

Clay County Schools

Grove Park Elementary School



2021-22 Schoolwide Improvement Plan

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Grove Park Elementary School

1643 MILLER ST, Orange Park, FL 32073

<http://gpe.oneclay.net>

Demographics

Principal: Justin Jones

Start Date for this Principal: 7/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (43%) 2017-18: C (46%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	76%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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.

Grove Park Elementary, in development of Collective Commitments, will recognize the potential of ALL students through the power of belief, perseverance, and holding ourselves and our students accountable with high expectations.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Wright, Melissa	Principal	Responsible for all leadership activities and vision for the school.
Lawson, Jackie	Assistant Principal	The assistant principal is directly responsible to the school principal. She/he serves in a staff relations with other assistant administrators in the school.
Bailey, Dorothy	Math Coach	The Math Curriculum Coach is responsible directly to the principal for managing core math content instruction as specified in the B.E.S.T. Standards and related curriculum maps. The Math Curriculum Coach will be a mentor and staff development facilitator for K-6 and ESE teachers.
Nguyen, Angela	Reading Coach	The Reading Curriculum Coach is responsible directly to the principal for managing core reading content instruction as specified in the B.E.S.T. Standards and related curriculum maps. The Reading Curriculum Coach will be a mentor and staff development facilitator for K-6 and ESE teachers.
Freeman, Rachel	Behavior Specialist	The Behavior Specialist is responsible directly to the principal for providing technical assistance and training to classroom staff supporting classroom instructional programs for students with behavioral and emotional needs. The Behavior Specialist develops, implements, models and monitors behavioral management systems and trains school staff on preferred methodologies for teaching students with emotional and behavioral issues.
Valentine, Ebony	School Counselor	<ol style="list-style-type: none"> 1. Plan and develop the school counseling program of the school. 2. Provide the opportunity for individual and group counseling to all students. 3. Provide leadership and consultation in the school's program of pupil appraisal. 4. Provide assistance to students and parents in educational and occupational planning for the student. 5. Coordinate and initiate referrals of students to other specialists in student services and to public and private agencies in the community. 6. May serve as a consultant for ESE screenings, staffing, and follow-up procedures. 7. Provide placement services to students by assisting them in making appropriate choices of school subjects/courses of study, and in making transitions from one school level to another, one school to another, and from school to employment. 8. Consult with parents and act as resource person on the growth and development of their children. 9. Work closely with members of the administrative/teaching staff to the

Name	Position Title	Job Duties and Responsibilities
		<p>end that all school resources are directed toward meeting individual students' needs.</p> <p>10. Assist in disseminating research findings to school staff members.</p> <p>11. Interpret counseling and guidance services of the school to school staff members, parents, and community.</p>
Danz, Nicole	Teacher, K-12	Develops lesson plans which meet established school standards, adapts and reassesses lesson plans to meet specific student needs, comply with newly implemented guidelines or rules, update relevant information and include new developments in education, perform other duties as requested by the Principal.
Jefferson, Justina	Teacher, K-12	Develops lesson plans which meet established school standards, adapts and reassesses lesson plans to meet specific student needs, comply with newly implemented guidelines or rules, update relevant information and include new developments in education, perform other duties as requested by the Principal.
Greico, Christina	Teacher, K-12	Develops lesson plans which meet established school standards, adapts and reassesses lesson plans to meet specific student needs, comply with newly implemented guidelines or rules, update relevant information and include new developments in education, perform other duties as requested by the Principal.
Rhoden, Alyssa	Teacher, K-12	Develops lesson plans which meet established school standards, adapts and reassesses lesson plans to meet specific student needs, comply with newly implemented guidelines or rules, update relevant information and include new developments in education, perform other duties as requested by the Principal.
Wine, Meghan	Teacher, K-12	Develops lesson plans which meet established school standards, adapts and reassesses lesson plans to meet specific student needs, comply with newly implemented guidelines or rules, update relevant information and include new developments in education, perform other duties as requested by the Principal.
McConnell, Erica	Teacher, K-12	Develops lesson plans which meet established school standards, adapts and reassesses lesson plans to meet specific student needs, comply with newly implemented guidelines or rules, update relevant information and include new developments in education, perform other duties as requested by the Principal.
Godwin, Karen	Teacher, ESE	The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students.

