes, and general education classrooms. Social Thinking, Kelso's Choices, Zones of Regulation are utilized as resources school wide. Classroom teachers are given a manual of ready-to-teach lesson plans differentiated for Primary and Intermediate levels. These lessons will be used during Morning Meetings. All supplies for these lessons will be prepared and provided to the teachers by the interventionist.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 will include the following early warning indicators:
a. attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.
b. one or more suspensions, whether in or out of school.
c. course failure in English language arts or mathematics.
d. a level 1 score on statewide standardized assessments in English Language Arts or Mathematics. When a student exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indication the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	9	5	8	6	7	11	0	0	0	0	0	0	48
One or more suspensions	2	1	2	4	4	2	6	0	0	0	0	0	0	21
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	19	13	22	27	29	44	0	0	0	0	0	0	154
	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	2	2	2	3	2	5	14	0	0	0	0	0	0	30

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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/446096.

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

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

Grove Park continues to build relationships with its community partners to provide resources and support for our students and their families. Our partnership with First Baptist Church of Orange Park provides school supplies. Our partnership with First Christian Church of Orange Park provides a multitude of resources for our students, including school supplies, a weekend backpack program that provides our students in need with food, and an Angel Tree for the holidays. Additionally, our partnership with the Rotary Club of Orange Park provides numerous mentors for students who could benefit from additional emotional support and guidance, as well as support for our Safety Patrol program. In addition to providing mentors, the Rotary also provides support for our Team Backpack Program. Clay Chamber supports our school by providing mentors. The University of North Florida partners with Grove Park to provide high quality intern teachers. These intern teachers learn under supervision of our teachers and in turn provide valuable additional whole group and small group instruction to our students. This School Improvement Plan (SIP) was implemented with feedback from parents and other community members during the first School Advisory Council (SAC) meeting of the 2017-2018 school year.

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
Voytko, Scott	Principal
Diamond, Angela	Teacher, K-12
Graham, Paula	Teacher, K-12
Rodifer, Kellie	Instructional Coach
Worley, Jill	Assistant Principal
Placilla, Kelly	Teacher, ESE
Rodrigues, Brandy	Instructional Coach
Martin, Crystal	Teacher, K-12
Smith, Laura	Teacher, K-12

b. Duties

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

The school leadership team is comprised of the school administrators, coaches, guidance counselor, and grade level team leads. The purpose of the school leadership team is to guide the instructional decisions of the school through evaluating data and making curriculum decisions. The leadership team also reviews the School Improvement Plan and aids in its implementation.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

Title 1, Part C- Migrant
A county level Migrant liaison provides services and supports and students and parents. The liaison coordinates with Title I and other programs to ensure that student needs are met.

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

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

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

Violence Prevention Programs
GPE provides non-violence, anti-bullying, and anti-drug programs, field trips, parent education, counseling, and social service referrals. PBIS strategies are also being utilized school-wide to train staff in fostering a safe and civil school climate.

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
	Teacher
Jill Worley	Parent
Melodie Ryan	Education Support Employee
Laura Smith	Teacher
Courtney El-Bezzani	Parent
Jasmine Rivera	Parent
Gina Harpster	Parent
Scott Voytko	Principal
Kellie Rodifer	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The previous school improvement plan focused on increasing student proficiency overall and increase student learning gains for students in the lowest quartile.

b. Development of this school improvement plan

Grove Park Elementary's SAC members consists of a variety stakeholders including teachers, parents and community leaders. The SAC members work together to identify and problem solve challenges the school and community encounters.. Through a community-wide commitment, the SAC

will foster a positive learning environment and set high expectations to meet the diverse needs of the student body. A mid-year data review and action plan will be discussed with stakeholders during the mid-year SAC meeting. A copy of the School Improvement Plan is available in the green SIP binder located in the front office. The LEA, parents, and the public will also have access to the SIP through the school website.

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

There are no funds in the SAC budget.

