

Groveland Elementary School

930 PARKWOOD AVE, Groveland, FL 34736

<http://lake.k12.fl.us/gel>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

76%

Alternative/ESE Center

No

Charter School

No

Minority

59%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	B

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Groveland Elementary School is to create a positive learning environment and to instill a desire for students to become life-long learners.

Provide the school's vision statement

The vision of Groveland Elementary School is to successfully educate all students.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

In an effort to learn about students' cultures and to build relationships with students, we conduct a "Meet the Teacher" opportunity prior to the start of the school year. This is a way for parents, students, and teachers to become acquainted. During the first grading period, we open the campus for an Open House event where parents and students come to school so that student effort and work can be showcased. The teachers at Groveland Elementary conduct regular conferences with parents as necessary to continue to work on building relationships. We conduct several events throughout the school year where we open our facility to families in an effort to ensure positive collaboration with our school community.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Groveland Elementary School is committed to student safety. We provide close supervision of students beginning 30 minutes prior to the start of the school day. We provide breakfast for those students who desire to partake. We have a school safety plan with protocols in place for various events, and we practice these situations with students to help prepare them. The School Safety Committee is comprised of teachers, staff, parents, and students. This committee meets throughout the school year to address issues of safety. We have 5th grade students who serve as school safety patrols. These students assist with helping younger children and act as another safety measure on campus. After school care is offered as a service for students as a parent choice. This program offers the students a safe environment as an extension of the school day.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Groveland Elementary has a school-wide discipline plan in place. We expect all students to adhere to the rules set forth, and this expectation is continuously articulated and reinforced with students. We clearly state to the students that they are here to learn, and that the teachers are here to teach. We take pride in our profession, and we place high expectations on our students to comply with all rules so that their focus can be on learning. Some behaviors that students exhibit are considered teacher-managed behaviors. Teachers are expected to handle certain types of misbehavior in the classroom, and they always involve the parent in this process. Misbehavior is noted on a Behavior Infraction Sheet. If the behaviors are not corrected, then it may escalate to an administrator where corrective

measures are imposed, again, always involving the parent. We feel that if you set your expectations for students, reinforce positive behaviors, maintain consistency with managing misbehavior, and build relationships with students and parents, the discipline aspect of school is more easily managed. This in turn allows for a more productive teaching and learning environment.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Groveland Elementary ensures the social-emotional needs of all students are met by providing various resources for the students. Our guidance department has a "Buddy System" in place to build relationships with students who have social-emotional needs and who may need a support system. Our guidance department also provides counseling for students who require this support. We work in conjunction with a local agency to provide on-site counseling for students. Groveland Elementary also schedules events for students and parents to come to school for family events that promote positive and enriching experiences.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early warning systems that affect the overall student achievement at Groveland Elementary School are attendance and discipline referrals. These two EWS items are a focus in our School Improvement Plan as noted in Goal 3. We plan to implement plans and protocols to address these two areas in an effort to reduce the number of documented discipline referrals as well as the number of absences.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Master schedule will reflect remediation and intervention blocks where teachers can provide targeted instruction for students achieving below proficiency. Before and after school tutoring, utilizing research-based resources for intervention, will be available. Content area coaches and VE teachers will work closely with teachers to provide additional support. Teachers, academic coaches, and guidance counselors will monitor excessive absences and follow up with home contact where needed. When student behaviors interfere with the teaching / learning process, every effort will be made by classroom teachers, guidance counselors, on-site mentors, and administration to use

appropriate strategies to bring about desired behavior. To assist with this, a school-wide discipline plan will be implemented. Additionally, the School-Based Leadership Team will monitor attendance and will implement strategies in an effort to increase student attendance rates.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Ways to involve parents:

COMMUNICATION: teacher conferences and phone calls, monthly school newsletter, daily student agendas, website, weekly phone call-out system

EVENTS: Family Reading Night- Open Library twice a month from 5:00 to 7:00 p.m.

Orlando Science Center Events- twice scheduled, in the evenings

Terrific Kid- Monthly incentive and reward for positive character traits- parents invited to ceremony
9 Week Award presentation, Surveys are provided at events for parents to share their input and suggestions.