Name	Position Title	Job Duties and Responsibilities
Wesolowski, Lynn	Teacher, K-12	Develops lesson plans which meet established school standards, adapts and reassesses lesson plans to meet specific student needs, comply with newly implemented guidelines or rules, update relevant information and include new developments in education, perform other duties as requested by the Principal.
Cayanan, Josie	Administrative Support	Performs varied secretarial and clerical duties such as typing/word processing, compiling information and preparing routine reports and maintaining related records and files.

Demographic Information

Principal start date

Wednesday 7/1/2020, Justin Jones

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

475

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	73	73	71	70	69	62	57	0	0	0	0	0	0	475
Attendance below 90 percent	10	18	19	26	19	17	9	0	0	0	0	0	0	118
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	32	30	26	18	0	0	0	0	0	0	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	30	35	32	14	0	0	0	0	0	0	111
Number of students with a substantial reading deficiency	0	0	0	32	30	26	18	0	0	0	0	0	0	106

The number of students with two or more early warning indicators:

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

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	0	0	1	4	0	3	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/27/2021

2020-21 - 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	
Number of students enrolled	58	58	60	62	62	57	70	0	0	0	0	0	0	427
Attendance below 90 percent	7	9	6	7	7	11	12	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	13	18	0	0	0	0	0	0	31
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	12	7	0	0	0	0	0	0	19

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	0	3	2	13	15	0	0	0	0	0	0	35

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	3	4	6	8	4	5	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	58	58	60	62	62	57	70	0	0	0	0	0	0	427
Attendance below 90 percent	7	9	6	7	7	11	12	0	0	0	0	0	0	59
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	13	18	0	0	0	0	0	0	31
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	12	7	0	0	0	0	0	0	19

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	0	3	2	13	15	0	0	0	0	0	0	35

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	3	4	6	8	4	5	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				46%	65%	57%	42%	63%	56%
ELA Learning Gains				48%	62%	58%	48%	59%	55%
ELA Lowest 25th Percentile				33%	54%	53%	42%	50%	48%
Math Achievement				43%	70%	63%	47%	69%	62%
Math Learning Gains				41%	66%	62%	49%	68%	59%
Math Lowest 25th Percentile				49%	56%	51%	41%	56%	47%
Science Achievement				43%	65%	53%	52%	66%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	48%	68%	-20%	58%	-10%
Cohort Comparison						
04	2021					
	2019	39%	64%	-25%	58%	-19%
Cohort Comparison		-48%				
05	2021					
	2019	34%	62%	-28%	56%	-22%
Cohort Comparison		-39%				
06	2021					
	2019	53%	64%	-11%	54%	-1%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	71%	-26%	62%	-17%
Cohort Comparison						
04	2021					
	2019	33%	69%	-36%	64%	-31%
Cohort Comparison		-45%				
05	2021					
	2019	52%	64%	-12%	60%	-8%
Cohort Comparison		-33%				
06	2021					
	2019	38%	70%	-32%	55%	-17%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	63%	-22%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostic Data for English Language Arts and Math for grades 1-6, in Standard View from the 2020-2021 school year.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	26	44
	Economically Disadvantaged	10	26	44
	Students With Disabilities	7	6	19
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	13	30
	Economically Disadvantaged	8	13	30
	Students With Disabilities	7	6	19
	English Language Learners	0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	32	42
	Economically Disadvantaged	28	32	42
	Students With Disabilities	0	22	22
	English Language Learners	17	17	34
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	21	32
	Economically Disadvantaged	13	21	32
	Students With Disabilities	13	22	22
	English Language Learners	17	17	17
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	47	48
	Economically Disadvantaged	22	47	48
	Students With Disabilities	21	16	54
	English Language Learners	0	34	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	19	37
	Economically Disadvantaged	10	19	37
	Students With Disabilities	14	16	36
	English Language Learners	0	0	14
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	21	23
	Economically Disadvantaged	18	21	23
	Students With Disabilities	0	0	6
	English Language Learners	20	20	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	14	30
	Economically Disadvantaged	4	14	30
	Students With Disabilities	0	7	13
	English Language Learners	0	20	20
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	32	32
	Economically Disadvantaged	16	32	32
	Students With Disabilities	10	40	30
	English Language Learners	0	0	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	20	38
	Economically Disadvantaged	14	20	38
	Students With Disabilities	10	10	40
	English Language Learners	0	0	13
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	1	15	22
	Economically Disadvantaged	1	15	
	Students With Disabilities	12	12	
	English Language Learners	4	4	

