Grove Park Elementary School

2018-19 Schoolwide Improvement Plan

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Grove Park Elementary School

8330 N MILITARY TRL, West Palm Beach, FL 33410

https://gpes.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach 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.

Mission Statement: Grove Park Elementary is committed to guiding students to become advocates of excellence in their own learning. At Grove Park, we strive to customize instruction, infused with technology, for all unique learning styles. We celebrate the whole child, by fostering connection across a range of subjects. Parents, teachers, and students collaborate to further develop knowledge and attitudes that lead to global-mindedness and, college and career readiness.

In addition, Grove Park's mission aligns with the district's overall mission for students and school accountability:
The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

Grove Park's vision aligns with the district's overall vision for student achievement and school accountability: The School District of Palm Beach envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

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

Name	Title
Rogers, JoAnne	Principal
Mitchell, Marzella	Assistant Principal
Fiaschetti, Mary	Other
Chernow, Tracy	Other

Duties

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

PRINCIPAL/ASSISTANT PRINCIPAL:
- School Accountability (Student Achievement)
Curriculum, Data Driven Instruction, Progress Monitoring, Assessment
Student Proficiency (ELA, Math, Science)
Learning Gains (ELA and Math)
Lowest 25% (ELA and Math)
Closing Achievement Gap
Progress Monitoring
Programs (International Baccalaureate Candidate School)
High School Readiness

Recruitment and Retention, IB Program
Professional Development (Sustainability)
Highly Qualified Instructional Staff (and Academic Tutors)

- Family Involvement, Community Engagement
Trainings
Curriculum Nights and IB School Tours
School Advisory Council (SAC)
Decrease School Absence and Tardiness
Business Partnerships
Volunteerism

- School Safety
Crisis and Drills
Systems of the Instructional Day
Routines
swPBS, Climate, School Morale, Celebrations

- Facilities
Work Orders, Maintenance, Classroom Environments

SINGLE SCHOOL CULTURE COACH:
- Data Analysis
- Teacher Collaboration, Planning, Professional Development around Standards (PLC)
- Professional Development
- Progress Monitoring
Third Grade Retainees
Decrease Level 1's and 2's
Specific Level 2 Students Monitored for Level 3
- Modeling and Coaching
- Rigor

IB COORDINATOR:
- Formal and Informal Professional Development
- Diversity (Recruitment and Retention)
- PYP/POI Instruction (and teacher collaboration) in PLC
- Implementation
- Technology Integration
- Marketing (Tours, Showcase, STEM Nights, etc)
- Year I, II, and III Documentation
- Peer Review
- Magnet Theme (STEM) and Objectives
- MSAP Visits
- Parent Trainings

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	25	20	15	16	10	19	0	0	0	0	0	0	0	105
One or more suspensions	4	7	8	10	12	13	0	0	0	0	0	0	0	54
Course failure in ELA or Math	25	36	49	53	17	0	0	0	0	0	0	0	0	180
Level 1 on statewide assessment	0	0	0	40	40	49	0	0	0	0	0	0	0	129

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	11	11	14	44	22	40	0	0	0	0	0	0	0	142

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	1	0	10	12	17	9	0	0	0	0	0	0	0	49
Retained Students: Previous Year(s)	0	1	9	12	11	9	0	0	0	0	0	0	0	42

Date this data was collected

Tuesday 9/25/2018

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

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

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

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

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

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

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?

5th Grade Science Achievement, lowest component, yes, a trend (30%, Fy18)
FY17, 33%
FY16, 12%

Which data component showed the greatest decline from prior year?

Math Learning Gains, from 53% in FY17 to 26% in FY18
not necessarily a trend (learning gains increased the previous year by 18 points, from 35% to 53%)

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

ELA Proficiency, 37%

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

ELA Proficiency
Yes, a trend (25%, 34%, 37%)
Additionally, 3rd grade ELA proficiency increased 10 points; 100% Learning Gains 3rd Grade Retainees

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

- Standards-based Curriculum, Instruction, Assessment, Resources, Materials
- Small Group Instruction
- Monitored Student Progress
- Extended School Day (additional time in ELA instruction)
- Teacher Collaboration and Planning
- Afterschool Tutorials (Weekdays, Saturdays, Spring Break)