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

There are no funds in the SAC budget.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
	Teacher, K-12
Diamond, Angela	Teacher, K-12
Graham, Paula	Teacher, K-12
Voytko, Scott	Principal
Rodifer, Kellie	Instructional Coach
Worley, Jill	Assistant Principal

b. Duties

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

This year the LLT will continue to focus on small group instruction.

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

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

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

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

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

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

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

Additionally, teachers share resources aligned to Florida Standards through the use of a school-wide Google Drive.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,200

Spring Tutoring

Strategy Rationale

Data from common assessments and IReady will guide placement of students in tutoring, in addition to subject matter taught.

Strategy Purpose(s)

- Core Academic Instruction

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

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §§ 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.

At the beginning of school, kindergarten teachers screen each child to determine the students' acquisition of specific skills and knowledge. The FLKRS assessment is assessed during the first 30 days of school to determine school readiness and the child's ability to form meaningful relationships. The sixth grade teachers and guidance counselors work closely with the junior high schools to inform and prepare future students. OPJH administrators visit GPE in the spring to speak with students about junior high expectations and course selection information.

Another assessment students are given throughout the school year is the Foundational Skills Assessment which assesses the reading readiness of students. Students with low reading readiness are given supplemental intensive reading instruction using SIPPS, LLI, and other small groups.

End of the year articulation meetings are held for the upcoming school year for all PreK (if applicable) and 6th grade students. Pre-kindergarten and Kindergarten teachers collaborate on assigning and assessing students based on their academic and developmental needs. The articulation meeting assists kindergarten teachers in ensuring each child successfully transitions to our elementary school program. The articulation meetings for 6th graders mark the first time that the student becomes actively involved in the IEP team process. Decisions are also made regarding best placement options and level of support anticipated at the junior high level.

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.

The sixth grade teachers and guidance counselors work closely with the junior high schools to inform and prepare future students. OPJH administrators visit GPE in the spring to speak with students about junior high expectations and course selection information. This course selection process can be a crucial first step towards making goals for college and career.

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

This section is not applicable since we only serve students K-6.

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

This section is not applicable since we only serve students K-6.

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.

This section is not applicable since we only serve students K-6.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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.

The Title 1 LEA conducted a CNA in fall 2017 and spring 2016 to determine the needs of GPE by utilizing student academic achievement scores.

B. Problem Analysis Summary

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

A review of previous years' office based referral data revealed the need for a PBIS plan. High percentage of novice teachers and teachers new to Clay County showed a need for frequent professional development opportunities. An analysis of previous FSA math proficiency scores demonstrated a need to implement new curriculum with fidelity.

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 establish a school wide Positive Behavior Intervention Support system, THEN we should see an increase in school learning environment.

G2.   IF we meet and plan common formative assessments aligned with standards and item specifications, THEN we should see increased proficiency and gains in math, reading, and science.

G3.   IF we implement Eureka curriculum with fidelity, THEN our math proficiency will improve.

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 establish a school wide Positive Behavior Intervention Support system, THEN we should see an increase in school learning environment. `1a`

🔍 G099476

Targets Supported `1b`

Indicator	Annual Target
School Climate Survey - Staff	8.2

Targeted Barriers to Achieving the Goal `3`

- First year implementing new program.

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

- PBIS Team Meetings

- Community Partnerships

- Social Emotional Curriculum

Plan to Monitor Progress Toward G1. `8`

Number of discipline referrals in FOCUS and feedback from staff

Person Responsible
Jill Worley

Schedule
Weekly, from 8/15/2017 to 5/31/2018

Evidence of Completion
FOCUS discipline referral data

G2. IF we meet and plan common formative assessments aligned with standards and item specifications, THEN we should see increased proficiency and gains in math, reading, and science. `1a`

🔍 G099477

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	75.0
Math Gains	75.0
FSAA Science Achievement	66.0

Targeted Barriers to Achieving the Goal `3`

- Student's past performance on FSA Math and ELA tests and a Science baseline test