We wish to target the families of our lower-quartile students to assist them in providing resources, skills and tools to assist their child in achieving academic success.

We will offer academic parent nights to inform them about Florida Standards..

Utilize our website to be a source of consolidated information to provide tools and resources.

We have a Family School Liaison and a Parent Resource Center for parents to check out free materials.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Volunteers and Business Partners appreciation breakfast

Thank you notes and cards from teachers and students

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Jarvis, Kimberly	Principal
Mabry, Joseph	Assistant Principal
Simon, Rita	Administrative Support
Byers, Jolisa	Instructional Coach

Duties

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

The Principal monitors the overall effectiveness of the MTSS as well as the completion of the SIP. The Assistant Principal monitors the fidelity of RTI interventions, participating in RTI meetings, and signing off on interventions and protocol paperwork. The Assistant Principal is also responsible for the formulation and submission of the SIP as well as providing SIP updates throughout the year to the SAC. The CRT and Literacy Coach are members of the RTI Team. They facilitate the meetings and ensure that meeting logs and documentation are done with fidelity. The SBLT also facilitates meetings centered on data analysis to assist teachers in identifying trends. The SBLT in turn contributes to the RTI process by helping to identify support strategies for students while at the tier 1 level.

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

School Leadership Team meetings will be held to review the SIP goals, analyze school wide data, and formulate plans to ensure that best practices are in place to improve student achievement. The Instructional Support Team (Academic Coaches, CRT, Guidance Counselors, Acceleration Resource Teacher, and ESE Specialist) will meet weekly to ensure that teachers have the necessary resources and ongoing coaching and mentoring. The RTI team will meet with teachers individually, approximately every six weeks based on student needs, to examine the data and discuss the progress of students in RTI. The MTSS/RTI process is a 4-step problem solving process which when implemented with fidelity aligns to the tier 1 intervention process.

Title I, Part A

Funds provided for additional resource teachers, paraprofessionals and a Family liaison. We provide remediation, preparation, and tutoring through GEL and professional development components.

Title I, Part CMigrant

Migrant Liaison provides services and support to students and parents on an as needed basis. The district based liaison coordinates with all Title 1 services to ensure student needs are met.

Title I, Part D

District receives funds for Neglected and Delinquent services for students in need. Services are coordinated with dropout prevention programs

Title II

District receives funds for technology to increase instructional strategies. Also, funding is provided for professional development and is coordinated with the district curriculum department.

Title III

Services are provided through the district's curriculum department for educational materials and support for E.L.L. students.

Title X Homeless

Social worker provides resources (clothing, supplies, referrals) for students identified as homeless

under the McKinney Vento Act to eliminate barriers for a free, appropriate education. Title I district homeless advocate is provided for additional assistance to both school and family.

Supplemental Academic Instruction (SAI)

SAI funds provides after school tutoring for level 1 students. SAI funds are utilized to purchase supplies for the Level 1 students.

Violence Prevention Programs

The school offers "Too Good for Drugs" curriculum. Positive Behavior Support will be continued this year as well as the district's Bully Proofing Your School initiative.

Adult Education

The Family School Liaison along with the Parent Involvement Resource Center will provide information pertaining to adult education opportunities. Funds are provided for additional resource teachers, paraprofessionals and a Family School Liaison.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Eucretia Waite	Business/Community
Laverne Griffin	Business/Community
Luis Rodriguez	Parent
Kimberly Sneed Jarvis	Principal
Val Wright	Parent
Dawn Boyd	Teacher
Kristen Bass	Parent
Ashley Ortiz	Parent
Maria Mercano	Parent
Teri Banks	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Improvement Plan was delivered and explained to the members of the SAC for their input and approval prior to the final submission of the plan to the state. This took place in a regularly scheduled and announced meeting.

Development of this school improvement plan

The SAC will be given an overview of the plan once it is completed in an announced meeting so that they can offer input and suggestions.

