Grove Park Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 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	67%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Grove Park Elementary is to prepare students to become successful and productive global thinkers in an ever-changing world.

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Jackson, Stephanie	Principal
Diamond, Angela	Teacher, K-12
Rodifer, Kellie	Instructional Coach
Worley, Jill	Assistant Principal
Smith, Laura	Teacher, K-12
Vanley, Sarah	Teacher, K-12
Godwin, Jennifer	Teacher, K-12
Geisler, June	Teacher, K-12
Steinfurth, Kristin	Teacher, K-12
Manzi, Courtney	Teacher, K-12
Roberts, Mary	Instructional Coach
Kennard, Whitney	Teacher, K-12
Thai, Luuly	School Counselor
Ryan, Melodie	Administrative Support
Arnette, Liana	Teacher, ESE

Duties

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

Grove Park Elementary
Leadership Team Roles and Responsibilities

Stephanie Jackson, Principal
School Leadership Team Chair
Campus management and supervision
Teacher/Staff evaluations
Monitor new teachers

Data analysis-academic, discipline, climate/culture
Sign and approve all leave requests
Opening and Closing of School information
Monitoring of instruction- classroom observations/focus walks
Facilitate/Monitor PLCs and Common Planning
Conduct parent conferences/ address parent concerns
Budget/Purchasing
Monitoring of interim reports/grades
Data Maintenance: Comprehensive Data File
Professional development (plan and provide)
Monitoring of School Improvement Plan
Admin-teacher data chats
Address legal-related issues
Public Relations/Marketing
Approve master school calendars
Weekly teacher bulletins
Monthly parent newsletters
Early Release (planning and preparation)
Faith-based Partner liaison
Facilities management
Crisis Team Leader
Assist in monitoring safety nets
Sign/Approve payroll
Monitor monthly drills (fire, evacuation, yellow, red)
Monitor supervision/duty schedules

Jill Worley, Assistant Principal
Principal's Designee
School Leadership Team
School-based Bus Coordinator
Student discipline; Process referrals daily
Teacher/Staff evaluations
Manage custodial concerns
Monitoring of instruction- classroom observations/focus walks
Data Maintenance: Comprehensive Data File
Participate in Professional Learning Communities
Conduct parent conferences/ address parent concerns
Monitoring of School Improvement Plan
ESE liaison (monitor IEP/504 compliance for FTE periods)
Business partner liaison
Foundations/PBIS Lead
Cafeteria (monitoring of assistants)
Monitor safety nets
Monitor monthly drills (fire, evacuation, yellow, red)
Plan/organize school-wide activities
Monitor supervision/duty schedules
Test Co-coordinator

Instructional Coaches
Maintain professional development calendar
Complete weekly coaching log
Daily classroom visits

Facilitate professional development sessions
Facilitate Professional Learning Communities
Facilitate common planning sessions
Instructional liaison
Assist in instructional activities/events/celebrations
Data Maintenance: Comprehensive Data file
Set-up and monitoring of model classrooms
Monitor progress of Lowest 25% target groups
Monitor and assist MTSS support for Tier 2 and Tier 3 students
Organize and maintain school-wide reading and math progress/celebrations
Monitor and maintain Blended Learning Leaders board
Leadership Team members
Plan/organize school-wide activities/Title I events

Guidance Counselor
Provide counseling to students
Classroom guidance lesson delivery
Conduct parent conferences/ address parent concerns
School-based ESOL contact
School Leadership Team Member
Crisis Team Member
Monitoring of possible retainees
Attendance Intervention

PBIS/MTSS Interventionist
Collaborate with teachers to problem-solve behavior issues
Observe, create, and monitor individual behavior plans/contracts
Foundations/PBIS Co-lead
Oversee weekly G3 responsibilities
MTSS - paperwork and compliance
MTSS Liaison with school psychologist
Small-group pull-outs
Provide social/emotional support and resources
Test Co-coordinator

Primary Reading Interventionist
Teach targeted literacy intervention to small groups of students daily using SIPPS and/or LLI programs
Meet regularly with the classroom teacher to plan literacy instruction that correlates with the individual student's needs or as requested by the classroom teacher
Assist teachers with the collection of student data and analysis of data results; frequent progress monitoring.
Assist in the evaluation of ongoing programs and make recommendations for change
Plan/organize school-wide activities/Title I events
Maintain and submit accurate and up-to-date reports of all students' progress.
Perform other duties and responsibilities related to literacy as assigned by the principal and assistant principal.

