Grove Park Elementary School

2022-23 Schoolwide Improvement Plan

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Grove Park Elementary School

8330 N MILITARY TRL, West Palm Beach, FL 33410

https://gpes.palmbeachschools.org

Demographics

Principal: Marzella Mitchell

Start Date for this Principal: 2/22/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 Economically Disadvantaged Students*
School Grades History	2021-22: C (50%) 2018-19: B (60%) 2017-18: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 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 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	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	94%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 connections 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Mitchell, Marzella	Principal	Promote a positive learning culture for all stakeholders, provides effective instructional programs and applies best research based practices to student learning. In addition, manages the organization, operations, finances, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe learning environment. Monitor the success of all students in the learning environment; continuously look for new innovative ideas to motivate all the faculty, staff, students and parents. Build leadership capacity within the school and positively promote the school through the website, community events and through social media. manages or supervises all aspects of the educational program. As the instructional leader of the school, she is responsible for an equitable, successful instruction of all students. She makes the decisions regarding professional development, the master schedule, teacher supervision and evaluation, recruitment and retention of staff, and stakeholder involvement.
Alfonso, Heather	Assistant Principal	Assists the principal in promoting a positive learning culture and in providing effective instructional programs. She also assists the principal in monitoring the success of all students in the learning environment; aligning the curriculum, instruction and assessment processes to ensure students are successful academically and socially. Assists the principal in building leadership capacity within the school and positively promotes the school. Monitors initiatives and facilitates teacher coaching, Monitors student performance to adjust professional development plans and initiatives. Responsible for Testing Coordinator and ESSA implementation and monitoring of the SIP
McIntyre, Andrea	Administrative Support	-Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. -Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. -Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. -Provides modeling and coaching support for small group instruction. -Provides curricular support for Summer bridge / Summer slide programs. -Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. -Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. -Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. -Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. -Provides side-by-side support at Learning Team Meetings (LTM) or

Name	Position Title	Job Duties and Responsibilities
		Professional Learning Communities (PLC). -Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student. -Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. -Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan. -Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.
Lloyd, Whitney	Magnet Coordinator	- Assists in the design, implementation, and evaluation of magnet program. -Coordinates the planning, development, and dissemination of a district long-range magnet program plan. - Writes grants for magnet programs. -Assists in the assignment of students to magnet programs. -Initiates and maintains periodic uploads of student information files from the mainframe in cooperation with Data Management Services. -Works collaboratively with appropriate district and school personnel to prepare the budget and to monitor magnet school/program activities to ensure the appropriateness of expenditures. -Assists appropriate district personnel to monitor magnet program activities to ensure that all sites adhere to racial guidelines and that limited English proficient and exceptional education students are provided equal access and appropriate auxiliary services. -Maintains constant communication with the appropriate personnel to coordinate transportation of students enrolled in magnet schools/programs. -Assists in designing program literature and applications for magnet programs. -Disseminates information about magnet schools/programs to parents and interested persons in the community. - Coordinates magnet school/program activities (e.g., magnet fairs, recruitment fairs, etc.) with those of other district departments, including program development. - Coordinates appropriate training activities to implement magnet themes. - Serves as magnet school/program liaison to district departments, area offices, and school centers.

Demographic Information

Principal start date
Monday 2/22/2021, Marzella Mitchell

Number of teachers with a 2022 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.*
3

Number of teachers with a 2022 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.*

10

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

510

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	84	100	79	85	77	68	0	0	0	0	0	0	0	493
Attendance below 90 percent	43	33	32	22	36	28	0	0	0	0	0	0	0	194
One or more suspensions	9	3	12	13	9	13	0	0	0	0	0	0	0	59
Course failure in ELA	10	27	35	26	16	26	0	0	0	0	0	0	0	140
Course failure in Math	6	15	25	21	27	25	0	0	0	0	0	0	0	119
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	14	32	35	0	0	0	0	0	0	0	81
Level 1 on 2022 statewide FSA Math assessment	0	0	0	33	33	29	0	0	0	0	0	0	0	95
Number of students with a substantial reading deficiency	0	14	1	43	39	26	0	0	0	0	0	0	0	123

