

Clay County Schools

Grove Park Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

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
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* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (44%) 2018-19: C (43%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

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<http://gpe.oneclay.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">75%</p>

School Grades History

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

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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.

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

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
Wright, Melissa	Principal	The Principal is responsible for all leadership activities and vision for the school.
Bailey, Dorothy	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.
James, Truella	Instructional 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.
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.
Jamison, Tywanda	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.
Martin, Kaitlyn	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.

Name	Position Title	Job Duties and Responsibilities
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.
Godwin, Karen	Teacher, ESE	The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students.
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 end that all school resources are directed toward meeting individual students' needs. 10. Assist in disseminating research findings to school staff members. 11. Interpret counseling and guidance services of the school to school staff members, parents, and community.
Garrison, JoD	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.
Fuller, Malika	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

Name	Position Title	Job Duties and Responsibilities
		as requested by the Principal.
Ragan, Joseph	Teacher, ESE	Gifted Teacher. The teacher is responsible directly to the principal for the instruction, supervision, and evaluation of students.
Nguyen, Angela	Instructional Media	The Media Specialist is directly responsible to the School Principal for coordinating, organizing, and facilitating the selection, purchasing, integration, organization, and sharing of resources and tools (digital, print, and equipment) in the Media Center to support transformational teaching and learning.

Demographic Information

Principal start date

Wednesday 7/1/2020, Justin Jones

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.*

4

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.*

6

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

438

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

11

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

10

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	66	60	65	63	58	52	58	0	0	0	0	0	0	422
Attendance below 90 percent	23	18	17	22	23	16	18	0	0	0	0	0	0	137
One or more suspensions	2	5	4	4	12	6	7	0	0	0	0	0	0	40
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 2022 statewide FSA ELA assessment	0	0	0	21	32	16	14	0	0	0	0	0	0	83
Level 1 on 2022 statewide FSA Math assessment	0	0	0	32	29	26	11	0	0	0	0	0	0	98
Number of students with a substantial reading deficiency	1	17	7	21	32	16	14	0	0	0	0	0	0	108

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	0	0	1	2	10	18	9	0	0	0	0	0	0	40

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	8	4	0	10	1	1	0	0	0	0	0	0	0	24
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

Monday 9/26/2022

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	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	

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	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	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	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	37%	63%	56%				46%	65%	57%
ELA Learning Gains	50%						48%	62%	58%
ELA Lowest 25th Percentile	53%						33%	54%	53%
Math Achievement	31%	51%	50%				43%	70%	63%
Math Learning Gains	53%						41%	66%	62%
Math Lowest 25th Percentile	47%						49%	56%	51%
Science Achievement	39%	69%	59%				43%	65%	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	48%	68%	-20%	58%	-10%
Cohort Comparison		0%				
04	2022					
	2019	39%	64%	-25%	58%	-19%
Cohort Comparison		-48%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	34%	62%	-28%	56%	-22%
Cohort Comparison		-39%				
06	2022					
	2019	53%	64%	-11%	54%	-1%
Cohort Comparison		-34%				

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	45%	71%	-26%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	33%	69%	-36%	64%	-31%
Cohort Comparison		-45%				
05	2022					
	2019	52%	64%	-12%	60%	-8%
Cohort Comparison		-33%				
06	2022					
	2019	38%	70%	-32%	55%	-17%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	63%	-22%	53%	-12%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-41%				

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	10	37	64	12	47	38	15				
ELL	24	65	64	19	65						
BLK	29	45	48	27	52	48	10				
HSP	37	50		34	54		45				
WHT	51	59		36	56		77				
FRL	33	49	52	27	47	41	39				
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				

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)	ATSI
OVERALL Federal Index – All Students	43
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	32
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	41
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 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	56
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The highest improvement occurred in Science Achievement with an increase from 33% in 2021 to 39% in 2022. There was only a slight increase in both ELA L25 and Math Learning gains by 1%. Our overall school level data showed an decrease in all other content and subgroups. There was a 3% decrease in ELA Achievement, 4% decrease in Math Achievement, 8% decrease in ELA Learning Gains, and 7% decrease in Math L25 Learning Gains.