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	37%	57%	56%	25%	52%	52%
ELA Learning Gains	52%	61%	55%	41%	56%	52%
ELA Lowest 25th Percentile	53%	56%	48%	40%	51%	46%
Math Achievement	47%	65%	62%	29%	61%	58%
Math Learning Gains	46%	63%	59%	35%	61%	58%
Math Lowest 25th Percentile	39%	53%	47%	25%	51%	46%
Science Achievement	30%	56%	55%	12%	53%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25 (22)	20 (26)	15 (13)	16 (16)	10 (14)	19 (22)	105 (113)
One or more suspensions	4 (4)	7 (6)	8 (14)	10 (8)	12 (9)	13 (19)	54 (60)
Course failure in ELA or Math	25 (24)	36 (58)	49 (57)	53 (70)	17 (65)	0 (84)	180 (358)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	40 (0)	40 (0)	49 (0)	129 (0)

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	36%	56%	-20%	57%	-21%
	2017	29%	54%	-25%	58%	-29%
Same Grade Comparison		7%				
Cohort Comparison						
04	2018	31%	58%	-27%	56%	-25%
	2017	40%	57%	-17%	56%	-16%
Same Grade Comparison		-9%				
Cohort Comparison		2%				
05	2018	36%	59%	-23%	55%	-19%
	2017	28%	52%	-24%	53%	-25%
Same Grade Comparison		8%				
Cohort Comparison		-4%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	48%	63%	-15%	62%	-14%	
	2017	51%	62%	-11%	62%	-11%	
Same Grade Comparison		-3%					
Cohort Comparison							
04	2018	48%	63%	-15%	62%	-14%	
	2017	51%	64%	-13%	64%	-13%	
Same Grade Comparison		-3%					
Cohort Comparison		-3%					
05	2018	36%	66%	-30%	61%	-25%	
	2017	31%	61%	-30%	57%	-26%	
Same Grade Comparison		5%					
Cohort Comparison		-15%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	28%	56%	-28%	55%	-27%
	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	18	31	19	20	38	38	18				
ELL	35	52	47	51	54		20				
BLK	34	52	55	41	41	30	29				
HSP	40	50	40	59	55		18				
WHT	55			45							
FRL	37	53	53	46	46	39	31				
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	8	41	30	16	27	29					
ELL	15	44	50	43	52	47	14				
BLK	32	50	41	42	53	32	33				
HSP	28	46	38	55	52	36	33				
WHT	64	90		64	60						
FRL	30	50	41	45	52	31	27				

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	To ensure ELA Student Proficiency in alignment District's Strategic Plan, LTO 2, ensure highschool readiness.
Rationale	IF we provide effective, relevant instruction to meet the needs of all students, THEN we will increase reading on grade level by Third Grade
Intended Outcome	In grades 3-5, to increase ELA Student Proficiency: - from 37% in FY18 - to at least 45% in Fy19
Point Person	JoAnne Rogers (joanne.rogers@palmbeachschools.org)
Action Step	
Description	Pillars of Instruction - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on Reading across all content areas: - Standards-based Curriculum, Instruction, Assessment (and increased rigor around the standards) Strategic Plan, full alignment - Whole Group (Standard Explicitly Taught, Modeled, Using Rubrics and Exemplars) - Small Group Instruction (Data Driven, Differentiated Instruction) - Increased Overall Rigor Lesson Target, Expected Outcome, Scale Question Stems High Order Questions Academic Language and Conversations Around the Standard - Writing Directly Connected to the Reading (with use of Rubrics, Writing Conventions, Proof/Evidence) - Emphasis on Vocabulary Instruction/Development in Context (needs analysis establishes school need) Word Study (Parts) Daily Edits Vocabulary Cards (and in translation, with pictures) Interactive Notebooks Holiday Study Packets Classroom Libraries, which include studies on Hispanic Heritage and Contributions Black History and Contributions Women's History and Contributions Holocaust Veterans - Expanding Students' Overall Background Knowledge and Schema through Field Experiences/Opportunities Special Clubs This Year: Ballet Drumline Drill SECME Science Club Future Teachers of America

Leadership, Team USA
Art
Checkers/Chess
Chorus
- Progress Monitoring, Tracking Systems
- Teacher Planning, Collaboration, Professional Development
PLC
IB Workshops (PYP, POI, Junior Great Books, Passport to Peace)
RRR, Level I and II
iii
Focused Model, Palm Beach Model of Instruction
- Remedial Learning, Tutorials (Fall, Saturdays, Spring Break, Summer Focus Groups)
- Computer-based Learning, iReady
- ELA Standards applied across Content Areas (Transdisciplinary Learning)

Person Responsible JoAnne Rogers (joanne.rogers@palmbeachschools.org)