Using the table above, complete the table below with the number of students by current grade level who have 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	13	19	25	36	43	45	0	0	0	0	0	0	0	181

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Sunday 9/18/2022

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	114	88	86	88	84	82	0	0	0	0	0	0	0	542
Attendance below 90 percent	0	34	23	21	23	25	0	0	0	0	0	0	0	126
One or more suspensions	0	2	1	2	5	1	0	0	0	0	0	0	0	11
Course failure in ELA	39	39	26	32	13	20	0	0	0	0	0	0	0	169
Course failure in Math	25	21	27	21	31	11	0	0	0	0	0	0	0	136
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	33	24	18	0	0	0	0	0	0	0	75
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	16	13	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	28	36	58	61	60	0	0	0	0	0	0	0	243
FY21 ELA Winter Diag Level 1 & 2	0	0	0	55	46	61	0	0	0	0	0	0	0	162
FY21 Math Winter Diag Level 1 & 2	0	0	0	51	48	58	0	0	0	0	0	0	0	157

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	19	21	33	43	56	0	0	0	0	0	0	0	172

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	1	2	3	6	10	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	114	88	86	88	84	82	0	0	0	0	0	0	0	542
Attendance below 90 percent	0	34	23	21	23	25	0	0	0	0	0	0	0	126
One or more suspensions	0	2	1	2	5	1	0	0	0	0	0	0	0	11
Course failure in ELA	39	39	26	32	13	20	0	0	0	0	0	0	0	169
Course failure in Math	25	21	27	21	31	11	0	0	0	0	0	0	0	136
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	33	24	18	0	0	0	0	0	0	0	75
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	16	13	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	28	36	58	61	60	0	0	0	0	0	0	0	243
FY21 ELA Winter Diag Level 1 & 2	0	0	0	55	46	61	0	0	0	0	0	0	0	162
FY21 Math Winter Diag Level 1 & 2	0	0	0	51	48	58	0	0	0	0	0	0	0	157

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	19	21	33	43	56	0	0	0	0	0	0	0	172

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	0	4	4	3	0	0	0	0	0	0	0	11
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	36%	59%	56%				39%	58%	57%
ELA Learning Gains	51%						64%	63%	58%
ELA Lowest 25th Percentile	43%						66%	56%	53%
Math Achievement	45%	53%	50%				64%	68%	63%
Math Learning Gains	67%						77%	68%	62%
Math Lowest 25th Percentile	66%						69%	59%	51%
Science Achievement	45%	59%	59%				42%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%	54%	-20%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	38%	62%	-24%	58%	-20%
Cohort Comparison		-34%				
05	2022					
	2019	42%	59%	-17%	56%	-14%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	65%	3%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	62%	67%	-5%	64%	-2%
Cohort Comparison		-68%				
05	2022					
	2019	62%	65%	-3%	60%	2%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	51%	-9%	53%	-11%

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21**	**C & C Accel 2020-21**
SWD	18	44	44	22	61	54	29				
ELL	34	43	30	49	70	62	26				
BLK	32	49	43	38	63	64	51				
HSP	40	46		54	68		30				
WHT	46			62							
FRL	35	52	42	43	67	71	44				
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	17	29		19	16		17				
ELL	36	46	42	36	20	10	37				
BLK	25	33	38	29	19	8	39				
HSP	47	50		40	35		29				
FRL	34	44	35	33	24	21	39				
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	23	50	33	45	74	70	25				
ELL	44	70	68	70	80	67	37				
BLK	35	60	67	62	73	70	39				
HSP	43	71	64	71	83		42				
FRL	38	63	65	64	76	68	39				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74