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	31	36	38
	Economically Disadvantaged	31	36	38
	Students With Disabilities	8	18	16
	English Language Learners	0	33	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26	45	54
	Economically Disadvantaged	26	45	54
	Students With Disabilities	0	18	25
	English Language Learners	0	33	66
	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	45	54

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	23	53	45	26	47	36					
ELL	24			35							
BLK	32	43	38	20	40	44	29				
HSP	33	56		52	61						
WHT	57	82		46	59		55				
FRL	43	55	36	35	50	33	36				
2019 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 2017-18	C & C Accel 2017-18
SWD	24	34	33	14	39	53	20				
ELL	35	86		35	53						
BLK	34	37	38	35	40	43	28				
HSP	48	51		51	45		40				
MUL	33			45							
WHT	63	61		48	37		68				
FRL	40	45	30	38	42	50	47				
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				

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
HSP	45	48	36	55	67		58				
MUL	20			40							
WHT	52	50		52	36		59				
FRL	41	48	44	46	49	44	54				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	371
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The most improvement occurred in the area of ELA Achievement with an increase from 42% in 2018 to 46% in 2019. There was neither decline or in the area of ELA Learning Gains, the score remained 48% from 2018 to 2019. For our school level data our overall ELA L25 decreased 9%, Math L25 decreased by 8%, and Math Learning gains decreased by 8%. Improvements were seen in all subgroups in the subject of ELA except Black students/African American students. Black /African American students declined in all data areas when compared to 2018 subgroup data. Math achievement decreased for all subgroups except those students who were multiracial.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Using progress monitoring and 2019 state assessments the greatest need for improvement are ELA Learning Gains lowest 25% with a decrease of 9% and Math Learning Gains lowest 25% with a decrease of 8%. Math learning gains are also a concern with a drop of 8%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for this need of improvement stems from in person and virtual instruction learning models in place this school year. Students are back in classrooms now and are all able to access the same rigorous instruction from a teacher in the school building . Students can have feedback in a continuous manner and receive extended levels of support when needed.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improvement occurred in ELA achievement with an increase of 4%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Continuation and intentional learning walks, Instructional Coaches collaboration with teachers, and modeling of best practices. Professional development provided by coaches that focused on collaborative strategies that increased engagement. Quarterly data chats were paired with planning, discussion, and data tracking among colleagues.

What strategies will need to be implemented in order to accelerate learning?

Strategic and intentionally targeted planning of differentiated small group instruction that is fluid based on student needs, school-wide emphasis on common board configuration that fosters student engagement and promotes student accountability. Curriculum specific trainings for all instructional staff to include SAVVAS, Achieve3000, Lexia Core 5 & Power Up, IXL, Eureka Math, Studies Weekly, and DBQ throughout the school year. Quarterly Data Chats analyzing individual student data to determine students' needs and achievement gaps.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities will include in-service opportunities from district staff who are experts in their subject area. These subject area experts will provide support and resources to our teachers in specific content areas. Teachers will also participate in Professional Learning Communities two times a month with their specific content areas to build their knowledge with subject matter and share resources with other colleagues. Whole group PLC meetings and grade level PLC meetings will be held one time a month. Whole group PLC meetings will focus on all staff and the