Plan to Monitor Effectiveness

Description
- Administrative Calibration Walks, Palm Beach Model of Instruction
- Classroom Walkthroughs (Informals and Formals)
PreConferences
Post Conferences
- Teacher Learning Walks (across grade levels and to like-schools in region)
- Focused Teacher Feedback on Specific Data
- Progress Monitoring, Data Chats:
iReady Needs Analysis (whole school implications)
Weekly iReady Usage, Pass Rates, and Appropriate Lessons
Unit Assessments
Standards Mastery
Fall, Winter, Spring Diagnostics
Student Attendance
- North Region Instructional Reviews (Fall, Winter, Spring)
- Professional Growth Plans (PGPs)
- PLC Attendance and Follow Up
- Professional Development
- swPBS (Meeting regularly on systems, climate, support, themes, management, celebrations)

Person Responsible JoAnne Rogers (joanne.rogers@palmbeachschools.org)

Activity #2	
Title	To ensure ELA Student Learning Gains in alignment District's Strategic Plan, LTO 2, ensure highschool readiness.
Rationale	IF we provide effective, relevant instruction to meet the needs of all students, THEN we will increase reading on grade level by Third Grade
Intended Outcome	To increase ELA Learning Gains of students in grade 3-5: - from 52% in FY18 - to at least 60% in Fy19.
Point Person	Marzella Mitchell (marzella.mitchell@palmbeachschools.org)
Action Step	
Description	Pillars of Instruction - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on Reading across all content areas: - Standards-based Curriculum, Instruction, Assessment (and increased rigor around the standards) Strategic Plan, full alignment - Whole Group (Standard Explicitly Taught, Modeled, Using Rubrics and Exemplars) - Small Group Instruction (Data Driven, Differentiated Instruction) - Increased Overall Rigor Lesson Target, Expected Outcome, Scale Question Stems High Order Questions Academic Language and Conversations Around the Standard - Writing Directly Connected to the Reading (with use of Rubrics, Writing Conventions, Proof/Evidence) - Emphasis on Vocabulary Instruction/Development in Context (needs analysis establishes school need) Word Study (Parts) Daily Edits Vocabulary Cards (and in translation, with pictures) Interactive Notebooks Holiday Study Packets Classroom Libraries, which include studies on Hispanic Heritage and Contributions Black History and Contributions Women's History and Contributions Holocaust Veterans - Expanding Students' Overall Background Knowledge and Schema through Field Experiences/Opportunities Special Clubs This Year: Ballet Drumline Drill SECME Science Club Future Teachers of America

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RRR, Level I and II
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Focused Model, Palm Beach Model of Instruction
- Remedial Learning, Tutorials (Fall, Saturdays, Spring Break, Summer Focus Groups)
- Computer-based Learning, iReady
- ELA Standards applied across Content Areas (Transdisciplinary Learning)

Person Responsible   Marzella Mitchell (marzella.mitchell@palmbeachschools.org)

Plan to Monitor Effectiveness

Description
- Administrative Calibration Walks, Palm Beach Model of Instruction
- Classroom Walkthroughs (Informals and Formals)
PreConferences
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- Teacher Learning Walks (across grade levels and to like-schoolsin region)
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- Professional Development
- swPBS (Meeting regularly on systems, climate, support, themes, management, celebrations)

Person Responsible   Marzella Mitchell (marzella.mitchell@palmbeachschools.org)

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

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

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

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

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

An additional "Kindergarten Roundup" will be held annually in April which will include an Immunization Mobile Unit to provide required immunizations for entering school. Once school has started in the Fall, Grove Park Elementary staggers the start date of the kindergarten students in order to better acclimate them to their new learning environment.

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

The Principal will provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Response to Intervention (RtI), conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding

school-based RtI plans and activities. The role of the RtI Facilitator will be to assist in designing and implementation of progress monitoring, collection and analysis of data, assist in development of intervention plans, implementation of Tier 3 interventions and provide professional development and technical assistance as needed.

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

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

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

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

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

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

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

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

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

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

At Grove Park, curriculum, instruction, and assessments are fully aligned with the strategic plan for high school, college, and career readiness. Other activities include:
- Unit Activities around Themes (Who We Are)
- Nonfictional Reading
- Enrichment Wheel (Business and Career Presentations)
- Middle School and Choice Support to Parents and Student Presentations
- STEM Night partnering with the South Florida Science Museum
- Academic Competitions (SECME, Academic Games, Battle of the Books)
- Student Lead Career Fairs

Part V: Budget

Total:	$0.00