ESSA Federal Index	
Total Points Earned for the Federal Index	427
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Historically, our Gr. 3-5 ELA and math proficiency has very slowly increased, and this year did we reach 36% in ELA which was an increase from last year but we still want substantial increase, and in Math Gr. 3-5 ELA proficiency, of 36%, according to FSA, a gain overtime from 34%. Overall, our lowest 25% increase in ELA and math, but we knw the over arching need is to increase proficiency over time Additionally, our subgroup data shows that our Students with Disabilities (SWD) and our Black students are not making adequate progress or gains in reading and math compared to other years or other subgroups.
Our math achievement in all groups (overall, 25%, Low 25% and subgroups) made gains this year as well.
In order to align with the District's plan and to ensure progress towards achievement in reading and math, we need to increase in the areas of proficiency in all grades, and continue to increase science scores as well.
Although there was a slight increase in ELA and Math ELA, and Math proficiency continues to be the lowest performance measure as a trend.
2016, 24%
2017, 28%
2018, 37%
2019, 34%

2021, 36%
Contributing factors to GP's ELA growth trend are students entering third grade as struggling readers, lack of word knowledge and ability to determine word meaning in context, understanding higher text complexity, and overall stamina.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA and math had the greatest gap when compared both to state averages and district averages.
District:

Factors that contribute to this gap
- Students knowledge of the standards, lack of ability to make connections, vocabulary development, stamina, and testing taking strategies.
- Teachers' lack of deep understanding of standards; and instructional delivery of high yielding instructional strategies that increase students' mastery.
-Targeted support will be provided in both subjects for our ESE and ESOL students, both through push-in teaching and strategy groups during and after school.

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

ELA Proficiency, 36%
-Teacher capacity of the state standards
-Cultural Competence
-Lack of overall school readiness
-School was in process of a move to a holding school
-Progress Monitoring weaknesses overall in every subject area

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Science and ELA proficiency-
- 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)
-Expand knowledge in PLC of standards
-Enhance Teacher capacity with mentors and buddies
-Learning Walks of classes, and like schools
We have focused on assuring implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our subgroups. We will also use strategies that focus on scaffolding and intervention for lower performing students.

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

Consistent monitoring, strategic scopes and collaboration at PLC's and frequent modeling of skills. We attribute our successes in ELA to the intentional, multi-year approach to literacy instruction. Students have the opportunity to return to the same skills and areas of learning each and every year, deepening

their knowledge and broadening their experience. By having a multi-year approach to content. An intention approach of explicit instruction.

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

ELA - teachers in grades 3-5 will be trained and supported with the roll out of the Benchmark curriculum and the new phonics program and techniques that are included. K-5 will be trained and supported with the roll out of the Voyager program, a comprehensive approach to address learning gaps in literacy. Teachers will present concepts at different levels of complexity, collaborative data chats will be held every nine weeks, and DI will be implemented.
2. ELA & Math Continuum -Focus on developing effective and relevant instruction through: unpacking standards, analyzing data, using vetted resources and materials from the District, share best practices, following/participating with coaching continuum model, incorporate research based strategies. Teachers will engage in common planning to improve instructional capacity. Professional development will be provided analyzing Successmaker for targeted lesson assignments.
3.Reading Proficiency/ Low 25%, LG - Increase learning gains by ensuring standards based instruction and effective the use of research based strategies and resources, we will ensure improved student achievement towards grade level success. Low 25% students will be connected with a reading endorsed/certified interventionist to ensure closing of the achievement gap. Implement a tutoring program in the FY22 school year, these students will continue receiving priority for tutoring sessions that include math, ELA, & writing.
4. Science -Penda Science software that will help with giving the students another look at the standards in a different format. Also, an addition of a hands-on materials for a new Science Lab, expanding lab access to students in grades 2-5.

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 in Core Curriculum for K-2 from the curriculum dept. and Region, plan, model, and support with the roll out of benchmark and Voyager, Every two weeks, administration will facilitate data dives and action planning around progress monitoring, student groups, and use of supplemental time.
-Math - Expert teachers will provide opportunities for peers to visit their classrooms during small group rotations, to model effective strategies, problem-solve, and coach. Through this model, we will calibrate math expectations to guarantee that every student has access to a successful learning environment.
-Grades 3-5 building capacity in the instructional process
-Building rapport with parents and families
-Job-embedded professional development will be offered to teachers as needed and coaching cycles will be implemented individually with teachers to support specific needs (ongoing).