Team Leaders
Provide leadership, encouragement, and positive support to all team members.
Familiarize new team members and substitute teachers with schedules, procedures, other pertinent information and needs.

Work cooperatively with other teams.

Coordinate activity dates for the school calendar with administration.

Represent the team (or appoint a designee, if absent) at school-based leadership team meetings.

Share information from administration and school-based leadership team meetings with the team in a timely manner.

Facilitate team meetings at least twice monthly.

Provide administration with a copy of team meeting minutes within one week of the meeting.

Maintain textbook inventory for the team.

Coordinate and assist with planning of field trips, awards, and grade-level activities.

Perform other duties as assigned by the principal and assistant principal and adhere to timelines.

Early Warning Systems

Year 2017-18

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	0	0	0	0	4	3	5	0	0	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	4	3	5	0	0	0	0	0	0	12

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 8/23/2018

Year 2016-17 - As Reported

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		
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

Year 2016-17 - Updated

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		
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Achievement is our lowest overall area. Achievement from 2017 to 2018 remained stagnant at 42%. There was a 9% decline among 4th grade in the same grade comparison and a 12% decline in a comparison of the cohort.

Which data component showed the greatest decline from prior year?

ELA Learning Gains showed a 12% decline from 2017 to 2018.

Which data component had the biggest gap when compared to the state average?

Math Achievement had the biggest gap when compared to the state average, with a 15% gap between school average and state average.

Which data component showed the most improvement? Is this a trend?

Science Achievement showed the most improvement with a 23% increase from 2017 to 2018. There was an overall positive trend for Science Achievement at both the state and district levels.

Describe the actions or changes that led to the improvement in this area.

A new curriculum was adopted for Science. More emphasis was also placed on teaching science in all grade levels so that students would be prepared once they got to 5th grade. In 5th grade, science and math were split into separate classes so that the science teacher could focus more on science standards and allowed students more time engnaning with science concepts. The additional class time also allowed for differentiated science small groups.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	42%	63%	56%	40%	58%	52%
ELA Learning Gains	48%	59%	55%	53%	55%	52%
ELA Lowest 25th Percentile	42%	50%	48%	54%	47%	46%
Math Achievement	47%	69%	62%	48%	61%	58%
Math Learning Gains	49%	68%	59%	44%	59%	58%
Math Lowest 25th Percentile	41%	56%	47%	24%	49%	46%
Science Achievement	52%	66%	55%	47%	56%	51%

EWS Indicators as Input Earlier in the Survey

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

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	51%	68%	-17%	57%	-6%
	2017	42%	70%	-28%	58%	-16%
Same Grade Comparison		9%				
Cohort Comparison						
04	2018	30%	62%	-32%	56%	-26%
	2017	39%	61%	-22%	56%	-17%
Same Grade Comparison		-9%				
Cohort Comparison		-12%				
05	2018	40%	59%	-19%	55%	-15%
	2017	44%	59%	-15%	53%	-9%
Same Grade Comparison		-4%				
Cohort Comparison		1%				
06	2018	43%	63%	-20%	52%	-9%
	2017	37%	61%	-24%	52%	-15%
Same Grade Comparison		6%				
Cohort Comparison		-1%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	57%	70%	-13%	62%	-5%
	2017	47%	67%	-20%	62%	-15%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	46%	66%	-20%	62%	-16%
	2017	53%	65%	-12%	64%	-11%
Same Grade Comparison		-7%				
Cohort Comparison		-1%				
05	2018	47%	65%	-18%	61%	-14%
	2017	42%	58%	-16%	57%	-15%
Same Grade Comparison		5%				
Cohort Comparison		-6%				
06	2018	30%	68%	-38%	52%	-22%
	2017	34%	66%	-32%	51%	-17%
Same Grade Comparison		-4%				
Cohort Comparison		-12%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	49%	64%	-15%	55%	-6%
	2017					
Cohort Comparison						