development of district and state initiatives. Grade-level PLC meetings will enable team members to share and disseminate information to each other to improve grade level instruction. Vertical team meetings will also add to the collaboration between grade levels and add clarity to standards and expectations for the next grade level. These meetings will occur several times a year.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers can also participate in book studies of their choice to further their professional practice. Grove Park Elementary will also implement parent and family engagement activities, tutoring opportunities (when made available) and additional professional learning opportunities as made available with Title I Coaches and District Specialists since we have the availability of supplemental resources through Title I.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	With the exception of 5th and 6th grade ELA and 6th grade math, all overall grade level proficiency percentages decreased from the 2019 school year.
	Increase 3rd-6th grades ELA overall proficiency to 50%+ Increase 3rd-6th grades Math overall proficiency to 50%+ Increase 5th grade Science overall proficiency to 50%+
Measurable Outcome:	Increase ELA Learning Gains to 60%+ Increase ELA LG Lowest 25% to 55%+ Increase Math Learning Gains to 55%+ Increase Math LG Lowest 25% to 55%+
Monitoring:	This Area of Focus will be monitored through grade level data collection and school-wide assessment disaggregation (iReady, Achieve 3000, IXL, Core 5/Power-Up, SAVVAS Benchmark Assessments).
Person responsible for monitoring outcome:	Melissa Wright (melissa.wright@myoneclay.net)
Evidence-based Strategy:	Teachers will participate in job-embedded professional learning communities every Tuesday, specifically targeted at data-based decision making, evidenced-based instructional practices, and remediate instructional gaps through small group differentiation and achievement gaps through the MTSS process.
Rationale for Evidence-based Strategy:	Targeted small group instruction that is explicit and matched to students needs through the use of data will enable teachers to narrow in on the necessary gaps , skills, and practice that will be meaningful for student academic growth.
Action Steps to Implement	
	Using data collected ,small-groups will be formed that will offer differentiated instruction to support student individual needs in math and reading.
Person Responsible	Melissa Wright (melissa.wright@myoneclay.net)
	Planning of small groups between ESE teachers, General Education teachers, and assistants to ensure continuity for all students and clear purpose and small group goals for each student.
Person Responsible	Melissa Wright (melissa.wright@myoneclay.net)
	Implementation of fluid and impactful small groups through Title I Paraprofessional support in classrooms. Title I Coaches (Dorothy Bailey and Angela Nguyen) will develop schedules, paraprofessional learning opportunities and monitor use of their support in classroom to help build a collaborative culture at Grove Park Elementary to meet the needs of learners.
Person Responsible	Dorothy Bailey (dorothy.bailey@myoneclay.net)

Supplemental technology-use of Chromebooks, headphones and other tech devices to help ensure Grove Park is one-to-one, so that students can reduce transitional times and help keep students in classrooms and engaged in instructional content.

Person Responsible Jackie Lawson (jacquelyn.lawson@myoneclay.net)

Learning walks will be used to monitor small group activities and provide input and support to teachers and assistants.

Person Responsible Melissa Wright (melissa.wright@myoneclay.net)

Mentor teachers will be assigned to support and collaborate with teachers in their specific subject areas.

Person Responsible Jackie Lawson (jacquelyn.lawson@myoneclay.net)

Interactive monitors will be used to increase technology usage and engagement with students. This use of technology will provide demonstrations to students and provide feedback in a timely manner.

Person Responsible Melissa Wright (melissa.wright@myoneclay.net)

Phonics to Reading materials, training, and support will be provided for small group reading instruction.

Person Responsible Angela Nguyen (angela.nguyen@myoneclay.net)

Math manipulatives will be provided to ensure hands on learning experiences are available to students in the classroom.