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

Grove Park will have additional small groups occurring through the extra support staff that have been added to assist in increase of reading proficiency in grades K-5 Those additional services are in the areas of phonics and phonemic awareness and an overall increase in vocabulary. The extra staff will assist with monitoring and remediation of skills.
Monitoring of data and frequent data chats for ESE and ESOL. Students will get a double dose of content during small group rotations as well as an additional time during supplemental time By utilizing teacher experts in the building to create calibration time, modeling, and coaching, we will develop the leadership capacity of our teachers in addition to the collaborative culture between teachers. These factors will sustain the work beyond a single year of focus and have long lasting effects in years to come.

Classroom walk-throughs will be conducted with fidelity. Extended learning opportunities and interventions will be provided as well as clubs, that will help with the difficult concepts.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	To ensure effective and targeted instruction for success of all students in English Language Arts increasing reading on grade level by 3rd grade to 75, in grades PreK-5. When reviewing our school data, we see that our lowest subgroup performance is within ELA performance. ESSA identified students with disabilities as an area for Targeted Support & Intervention. Reading provides a direct correlation to performance in other content areas as well, including Science and Mathematics. While FY21 showed a 3% improvement in learning gains compared to FY21 as well as a improvement in L25 learning gains, we haven't made significant increases to math with proficiency according to the district or state average, there is a clear need for targeted interventions in grades K-5. The iReady AP3 results continue to show a significant need in the areas of vocabulary and phonics which parallels with the reading scores of students entering the next grade level. We will have to We will provide the scaffolding necessary for students to access grade-level content in order to make progress and move towards proficiency. In PreK, As an early intervention to increase student readiness to enter kindergarten, a voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and/or a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan.) This program(s) is (are) supported by Department of Early Childhood Education and/or Department of Exceptional Student Education) and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	increase ELA proficiency in grades 3-5 by 12% from 36% to 48%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Small group instruction will be monitored by the Principal and AP, as well as by the support people in place e.g SSCC. Consistent meetings with teachers and tutors that will be placed to assist with the model of small group instruction. Grove Park implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to Star Early Literacy, Diagnostics, Performance Matters Assessments, PM assessments, iReady district diagnostics, and ORR's, and varied Benchmark Assessments and the ACCESS and FSAAA. Teachers are trained by instructional coaches to assess data, modify, and implement DI based on the results of data. Monitoring is an essential piece to achieving student success. A data dive will take place every two weeks, to monitor student progress and adjust strategies and review student progress, lesson plans, PD needs and adjustments.

Person responsible for monitoring outcome:	Marzella Mitchell (marzella.mitchell@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Use of high yielding strategy of small groups, This will guide student practice by asking questions and providing feedback. Small group instruction will also allow teachers to check that students understand text full curriculum alignment to standards (also, instruction, assessment, and resources) - Whole (Explicit), Guided, Small Group Instruction (tailored to needs of each child) - Increased Rigor High Order Questions (Marzano Taxonomy, to utilization from retrieval) Question Stems, Regular practice, high text complexity Academic Language and Conversations Vocabulary in Context (spiraled throughout the year in the modules) Bi-weekly data dives will take place, where teachers will monitor short- and long-term goals and discuss practice adjustments. Teachers will utilize formative assessments to narrow in on specific skills for practice, assessment, and adjustment. Teachers will utilize Voyager and Benchmark curriculum with students who are less than 2 years behind. Field Trips (transferring and applying knowledge outside of the classroom) Stem Integration
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Small group provides intensive instruction on specific skills on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3). Assuring Curriculum Alignment When regularly exposed to standards-based instruction, assessment, and resources, students are better equipped to achieve proficiency and gains. - Whole Group, Guided, Small Group Instruction When instruction goes beyond teacher-explicit delivery to include small group, instruction is then tailored to the individual need of students, for a personal approach to learning. - Increased Rigor When students are exposed to high-yielding strategies through both explicit and small group instruction, students' capacity to apply critical thinking and problem-solving is increased. - Expanded Student Schema and Background Knowledge Students are better able to connect to text and concepts when knowledge of vocabulary,

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Bi-weekly data chats and action planning, utilizing data related to the current point of instruction
2. Formative assessments, to do targeted strategies between larger district assessments.
3. Teachers will meet to review progress of students receiving supplemental support to determine necessary adjustments and possible referrals to the SBT process.
4. Teachers will utilize the Voyager program for students who are within 2 years of being on level, which means completion of training and purchase of additional resources is necessary.
Provide professional development based on effective planning using an instructional framework and resources aligned to students needs.