Preparation of the school's annual budget and plan

Provided funds are available for SAC, the committee will meet at an announced meeting to discuss the plan for expenditures of these funds as it relates to school improvement and student achievement.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Byers, Jolisa	Instructional Coach
Simon, Rita	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

The LLT conducts ongoing data analysis to accurately identify students' remediation and enrichment needs. Instruction is focused to meet those needs in order to improve student achievement. Teachers are assisted in tailoring instruction to meet Florida Standards. There is a focus on Increasing cognitive complexity of instruction and assessment through collaborative planning with teachers.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All grade levels will participate in collaborative lesson planning and instruction to assist in reaching the goals of Groveland Elementary School. This collaborative planning has been designed using the FCIM model of lesson design of Plan, Do, Check and Act as well as using backwards design to fully align instruction to the intent of the Florida Standards.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Groveland Elementary pre-screens potential teachers to ensure they are highly qualified and meet the required certification requirements for a Title 1 school. Rita Simon (CRT) along with Jolisa Byers (Literacy Coach) are charged with the mentoring of new teachers. Meetings are held on a regular basis with the new teachers to address their needs. Teachers are trained in the TEAM approach which is based on the Marzano model of effective teaching.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Rita Simon (CRT) is charged with the mentoring of new teachers. Meetings are held on a monthly basis with the new teachers to address their needs. Teachers are trained in the TEAM approach which is based on the Marzano model of effective teaching. In addition, teachers are paired with their grade chairs for grade level support regarding their daily responsibilities.

Mrs. Byers is a key member of the leadership team who also serves as the school's literacy coach and is the resident expert with regard to the Groveland Elementary's reading and literacy programs.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Groveland Elementary Schools utilizes the curriculum blueprints designed by the district Academic Services Unit and Teaching and Learning department to ensure that the Florida Standards are being met in the instructional program. The use of materials recommended by the district ensures that compliance with the rigorous intent of each standard is attained.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data Chats are held at three levels: Administrative Team with individual teachers, grade level teacher teams, and teachers with individual students. Data is used to create flexible groups for remediation and intervention. Students are placed in MTSS/RtI Tiers II & III as recommended by the team. Teachers provide explicit small group differentiated instruction on a daily basis in their classrooms.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 15,210

Groveland Elementary provides extended day opportunities for students that encompasses scheduled time for small group tutoring. This tutoring takes place for one hour in the morning twice weekly and 90 minutes in the afternoon twice weekly from October through May. There are approximately 84 days of tutoring using this schedule totaling 15,210 additional minutes of instruction during the school year. Additionally, ELC provides tutoring and homework assistance for 1 1/2 hours each day after school.

Strategy Rationale

The rationale for this strategy is to provide additional instructional time for students in a small group setting to focus on areas of focus for each student in regard to the Florida Standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Simon, Rita, simonr@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

STAR and FAIR data along with assessment data from teachers are used to select students who will potentially benefit the most for the program. Students are given a pre and post test using the county's adopted curriculum resources in Reading and Math to assess both academic growth and effectiveness of the program. Data from the program effectiveness will be submitted to Title 1

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Pre-school students are screened to determine their level of kindergarten readiness. They are provided instruction that is differentiated to address their needs. Students are periodically assessed through standards based progress monitoring to determine the level of accomplishment toward the goal of kindergarten readiness. Students also participate in enrichment classes to prepare them for the routine associated with the higher grade level.

College and Career Readiness

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

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase at Groveland Elementary School when teachers understand, plan, and deliver differentiated standards-based instruction in all content areas.
- G2.** Student achievement will increase at Groveland Elementary School when evidenced-based writing occurs in all content areas.
- G3.** Groveland Elementary School will create a safe environment conducive to learning, personal growth, and success for all students with increased attendance and decreased discipline referrals and / or alleged / reported bullying incidents.
- G4.** Instructional technology will be incorporated in all curriculum areas to increase student engagement and support the 21st Century Skills initiative for student competitiveness in a global society.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase at Groveland Elementary School when teachers understand, plan, and deliver differentiated standards-based instruction in all content areas. 1a

G039358

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	71.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Instructional coaches
- Thinking Map manuals
- District Blueprints
- District DA support

Targeted Barriers to Achieving the Goal 3

- Teachers lack of knowledge regarding the depth of the standards and how to apply it across content areas.