Person Responsible Dorothy Bailey (dorothy.bailey@myoneclay.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus	GPE will be working with multiple resources like: PBIS Rewards, the 7 Mindsets, and campus wide Gator Pride reward system to help decrease overall amount of behavior referrals in all subgroups, and increase positive learning environment across campus.
Description and Rationale:	
Measurable Outcome:	The 2020-2021 school year there were 138 referrals. Our goal is to decrease the number of overall referrals by 20% , including our ESSA subgroup populations. There were 18 total referrals for SWD.
Monitoring:	This area will be monitored monthly as the leadership team meets to discuss discipline incidents. Grade level teams will also discuss discipline incidents during their monthly team meetings and discuss possible solutions that would support positive behaviors for students in their grade levels.
Person responsible for monitoring outcome:	Rachel Freeman (rachel.freeman1@myoneclay.net)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Gator Pride Norms and Expectations 2. 7 Mindsets Implementation 3. Behavior Flow Chart 4. Buddy Bench 5. Character Trait Assemblies 6. Positive Referrals 7. Gator Girls and Gator Gents Mentor Program 8. Zones of Regulation and cool down kits in each room 9. Gator Pride Incentive positive behavior program 10. Hero Program
Rationale for Evidence-based Strategy:	Using the Gator Pride as our school wide PBIS positive behavior focus will build necessary character traits in our students that will follow them to each grade level. The 7 mindsets will help teachers demonstrate the appropriate behaviors that are necessary for the positive behavior traits to be exhibited in classrooms. Positive referrals and phone calls home will increase affirmation for students , by including families as a positive support we hope to build strong home -family connections. We hope to see a reduction in the amount of discipline referrals and in increase in a positive learning environment. Keeping in mind relevant literature for our subgroups (Black/African American, Economically Disadvantaged Students, Multiracial Students, and Students with Disabilities) will also be a focus.

Action Steps to Implement

Administration will acknowledge students earning all of their PRIDE letters on their hole punch lanyards with an announcement to the entire school stating their name, grade level, and teacher name. Students will also choose a special treat from the front office and receive a positive phone call home to their parents for earning all of the Gator Pride letters.

Person Responsible Melissa Wright (melissa.wright@myoneclay.net)

Individual incentives will be provided to students who need extra support by our PBIS Title I Behavior Coach. She will pull students to her room and give them positive support and let them choose rewards. The Title I Behavior Coach will also work on displaying Gator Pride and transitional norms using the schoolwide poster maker (funded through Title I).

Person Responsible Rachel Freeman (rachel.freeman1@myoneclay.net)

Title I Behavior Coach will work with classroom teachers with classroom management coaching cycles, as well as, develop individualized student behavior plans that could include (supplemental materials via Title I) as well as, professional development opportunities funded through Title I.

Person Responsible Rachel Freeman (rachel.freeman1@myoneclay.net)

Professional development will be provided by district staff to ensure classroom management practices are reflective of the greatest need for Grove Park Elementary students.

Person Responsible Melissa Wright (melissa.wright@myoneclay.net)

Additional staff will be used to support students and teachers in the implementation of classroom activities, small groups, and transitions on campus.

Person Responsible Melissa Wright (melissa.wright@myoneclay.net)

Mentor programs will be used to reinforce and support positive student behavior.

Person Responsible Ebony Valentine (ebony.valentine@myoneclay.net)