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

Student goal-setting and monitoring, aligned to measures determined in bi-weekly data chats. Students monitoring their own learning, with opportunities to celebrate short- and long-term goal achievements.

Person Responsible Heather Alfonso (heather.alfonso@palmbeachschools.org)

Conduct coaching cycles and model components of the instructional framework and/or use of resources during small group instruction. Support will be provided during planning sessions.

Person Responsible Andrea McIntyre (andrea.mcintyre@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	To ensure effective and targeted instruction for success of all students in Mathematics aligned with with District's mission and vision, and ensure high school readiness. When reviewing our school data, we see that mathematics in our SWD, ELL, and Hispanics subgroups there is a need to show significant increases in proficiency and LG in mathematics. We know that Mathematics performance has a direct impact on high school readiness, college preparation, as well as cross-curricular connections to Science at the middle and high school level. Adaptive Technology through Success maker shows that the mean gain per grade level for each grade level, needed to be over a years growth. We will provide the scaffolding necessary for the subgroups to access grade-level content in order to make progress and move towards proficiency. Acquiring mathematics proficiency is essential for future STEM related fields and preparing students for the 21st century
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Increase Math proficiency by 5 percentage points as determined by PM 3 by June 2022. If we successfully implement differentiated instruction, then our subgroups will increase.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Successmaker initial placement and current course levels will be utilized for a comparison throughout the year, along with additional measures such as district assessments and diagnostics. A data dive will take place every two weeks, alongside administration, to monitor student progress and adjust strategies as necessary.
Person responsible for monitoring outcome:	Heather Alfonso (heather.alfonso@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure quality instruction is taking place. The data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth. -Teachers will utilize bi-weekly data chats to review formative assessments and adjust action plans accordingly. -Expert Math teachers will be utilized to calibrate and model small group strategies for their peers. -Following the calibration and modeling, walk throughs will be conducted to determine success of implementation and any additional supports deemed necessary. -teachers needing additional support will be assigned to an administrator for additional coaching, with possible support provided by the district if needed. -Begin implementing small groups of AMP math in grades 3 and 4
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used**	Research tells us that professional development in isolation is ineffective. Utilizing expert teachers to design continuous, job-embedded professional development creates sustainable change and expanded knowledge. We will be using teacher experts to calibrate and model expectations for math for whole group and small group to assist in building teacher capacity

**for selecting this
strategy.**

1. Facilitate bi-weekly data chats utilizing formative Math data.
2. Identify, calibrate, and prepare expert teachers to facilitate calibration and modeling.
3. Conduct walkthroughs to determine any additional support necessary.
4. Administration will develop a support plan for teachers identified as needing extra support.
5. Design and implement Math Incentive Program, with the SSCC to be championed during lunch and
teacher led PE periods

Person Responsible   Heather Alfonso (heather.alfonso@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the data reviewed, the drop in ELA in our learning gains and learning gains in L25 subgroups highlight a need to increase proficiency in English Language Arts. In 2021 our ELA scores decreased by 4 percentage
points from 60 percent to 56 percent in grades 3-5 as compared to 2019. The i-Ready AP3 scores in grades K-2 indicated 20 percent of students in Kindergarten, 56 percent in first grade, and 45 percent in second grade are
nonproficient. We will provide the scaffolding necessary for students to access grade-level content in order to make progress and move towards proficiency.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

To ensure effective and targeted instruction for success of all students in English Language Arts to increase increase reading for students on grade level by 3rd grade to 75%. When reviewing our school data, we see that our lowest subgroup performance is within ELA performance. ESSA identified students with disabilities as an area for Targeted Support & Intervention. Reading provides a direct correlation to performance in other
content areas as well, including Science and Mathematics. While FY21 showed an improvement in learning gains compared to FY21 improvement in L25 learning gains, there is a clear need for targeted interventions in grades 3-5.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Each grade K-3, using the Early Literacy screening and progress monitoring system, and the Benchmark tools will show an increase of 5% on the Statewide assessment