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

The greatest need for improvement is in our ELA LG with a decrease of 8% and Math L25 LG with a decrease of 7%

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:

- *Change/New Curriculum in ELA
- *Teacher turn-over
- *Attendance at 79.90%
- *152 Total Referrals

New actions includes:

- *Increasing weekly common planning time for continuous teacher collaboration focusing on intentional instructional planning with standards-alignment.
- *Ongoing coaching cycles for individual teachers as determined by classroom walkthroughs and observations, student data analysis and teacher needs.
- *School-wide attendance incentive implementation, increased SST monitoring and parent and family engagement.
- *Increase student engagement through classroom management techniques provided by a strong PBIS program.

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

The most improvement occurred in Science Achievement with a 6% increase from 33% proficiency in 2020-21 to 39% proficiency in 2021-22.

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

Contributing Factors:

*Increased use of PENDA with consistent monitoring of usage.

*Beginning of the year and ongoing support from District Science Specialist.

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 promotes learning targets in student-friendly language and provides accountable students success criteria. Curriculum specific trainings for all instructional staff to include SAVVAS, Achieve3000, Lexia Core 5 & PowerUP, Eureka Math, Social Studies Weekly, DBQ and Corrective Reading 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 will participate in school-wide book study of The Energy Bus to build strong communities, increase classroom management techniques and develop their professional practice. We will also implement monthly parent and family engagement activities, tutoring opportunities and additional professional learning opportunities as made available with Title I Instructional Coach and District Specialists.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Rationale: RAISE SCHOOL
 *Need to increase Benchmark and content knowledge to develop on key ideas and details domain within ELA.
 *FSA Results showed Key Idea and details was a specific need resulting in all grade levels scoring below 50% proficiency.
 *2021 ELA Proficiency went from 46% to 40% in 2022 (Decrease 6%)

Instructional Priority #1: instructional planning expectations through content areas

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Measurable outcomes:
 *By April 2023, the number of teachers receiving Tier 2-3 support will decrease by 50%. (5/10 Teachers)
 *By November 2023, 100% of teachers will have displayed schoolwide CBC Boards with fidelity alignment to standards-based instruction.
 *By MAY 2023, Teachers will have implemented intentional planning of question stems with small group data collection as evidence.
 *By the end of the 2022-2023 school year, Based on FSA data, by using the strategies and action plan described below, we will increase our overall proficiency in ELA from 43.00% to 53.00%.

Action Step:
 * CBC with “I can statements” showing standards and learning goals in student-friendly language.
 *“I will know I know this because...” (stacking and prior knowledge standards required to know the skill).
 Evidence: CBC Boards/Lessons
 How will you collect this evidence? Walk-Through Analysis
 Impact: ELA and Content-Based Data
 How will you collect this evidence? Local Assessment Data Bi-Weekly Analysis

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Action Step:
 * Intentional planning for questions that can be analyzed to determine need for remediation for differentiated small group instruction.
 Evidence: Questions, Anecdotal Records, Small Group Differentiated Data and Plans
 How will you collect this evidence? Question Anecdotal Records, Small Group Differentiated Data and Plans, Walk-Through Analysis, Coaching Reflections
 Impact: ELA and Content-Based Data
 How will you collect this evidence? Local Assessment Data Bi-Weekly Analysis

Quarterly Data Meetings and Weekly PLCs to analyze data from F.A.S.T. Progress Monitoring, B.E.S.T Writing Assessment, Lexia, SAAVAS, Heggerty, and Corrective Reading.

Person responsible for monitoring outcome:

Melissa Wright (melissa.wright@myoneclay.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

*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, Studies Weekly, and DBQ throughout the school year.

*Quarterly Data Chats analyzing individual student data to determine students' needs and achievement gaps.

*Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction, Explicit Comprehension Strategy Instruction, and Explicit vocabulary instruction through district adopted curriculum and programs.

Targeted small group instruction that is explicit and matched to students needs through the use of data will enable teachers to narrow the necessary gaps , skills, and practice that will be meaningful for student academic growth.

Using data collected, small-groups will offer differentiated instruction to support student individual needs in content areas.

Resources:

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

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

*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.

*Progress monitoring through grade level data collection and school-wide assessment disaggregation (Achieve 3000, Core 5/ Power-Up, SAVVAS, Corrective Reading, Benchmark Assessments).

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

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.

Teacher Actions:

Plan actively with teams and Instructional Coach collaboratively with intentional focus on standards-based instruction

*CBC configuration daily

*Intentionally plan for questioning stems that will require student application during lessons that align to standards

Student Actions:

*Work in lessons with engagement and understanding of skills needed to achieve standards with mastery

*Be able to articulate learning goals/targets for the day with purpose

*Answer questions with vulnerability so that correct small group supports can be implemented

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

Classroom assistants and Title I teachers will provide small group differentiated instruction to support student learning.

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

Attend BSI Conference to plan and develop systems for monitoring instruction.

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

#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.

We have seen a steady decline in math scores for the past three years. In 2019, we had 43% of 3rd - 6th grade students at or above proficiency. By the 2021 SY, this had declined to 35% and again declining by an additional 4% in 2022 to 31%. When drilling down into the 2022 FSA data, we discovered algebraic reasoning was our lowest scoring domain with 38% proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on FSA data, we have an opportunity for growth in Math.

By using the strategies and action plan described below, we will increase our overall proficiency in Algebraic Reasoning from 38.00% to 48.00% by the end of the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will use local assessments, such as iReady, and the Florida Assessment of Student Thinking as our progress monitoring data sources. We will analyze the source data at quarterly data meetings.

Person responsible for monitoring outcome:

Jackie Lawson (jacquelyn.lawson@myoneclay.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Progress Monitoring
 Small group instruction
 Integrate Math Instruction Throughout School Day
 Dedicated time for Math in School Schedule
 Math manipulatives will be provided to ensure hands-on learning experiences are available to all students.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Progress Monitoring will allow teachers to identify struggling students before skill deficit levels increase beyond our ability to close the gap. Small group instruction will serve as our intervention for these identified students to address gaps with differentiated instruction. Integrating Math Instruction Throughout School Day will take place with our two math interventionists pushing into classrooms to increase student exposure to math instruction on their skill level. The resource team is working with the math specialists to integrate math fact fluency in PE, Media and Technology, Music and Art. Intentional scheduling will ensure every student receives a Dedicated time for Math in the School Schedule each day.

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.

Collection of data on a quarterly basis during data chats.

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

Intentional planning of teacher modeling, guided and direct instruction and independent practice with teh district math specialists.

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

Title I coaches and district specialists will provide PD and coaching to teachers supporting intentional planning for small group differentiated lessons.

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

Flexible scheduling with embedded common planning to include resource teachers.

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

#3. Positive Culture and Environment specifically relating to Student Behavior Choices

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed. By decreasing referral rates, we will be able to increase student instructional time in the classroom. Last year, 89 students received a referral resulting in a suspension.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Based on Climate & Culture Survey and Synergy Discipline Summary Report data, we have an opportunity for growth in student behavior choices.
 By using the strategies and action plan described below, we will reduce our overall Referral Rates from 36% of students to 20% by the end of the 2022-2023 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome. We will review referral data with team leads at monthly PBIS meetings. Our behavior intervention teacher will focus on pushing into classrooms to monitor teacher capacity for being proactive and deescalating potential negative student interruptions.