#3. Instructional Practice specifically relating to Math

Area of Focus	Based on the school data from 2021 FSA results, Grove Park averages 35% in math proficiency for grades 3-6. If all teachers implement standards-aligned core instruction with grade-appropriate tasks, then student achievement will increase.
Description and Rationale:	
Measurable Outcome:	Increase 3rd-6th grades Math overall proficiency to 45%+ Improve Math Learning Gains to 55%+ Improve Math L 25% to 50%+
Monitoring:	The Area of Focus will be monitored through quarterly grade level data chats and school-wide assessment disaggregation (iReady, IXL, Numeracy Project lessons, and teacher created assessments.)
Person responsible for monitoring outcome:	Melissa Wright (melissa.wright@myoneclay.net)
Evidence-based Strategy:	All teachers will implement standards-aligned instruction that incorporates grade appropriate rigorous tasks. Teachers will participate in Math content professional learning communities every Tuesday. Learning communities will be a format for teachers to share data and reflect on trends in grade level / classroom data.
Rationale for Evidence-based Strategy:	When teachers align grade level instruction with meaningful tasks that allow students to make real world math connections, they will be able to apply math problem solving strategies daily in the classroom. This will then help prepare students to meet grade level standards. Participating in data chats will help teachers make relevant decisions and plan instruction appropriately for students.
Action Steps to Implement	
Quarterly Data Chats lead by Title I Coaches and supplementally funded subs through Title I. We will utilize IXL for intervention and enrichment, as well as, data from the Georgia Numeracy Project for Intervention.	
Person Responsible	Dorothy Bailey (dorothy.bailey@myoneclay.net)
Learning Walks/Lessons studies with teachers, Title I Curriculum Coach, and admin to model best practices. The walks will help develop an idea of instructional needs and future professional learning opportunities, as well as, assist in the implementation of coaching cycles.	
Person Responsible	Dorothy Bailey (dorothy.bailey@myoneclay.net)
Technology-use to reduce student transition time and increase student instructional online progress in IXL. To include Chromebooks, earbuds and other technology as needed.	
Person Responsible	Jackie Lawson (jacquelyn.lawson@myoneclay.net)
District Specialists and Coaches support throughout the school year within professional learning communities, model lessons and professional development implementation alongside our Title I Coach.	
Person Responsible	Dorothy Bailey (dorothy.bailey@myoneclay.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on school data from 2021 ELA FSA results, Grove Park is below the state average in proficiency in grades 3, 4, and 5. Students in grades Kindergarten -3rd grade scored a overall proficiency of 27%. ELA is identified as a critical need based on these percentage scores in proficiency that were taken from 2021 FSA results and iReady end of the year diagnostic assessments for grades K-2. Assessment results also show this area as a critical need as only one grade level is above the 50th percentile in proficiency. Proficiency scores by grade level are as follows: Kindergarten (46%), 1st grade (16%), 2nd grade (21%), 3rd grade (36%), 4th grade (27%), 5th grade (32%), and 6th grade (52%).
Measurable Outcome:	Measurable outcomes for students in grades Kindergarten through 6th grades are as follows: increase proficiency for kindergarten students from 46% to 50%, 1st grade from 16% to 20%, 2nd grade from 21% to 25%. 3rd grade from 36% to 40%, 4th grade from 27% to 30%. 5th grade from 32% to 35%, and 6th grade from 52% to 55%.
Monitoring:	This area will be monitored by quarterly data chats by grade level . This will give the grade level opportunity to analyze their data together and share their findings. Expected mid year data in response to using evidence based strategies include Kindergarten increased percentage from 46% to 48%, 1st grade from 16% to 18%, 2nd grade from 21% to 23%, 3rd grade from 36% to 38%, 4th grade from 27% to 28%, 5th grade from 32% to 34%, and 6th grade from 52% to 54%. Trends will be identified and instruction adjusted based on data conversations. Progress monitoring sources will include in class data, Lexia, Achieve 3000, iReady reading diagnostics, and DIBELS.
Person responsible for monitoring outcome:	Melissa Wright (melissa.wright@myoneclay.net)
Evidence-based Strategy:	Explicit and systematic phonological awareness and phonemic awareness instruction improves student ability at the sound and syllabic level by isolating sounds, blending sounds, and orally segmenting words based on syllables will be used in K-2. Systematic, explicit, recursive, and cumulative phonics instruction refers to the relationship between graphemes and phonemes will also be used in K-2. Explicit Comprehension Strategy instruction that includes checking for prior knowledge, question generation, monitoring comprehension, identifying main idea, paraphrasing, and summarizing will also be used in grades 3-6 .
Rationale for Evidence-based Strategy:	Evidence based programs that address the 5 areas of reading have been shown by research to hold strong evidence in helping all struggling students. The National Reading Panel found positive effects of phonemic awareness instruction on improving students' ability to apply phonemic awareness in their reading and spelling. Learning to manipulate phonemes in words helped students learn to read. Explicit, systematic, direct phonics instruction was also found to have moderate to strong impact on students learning to read. There is strong evidence for student reading achievement when are explicitly taught multiple comprehension strategies as a result they demonstrate greater improvements in reading comprehension.