Grades 3-5: Measureable Outcome(s)

Each grade K-3, using the Early Literacy screening and progress monitoring system, and the Benchmark tools will show an increase of 5% on the Statewide assessment

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Leadership teams will discuss Data with data chats will be completed with teachers and students, realignment of remediation in core courses and analyze and remediate benchmarks.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

McIntyre, Andrea, andrea.mcintyre@palmbeachschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The students will use the Benchmark program to assist with aligning all standards to the B.E.S.T standards. Frequent data checks as well as frequent walk throughs are performed to assure the lessons and aligned.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The Benchmark program addresses the needs of all weaknesses within the Reading cycle, and over time will show effectiveness for all students that are below grade level.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership-discussion of the strengths and weaknesses in all core content areas, K-5, a plan to implement the complex multi-tiered system of support across grades preK-3. The Literacy Leadership Team instructional leadership routines into place, such as building supportive instructional schedules, Literacy Coaching-Use of the non evaluative tool for walkthroughs, This will increase our consistency of foundational reading instruction by intentionally using the Benchmark program which specifically identifies routines for Word Recognition, phonics, and with fidelity as measured by walkthrough data (2-3 times/ month), quarterly teacher efficacy surveys, and Standards	Mitchell, Marzella, marzella.mitchell@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Our strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children. Students are supported by activities that highlight their proficiency in meeting grade level expectations. These will include celebrating students and staff success by emphasizing accomplishments and collaboration during announcements and faculty meetings. We will provide a monthly newsletter to communicate with stakeholders of current and upcoming school events. We will provide opportunities for both staff and students to develop ongoing feedback and suggestions to school leaders to schedule informal conferences with them. Our School-wide Positive Behavior Support (SwPBS) work tirelessly to ensure that there is a positive climate for students, faculty and staff. At GP we have the "E-Coin" system in place to demonstrate school wide expectations.
Our matrix is posted in classrooms and throughout the building. Students are expressly taught by their teachers to use and refer to our GP matrix. Our matrix covers all settings and situations on campus including the hallways, Cafeteria, bathrooms, playground, computer labs, as well as virtual learning. Our SwPBS committee also makes sure our teachers and students are celebrated. Each month, Learner Profile/Character Counts certificate, teachers nominate a student who exemplifies the monthly characteristic. A small ceremony is held honoring the student from each class. Students are also celebrated with a picture to Twitter and FB. For all our hard work in the last couple of years,

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

Principal: Promotes collaboration and fellowship among staff members, creates a positive environment where teachers can share their best practices with one another while responding to student needs. Designs positive recognition practices for both staff and students to celebrate achievements and positive influencers, while encouraging others through demonstrating and uplifting these practices.

Assistant Principal: Facilitates PBIS committee, meets with teachers on a regular basis to determine if PBIS practices outlined above are effective and determines when adjustments are necessary.

School Counselor: Supports the positive culture as our SEL coordinator, modeling SEL activities for faculty, recording teacher / classroom exemplars to share out for best practices. Facilitates small groups for students with a variety of social/emotional needs, assists families and students in crisis, and serves as a member of the intervention team.

Mental Health Behavioral Professional: Supports families in crisis by connecting them with both internal and external resources, facilitates small groups and one-on-one sessions for students with a variety of social/emotional needs, connects with staff to provide wrap-around services for those in need.

Teachers: Incorporate SWPBS into their daily work, their classroom communities, and their operations. Create a safe, nurturing environment for students, where the goal is to improve social, emotional, behavioral, and academic outcomes for students. Teachers provide Tier 1 supports to all students by making sure they have an equitable and equal opportunity to be in a positive environment. Targeted Tier 2 support for some students focuses on specific skill deficits and improving their outcomes. Tier 3 intensive support for a few students who need an individualized plan to guarantee their success in a safe environment.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the 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. 2.09

Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone teaching points and may also be integrated into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel and special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.