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

- Reading Coach
- Math Coach
- Model Classrooms
- Title 1 Assistants to help lead small group instruction
- I-Ready/Florida Teacher Toolbox
- SIPPS
- LLI
- Formative Assessments in Unify

Plan to Monitor Progress Toward G2. `8`

i-Ready progress monitoring and diagnostic reports

Person Responsible
Scott Voytko

Schedule
Every 6 Weeks, from 9/5/2017 to 5/31/2018

Evidence of Completion
Tracking of individual student magnets on the data wall, update of Google spreadsheets

G3. IF we implement Eureka curriculum with fidelity, THEN our math proficiency will improve. `1a`

🔑 G099478

Targets Supported `1b`

Indicator	Annual Target
FSAA Mathematics Achievement	66.0

Targeted Barriers to Achieving the Goal `3`

- First year implementing a new curriculum

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

- Rigorous and Standards Aligned Curriculum

- Math Coach

- Model Math Classrooms

- Florida Ready Resources

- iReady Blended Learning

Plan to Monitor Progress Toward G3. `8`

i-Ready data

Person Responsible
Scott Voytko

Schedule
Every 6 Weeks, from 9/5/2017 to 5/31/2018

Evidence of Completion
Updates to data wall and Google Spreadsheets

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 establish a school wide Positive Behavior Intervention Support system, THEN we should see an increase in school learning environment. 1

🔑 G099476

G1.B1 First year implementing new program. 2

🔑 B267886

G1.B1.S1 Teachers will receive ongoing support implementing the new curriculum. 4

🔑 S283773

Strategy Rationale

By supporting teachers with a new program, best practices can be developed.

Action Step 1 5

Teachers will receive support implementing morning meetings.

Person Responsible

Laura Smith

Schedule

Monthly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Successful class meetings held daily. Monthly resources.

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

Interventionist will meet with administration on a weekly basis.

Person Responsible

Laura Smith

Schedule

Weekly, from 9/29/2017 to 5/31/2018

Evidence of Completion

Review of behavioral data in FOCUS and Behavior MTSS data with administration.

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

Based on the data, changes to the implementation of curriculum will be made.

Person Responsible

Jill Worley

Schedule

Weekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Meeting log

G2. IF we meet and plan common formative assessments aligned with standards and item specifications, THEN we should see increased proficiency and gains in math, reading, and science. `1`

🔑 G099477

G2.B2 Student's past performance on FSA Math and ELA tests and a Science baseline test `2`

🔑 B267890

G2.B2.S1 All teachers will progress monitor every student's reading and math levels. `4`

🔑 S283774

Strategy Rationale

Tracking student progress will allow us to provide specific and targeted small group instruction.

Action Step 1 `5`

Tracking Progress Monitoring/Diagnostic Results for Reading and Math

Person Responsible

Scott Voytko

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Schoolwide data spreadsheet will be used as evidence as well as magnetic whiteboard with every student's current and previous achievement.

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

Administration will update student progress with grade level teams on a weekly/monthly basis.

Person Responsible

Scott Voytko

Schedule

Weekly, from 8/15/2017 to 5/31/2018

Evidence of Completion

Data wall and Google spreadsheets

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

An increase in student performance on progress monitoring and diagnostic assessments

Person Responsible

Scott Voytko

Schedule

Every 6 Weeks, from 8/15/2017 to 5/31/2018

Evidence of Completion

i-Ready reports

G3. IF we implement Eureka curriculum with fidelity, THEN our math proficiency will improve. `1`

🔑 G099478

G3.B1 First year implementing a new curriculum `2`

🔑 B267891

G3.B1.S1 The math coach, Brandy Rodrigues, will provide coaching cycles to teachers implementing Eureka math. `4`

🔑 S283776

Strategy Rationale

Coaching cycles will help teachers improve the decisions they make about their instruction. Coaching involves an ongoing cycle of goal-setting, learning, observation and data collection, and reflection.

Action Step 1 `5`

The math coach will provide coaching cycles with math teachers.