Action Steps to Implement

Lexia (Core 5 and Power Up) will be used in grades K-6 to ensure remediation is taking place on the students' individualized reading level. DIBELS benchmark assessments will be given 3 times a year to monitor student progress toward grade level standards. Progress monitoring will be monthly for students identified as below grade level according to 2021 FSA data, Achieve 3000 level sets, or Lexia (Core 5 and Power Up).

Person Responsible Angela Nguyen (angela.nguyen@myoneclay.net)

Heggerty will be used in grades K-1 to address foundational phonological awareness skills. Heggerty Bridge the Gap will be used for grades 2-6 as a Tier 2 intervention.

Person Responsible Angela Nguyen (angela.nguyen@myoneclay.net)

Phonics to Reading will be used in K-3 classrooms to supplement Tier 1 reading instruction in the area of phonics.

Person Responsible Angela Nguyen (angela.nguyen@myoneclay.net)

District specialists will provide Professional development in the Achieve 3000 Simple Rigor strategy for grades 3-6.

Person Responsible Jackie Lawson (jacquelyn.lawson@myoneclay.net)

Coaches and district specialists will collaborate with teachers through PLC meetings and Professional development that is ongoing in the area of ELA.

Person Responsible Angela Nguyen (angela.nguyen@myoneclay.net)

ESE teachers and Title 1 assistants will be scheduled during classroom small group time to ensure ELA support is provided for students.

Person Responsible Melissa Wright (melissa.wright@myoneclay.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Primary areas of concern for Grove Park Elementary are in the area of violent incidents. The statewide rank has Grove Park Elementary number 1,134 out of 1,395. The rank within our county is number 21 out of 22 schools for violent incidents. A positive school climate where students can learn in an enriching and stimulating environment that is free from distractions , interruptions, and behavior incidents is important to all members of the Grove Park Elementary staff and faculty. We want our school to be known for being a place where students enjoy learning and feel supported. Our focus this year will be forming relationships and close ties to our students and families. These relationships will build trust and loyalty among teachers, students, and families. We will use our school-wide Gator Pride PBIS program to further support an incentivize students who are going over and above to show the character traits of positivity, responsibility, integrity, determination, and excellence. Students will be reinforced to exhibit these traits with positive phone calls home, their name being read over the intercom, and tangible rewards. It is hoped that rewarding the positive behaviors will encourage all students to want excellence in their own behavior at school. Schoolwide expectations and norms with student buy-in will be implemented with fidelity in classrooms and transitional areas.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Grove Park Elementary is committed to fostering healthy partnerships with all stakeholders, to include parents, teachers, business partners and other local community members. We are aware of the importance of building and sustaining strong relationships within the community to ultimately increase student success, both academically and socially.

Through our Title I Parent and Family Engagement Plan, there will be a variety of opportunities for stakeholders to participate and provide feedback on grade level content, tips for school success at home and how they can be more involved with school-wide decisions.

Our School Advisory Council will meet at least three times per year (beginning, middle and end) to review and provide input into the effectiveness of schoolwide programs, budget and resources. At the last meeting of the year, we will evaluate the plans effectiveness and revise based on parent input. We will meet individual needs or participation barriers of families by utilizing a variety of communication tools, such as providing translated copies of flyers in Tuesday Folders, Google Classroom, social media posts, and robocalls to all parents. We will provide presentations or minutes of all stakeholder meetings on our website and the Title I Binder located in the front office.

Parent, student and teacher compacts help to foster a positive relationship between school and home in order to better meet the needs of all students. Teachers will ensure that at least one parent-teacher conference is held throughout the year to discuss student progress and compacts.

In the Spring, we will send out information to our current families about Kindergarten registration, and provide information to local daycares on the registration process.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders play a vital role in building, supporting, and promoting a positive culture and environment. At Grove Park Elementary, we value all stakeholders and their input into ways to improve our school. Through the use of social media, google classroom, and robocalls to parents we involve them in what is happening at school. Stakeholders are also encouraged and welcomed at School Advisory Committee meetings as a part of the decision-making team for the school. Their relationship is vital to joining all individuals together. Their perspective enables everyone to understand different points of view and the need for different resources that could benefit teacher, students, and the community.