Person responsible for monitoring outcome:
 Jackie Lawson (jacquelyn.lawson@myoneclay.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus. Provide Additional Programs Outside of the Regular School Day
 Foster Student Expectation of Success
 High Positivity Classroom Climate
 Define & Teach Positive Expectations
 Provide Additional Programs Outside of the Regular School Day
 Foster Positive Relationships
 Design a Safe Environment

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. Provide Additional Programs Outside of the Regular School Day will give students a place in our school to make connections to people with similar interests to build positive relationships with adults. These positive relationships will help student build trust with our school to feel safe and be more engaged in learning.
 All teachers will Foster Student Expectation of Success through the GATOR PRIDE program utilizing universal language. High Positivity Classroom Climates will develop through the Seven Mindsets and Suite 360 lessons implemented through the additional time provided during common planning by our BIT and Guidance Counselor as well as implemented in home rooms. Define & Teach Positive Expectations with GATOR PRIDE and the development of common lessons and classroom norms.

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.

Provide teachers with weekly reminders in our Gator Newsletter to positively acknowledge students for exhibiting appropriate behavior.

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

Administration will continue to acknowledge students earning all of their PRIDE letters on their lanyards by making positive phone calls home, school-wide announcements, special treats from administration and sharing on social media.

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

Ongoing staff training and implementation of PBIS program and 7 Mindsets.

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

Classroom management training for all staff.

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

Gator Girls and Gator Gents mentoring programs.

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

Quarterly positive behavior celebrations.

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

Behavior Intervention Teacher will provide school-wide PD utilizing the strategies and incentives through PBIS.

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

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on school data from 2022 FSA our SWD showed the highest decline in Math Achievement level from 26% to 12% a 14 point decrease. This data indicates an increase need for intensive math interventions and small group differentiated instruction implementation to increase the overall performance of our SWD.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By integrating weekly common planning time for teachers to intentionally plan and use targeted intensive math interventions, we will increase our SWD overall proficiency in Math Achievement from 12% to 27% by the end of the 2022-2023 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring will happen through classroom walkthroughs, on-going data reviews of the F.A.S.T progress monitoring as well as i-Ready, our local assessment.

Person responsible for monitoring outcome:

Jackie Lawson (jacquelyn.lawson@myoneclay.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated and data driven small group instruction utilizing i-Ready toolbox and math interventions based on student needs. Targeted instructional interventions in math for SWD. Quarterly Data Chats to analyze student data and determine students' needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Differentiated and data driven small group instruction will allow for customized instruction based on identified needs of each learner to help close learning gaps and increase learning gains and overall proficiency.

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.

- *Professional Development for differentiated small group instruction.
- *Weekly common planning time for ongoing teacher collaboration to include ESE teachers.
- *Data analysis to form small groups.
- *Support of small group interventions and math instruction by Instructional Coach and Math Interventionists.
- *Coaching Cycles and model lesson with Instructional Coach, District Math Coaches and Specialists.
- *Utilizing ELA and Math decision trees for small group instructional materials.
- *Collaborate with district ESE Curriculum Specialists.

Person Responsible

Jackie Lawson (jacquelyn.lawson@myoneclay.net)

#5. ESSA Subgroup specifically relating to Black/African-American

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

With our Black/African-American students we saw a 19 point decline in Science Achievement from 29% proficiency to 10% scoring the lowest of all subgroups. This is the greatest decline in Science Proficiency based on recent years' data.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will be targeting Science Achievement to raise the subgroup's Federal Index to 41% or above by improving our Black/African-American students overall proficiency from 10% to 30% by the end of the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Walk throughs, data meetings, common planning time to review student progress and student work samples and weekly PLC meetings to review science data.

Person responsible for monitoring outcome:

Melissa Wright (melissa.wright@myoneclay.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Science PM Baseline assessment
 PENDA
 Unit Science Test
 Science Journals
 Small Group Instruction
 Progress Monitoring Tools
 District Science Specialist side-by-side teaching and coaching

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Utilizing the evidence-based strategies listed above, along with the district mandated science curriculum, will increase students' scientific understanding. The strategies and resources combined with targeted instructional planning, progress monitoring and ongoing professional development will help close the gaps in our Black/African-American students.