Person Responsible

Brandy Rodrigues

Schedule

Weekly, from 9/12/2017 to 5/31/2018

Evidence of Completion

Coaching log and feedback to administration

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

The math coach will report results of coaching cycles to administration

Person Responsible

Scott Voytko

Schedule

Weekly, from 9/12/2017 to 5/31/2018

Evidence of Completion

Meeting log, observation of teacher performance, increase in student performance on standards mastered

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Administration will use Learning Walk Observation logs to document effectiveness of instruction

Person Responsible

Scott Voytko

Schedule

On 5/31/2018

Evidence of Completion

Learning Walk Observation logs

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.MA1 M417047	Number of discipline referrals in FOCUS and feedback from staff	Worley, Jill	8/15/2017	FOCUS discipline referral data	5/31/2018 weekly
G2.MA1 M417050	i-Ready progress monitoring and diagnostic reports	Voytko, Scott	9/5/2017	Tracking of individual student magnets on the data wall, update of Google spreadsheets	5/31/2018 every-6-weeks
G3.MA1 M417053	i-Ready data	Voytko, Scott	9/5/2017	Updates to data wall and Google Spreadsheets	5/31/2018 every-6-weeks
G1.B1.S1.MA1 M417045	Based on the data, changes to the implementation of curriculum will be made.	Worley, Jill	8/15/2017	Meeting log	5/31/2018 weekly
G1.B1.S1.MA1 M417046	Interventionist will meet with administration on a weekly basis.	Smith, Laura	9/29/2017	Review of behavioral data in FOCUS and Behavior MTSS data with administration.	5/31/2018 weekly
G1.B1.S1.A1 A383102	Teachers will receive support implementing morning meetings.	Smith, Laura	8/15/2017	Successful class meetings held daily. Monthly resources.	5/31/2018 monthly
G2.B2.S1.MA1 M417048	An increase in student performance on progress monitoring and diagnostic assessments	Voytko, Scott	8/15/2017	i-Ready reports	5/31/2018 every-6-weeks
G2.B2.S1.MA1 M417049	Administration will update student progress with grade level teams on a weekly/monthly basis.	Voytko, Scott	8/15/2017	Data wall and Google spreadsheets	5/31/2018 weekly
G2.B2.S1.A1 A383103	Tracking Progress Monitoring/ Diagnostic Results for Reading and Math	Voytko, Scott	9/1/2017	Schoolwide data spreadsheet will be used as evidence as well as magnetic whiteboard with every student's current and previous achievement.	5/31/2018 monthly
G3.B1.S1.MA1 M417051	Administration will use Learning Walk Observation logs to document effectiveness of instruction	Voytko, Scott	8/28/2017	Learning Walk Observation logs	5/31/2018 one-time
G3.B1.S1.MA1 M417052	The math coach will report results of coaching cycles to administration	Voytko, Scott	9/12/2017	Meeting log, observation of teacher performance, increase in student performance on standards mastered	5/31/2018 weekly
G3.B1.S1.A1 A383104	The math coach will provide coaching cycles with math teachers.	Rodrigues, Brandy	9/12/2017	Coaching log and feedback to administration	5/31/2018 weekly

V. Professional Development Opportunities

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

G2. IF we meet and plan common formative assessments aligned with standards and item specifications, THEN we should see increased proficiency and gains in math, reading, and science.

G2.B2 Student's past performance on FSA Math and ELA tests and a Science baseline test

G2.B2.S1 All teachers will progress monitor every student's reading and math levels.

PD Opportunity 1

Tracking Progress Monitoring/Diagnostic Results for Reading and Math

Facilitator

Scott Voytko, Jill Worley

Participants

Teachers

Schedule

Monthly, from 9/1/2017 to 5/31/2018

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	Teachers will receive support implementing morning meetings.	$0.00
2	G2.B2.S1.A1	Tracking Progress Monitoring/Diagnostic Results for Reading and Math	$0.00
3	G3.B1.S1.A1	The math coach will provide coaching cycles with math teachers.	$0.00
		Total:	$0.00