Subgroup Data

				2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	41	24	23	38	41	45				
ELL	25	60		44	53						
BLK	37	48	43	40	46	37	47				
HSP	45	48	36	55	67		58				
MUL	20			40							
WHT	52	50		52	36		59				
FRL	41	48	44	46	49	44	54				
				2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	47	41	22	38	36	15				
ELL	38	62		54	69						
BLK	32	53	43	37	49	35	17				
HSP	43	63	36	49	57	50	29				
MUL	55			36							
WHT	53	67	60	51	60		46				
FRL	42	61	42	38	50	37	18				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Positive Behavior
Rationale	If we implement PBIS strategies with fidelity, then we should see a decrease in the number of behavior referrals.
Intended Outcome	Continued implementation of PBIS strategies with fidelity should lead to a decrease of at least 20% in the number of behavior referrals from the 17/18 school year to the 18/19 school year. With increased positive behavior, academic achievement should also be positively affected.
Point Person	Laura Smith (laura.smith1@myoneclay.net)
Action Step	
Description	Growing Great Gators (G3) Tier 1 Program Tier 2 and Tier 3 Plans Individual Counseling Small Group Counseling Monthly Character Trait Emphasis Professional Development for Teachers focused on behavior management Sanford Harmony Trainings and Implementation
Person Responsible	Laura Smith (laura.smith1@myoneclay.net)
Plan to Monitor Effectiveness	
Description	Ms. Worley will monitor and lead the PBIS Team and ensure that decisions are made based on data.
Person Responsible	Jill Worley (jill.worley@myoneclay.net)

Activity #2	
Title	Family/Community Engagement
Rationale	If we seek to involve and engage families in the learning process, then we should see a positive increase in academic proficiency and learning gains.
Intended Outcome	A 20% increase in attendance and parental involvement events and a 10% increase in Focus Parent Portal Accounts.
Point Person	Laura Smith (laura.smith1@myoneclay.net)
Action Step	
Description	- Title 1 Family Nights - Grade level specific events - Fun family events - Open STEM labs - Title 1 Facebook videos - Social media presence
Person Responsible	Kellie Rodifer (kellie.rodifer@myoneclay.net)
Plan to Monitor Effectiveness	
Description	Mrs. Jackson will monitor and review data associated with family/community engagement on a monthly basis and communicate results to Title 1 and School Based Leadership Teams.
Person Responsible	Stephanie Jackson (stephanie.jackson@myoneclay.net)

Activity #3	
Title	Small Group Instruction
Rationale	If we focus on providing rigorous, targeted, and differentiated small-group instruction with fidelity, then we should see a positive increase in ELA, Math, and Science proficiency and learning gains. -Increase overall ELA academic achievement (FSA scores) -Increase overall Eureka and math achievement (FSA scores) -Increase overall science achievement (FCAT science)
Intended Outcome	Positive increase in ELA, Math, and Science proficiency and learning gains.
Point Person	Laura Smith (laura.smith1@myoneclay.net)
Action Step	
Description	- PLCs - Coaching Cycles and personnel to support coaching - Use of LLI materials,i-Ready Toolbox lessons, and other curriculum as needed for interventions - Model Classrooms - Increased VE supports in grades K-4 - Personnel to support small group instruction - Chromebooks to support usage of blended learning - Additional PITSCO laboratory materials and missions
Person Responsible	Mary Roberts (mary.roberts@myoneclay.net)
Plan to Monitor Effectiveness	
Description	Mrs. Jackson and Ms. Worley will meet with academic coaches weekly to review data and make decisions regarding small group instruction. Coaches will share that information during weekly PLCs.
Person Responsible	Stephanie Jackson (stephanie.jackson@myoneclay.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Grove Park Elementary is committed to fostering healthy partnerships with parents. We are aware of the importance of fostering strong relationships with our parents to ultimately increase student success, both academically and socially.

Kindergarten Ice Cream Social
Kindergarten Roundup
Mentor Luncheon
Orientation
Open House
Fin-tastic Family Fundamentals for each grade level
Drama Performances
Chorous Performances
Grandparents Day
Veterans Day
Multi-Cultural Thanksgiving Feast
Annual Title One Meeting
Science Fair
Family Fun Nights
Kindergarten Graduation
Jaguars Play60 Partnernship

PFEP Link

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

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, Sanford Harmony, and 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.

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.

Kindergarten Round Up offers families with incoming kindergarten students the opportunity to pre-register for kindergarten. Students gain exposure to their new school and are provided a bag of books and other resources designed to help them prepare for kindergarten.

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 instructional coaches, administration and ITF meet weekly to discuss the problem solving process for interventions. The ITF guides and informs teachers of process updates and updates in the navigation of the web-based platform, Unify. 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, PITSCO Lab and Computer Lab)

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.

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.