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.

Ongoing analysis of student data.

Professional development provided by District Specialists around standards aligned instruction.

Progress monitoring and utilizing data to make adjustments to small groups.

Coaching and modeling provided by District Science Specialist to support science teachers with targeted intentional planning.

Person Responsible

Melissa Wright (melissa.wright@myoneclay.net)

#6. ESSA Subgroup specifically relating to Economically Disadvantaged

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

For our Economically Disadvantaged Students, which is 100% of our student population, our overall ELA proficiency was 37%, a 3% decrease from 2021 at 40%. Our overall Math proficiency was 31%, a 4% decrease from 2021 at 35%.
 Contributing Factors:
 *Our student attendance below 90% increased from 59 students in the 2020-2021 school year to 118 students in the 2021-2022 school year, a 50% increase.
 *Increase in referrals from 89 students in 2021 to 152 in 2022.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022-2023 school year, we will increase our school-wide attendance rate by 10% which will increase student instructional time and thus the number of students achieving proficiency in all academic areas.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

*Weekly Attendance Data Reports from Synergy.
 *Quarterly Attendance Team Meeting to review Data.
 *Attendance Team Members check-in weekly with assigned grade level teams.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

*Teachers take regular attendance in Synergy.
 *Teachers following-up regarding absences in Synergy notifying parents/families and documenting following the District's Attendance Decision Tree after three days.
 *Reviewing absences regularly to determine when 5 or more unexcused absences in 30 days take place to draft and send first attendance letter.
 *Implementation of H.E.R.O. incentive program (Hear Everyday Ready and On-time) for K-4th grade and Buddy System for 5th & 6th grade students.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Student attendance rate for the 2021-2022 school year was at 79.90% resulting in lost instructional time.

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.

Our Student Success Team (SST) consisting of Social Worker, Guidance Counselor, Administrators, Behavior Interventionist and Intervention Committee Facilitator/MTSS Coordinator will monitor attendance reports provided by our records secretary quarterly. Students falling 80% or below will be placed on Tier 3 support with frequent check-ins from HR teacher and Guidance Counselor.

Person Responsible

Ebony Valentine (ebony.valentine@myoneclay.net)

*Celebrating increased and regular attendance with quarterly attendance rewards.
 *Providing flash incentives for classes with best attendance on randomly selected days.

Person Responsible

Jackie Lawson (jacquelyn.lawson@myoneclay.net)

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

Rationale: RAISE SCHOOL

*Need to increase foundational skills in the area of phonics, phonemic awareness, fluency, vocabulary and comprehension

DATA : Based on EOY 2021-2022 Lexia data:

Kindergarten students started the year at 30.3% proficient and an increase to 98% proficient.

1st grade students started the year at 12% proficient and increased to 72% proficient.

2ns grade students started the year at 15% proficient and increased to 51% proficient.

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

Rationale: RAISE SCHOOL

*Need to increase Benchmark and content knowledge to develop on key ideas and details domain within ELA.

*FSA Results showed Key Idea and details was a specific need resulting in all grade levels scoring below 50% proficiency.

*2021 ELA Proficiency 46% to 40% in 2022 (Decrease 6%)

Instructional Priority #1: instructional planning expectations through content areas

DATA : Based on 2021-2022 FSA data:

3rd grade - 55% of students were below Level 3.

4th grade - 76% of students were below Level 3.

5th grade - 66% of students were below Level 3.

6th grade - 59% of students were below Level 3.

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)

Based on beginning of the year data from the F.A.S.T.

By the end of the 2022-23 school year,

Kindergarten will increase on or above reading proficiency from 39.39% to 75%.

1st grade will increase on or above reading proficiency from 32.81% to 75%.

2nd grade will increase on or above reading proficiency from 37.21% to 75%.

Grades 3-5: Measureable Outcome(s)

Based on end of year 2022 FSA data

By the end of the 2022-23 school year,

4th grade will decrease the number of students below a Level 3 from 76% to 40%.

5th grade will decrease the number of students below a Level 3 from 66% to 33%.

6th grade will decrease the number of students below a Level 3 from 59% to 29%

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.

Action Step:

* CBC with "I can statements" showing standards and learning goals in student-friendly language.

*"I will know I know this because..." (stacking and prior knowledge standards required to know the skill).

Evidence: CBC Boards/Lessons

How will you collect this evidence? Walk-Through Analysis

Impact: ELA and Content-Based Data

How will you collect this evidence? Local Assessment Data Bi-Weekly Analysis

Action Step:

* Intentional planning for questions that can be analyzed to determine need for remediation for differentiated small group instruction.

Evidence: Questions, Anecdotal Records, Small Group Differentiated Data and Plans

How will you collect this evidence? Question Anecdotal Records, Small Group Differentiated Data and Plans, Walk-Through Analysis, Coaching Reflections

Impact: ELA and Content-Based Data

How will you collect this evidence? Local Assessment Data Bi-Weekly Analysis

Quarterly Data Meetings and Weekly PLCs to analyze data from F.A.S.T. Progress Monitoring, B.E.S.T Writing Assessment, Lexia, SAAVAS, Heggerty, and Corrective Reading.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Wright, Melissa, melissa.wright@myoneclay.net

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?

*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, Studies Weekly, and DBQ throughout the school year.

*Quarterly Data Chats analyzing individual student data to determine students' needs and achievement gaps.

*Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction, Explicit Comprehension Strategy Instruction, and Explicit vocabulary instruction through district adopted curriculum and programs.

All practices and programs selected are carefully reviewed by the district's Reading Department to ensure they align with B.E.S.T. ELA Standards, the district's CERP, and meet ESSA's definition of evidence-based.

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?

Targeted small group instruction that is explicit and matched to students needs through the use of data will enable teachers to narrow the necessary gaps , skills, and practice that will be meaningful for student academic growth.

Using data collected, small-groups will offer differentiated instruction to support student individual needs in content areas.

Resources:

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

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

*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.

*Progress monitoring through grade level data collection and school-wide assessment disaggregation (Achieve 3000, Core 5/Power-Up, SAVVAS, Corrective Reading, Benchmark Assessments).

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
<p>The school Literacy Leadership and Literacy Coaches will: Plan actively with teams collaboratively with intentional focus on standards-based instruction Intentionally plan for questioning stems that will require student application during lessons that align to standards Assist teachers during PLC and common planning time in creating and analyzing data from common assessments, district literacy programs, and local and state progress monitoring assessments.</p>	<p>Wright, Melissa, melissa.wright@myoneclay.net</p>
<p>District Literacy Leadership will provide professional development and continuous coaching cycles for teachers in the area of reading foundational skills to strengthen our Tier 1 instruction.</p>	<p>Wright, Melissa, melissa.wright@myoneclay.net</p>

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.

At Grove Park Elementary, we understand that it takes a village to raise a child. This is why we are committed to working side by side and building strong relationships with all stakeholders, to include parents, teachers, community members, and business partners. This commitment will ultimately help increase student success, both academically and socially.

Through our PBIS program, the faculty and staff will work together to provide students with the interventions, resources, and supports needed to create an environment that is safe and conducive to learning. Our focus will be on preventing problem behaviors, teaching appropriate behaviors, and acknowledging the appropriate behaviors. Our Gator PRIDE program will also be a way to incentivize students for making positive decisions and for going above and beyond while at school. Through the use of the 7 Mindsets program, we help build a culture of positive thinking and actions for all of our student. We will provide our families with resources and literature on how they can incorporate these initiatives at home.

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 school culture and environment.

The stakeholders at Grove Park Elementary include our families, teachers, community members, and business partners. 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.