Plan to Monitor Progress Toward G1. 8

Determine if students' acquisition of new skills translates to increased student achievement.

Person Responsible

Rita Simon

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Student data, Walkthrough data

G2. Student achievement will increase at Groveland Elementary School when evidenced-based writing occurs in all content areas. 1a

G039359

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0
AMO Reading - All Students	70.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal 2

- Thinking Maps trainers
- Thinking Maps manuals
- Content area coaches
- District DA support

Targeted Barriers to Achieving the Goal 3

- Lack of students' foundational skills.
- New teachers' lack of full understanding of Thinking Map process.

Plan to Monitor Progress Toward G2. 8

Student artifacts, grades, assessment data

Person Responsible

Rita Simon

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student grades, pre and post assessment data

G3. Groveland Elementary School will create a safe environment conducive to learning, personal growth, and success for all students with increased attendance and decreased discipline referrals and / or alleged / reported bullying incidents. 1a

G053157

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	75.0
Attendance Below 90%	90.0

Resources Available to Support the Goal 2

- School-wide behavior plan
- Bullying prevention information

Targeted Barriers to Achieving the Goal 3

- Fear of reporting / Lack of fully established discipline procedures

Plan to Monitor Progress Toward G3. 8

The number of bullying related incidents.

Person Responsible

Joseph Mabry

Schedule

On 6/5/2015

Evidence of Completion

The number of bullying related incidents.

G4. Instructional technology will be incorporated in all curriculum areas to increase student engagement and support the 21st Century Skills initiative for student competitiveness in a global society. 1a

G054489

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0

Resources Available to Support the Goal 2

- Istation, MobyMax, TypingWeb

Targeted Barriers to Achieving the Goal 3

- Insufficient amount/outdated technology

Plan to Monitor Progress Toward G4. 8

The use of technology in all curriculum areas will show an increase in student engagement and subsequently, achievement.

Person Responsible

Jolisa Byers

Schedule

Monthly, from 10/31/2014 to 6/5/2015

Evidence of Completion

Monthly reports and graphs of student usage and achievement.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase at Groveland Elementary School when teachers understand, plan, and deliver differentiated standards-based instruction in all content areas. **1**

 G039358

G1.B1 Teachers lack of knowledge regarding the depth of the standards and how to apply it across content areas. **2**

 B094811

G1.B1.S1 Ongoing professional development. **4**

 S105893

Strategy Rationale

Action Step 1 **5**

Teachers will be provided necessary and identified professional development as it relates to the standards.

Person Responsible

Jolisa Byers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence through student engagement and achievement based on walkthrough data and assessment data.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom Walkthrough Tool

Person Responsible

Rita Simon

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Data collected through walkthroughs. Collaboration and feedback from leadership team.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Strategy will provide students will opportunities to increase in achievement with foundational skills.

Person Responsible

Rita Simon

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence based on student achievement based on assessment data.

G1.B1.S2 Additional time for team collaboration. 4

 S105894

Strategy Rationale

Action Step 1 5

Teachers will be provided opportunities for additional collaboration.

Person Responsible

Rita Simon

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Monitoring by instructional coaches and leadership team.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Monitor to determine if new strategies are being taught in the classroom

Person Responsible

Schedule

Evidence of Completion

TEAM and informal Classroom Walkthrough observations, targeted feedback to instructional staff regarding implementation with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Determine if the new strategies are proving effective with regard to student achievement.

Person Responsible

Rita Simon

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Minutes from grade level meetings, TEAM observations, Classroom Walk-Throughs, Data chats, and Student artifacts.

G2. Student achievement will increase at Groveland Elementary School when evidenced-based writing occurs in all content areas. **1**

 G039359

G2.B1 Lack of students' foundational skills. **2**

 B094813

G2.B1.S1 Lack of foundational skills will be addressed during small group instruction during ELA block.

4

 S105895

Strategy Rationale

Action Step 1 **5**

Establish protocols and training opportunities for Thinking Map implementation.

Person Responsible

Jolisa Byers

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Student artifacts as evidenced by walkthrough data.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Monitored through evidence of student artifacts and published products.

Person Responsible

Rita Simon

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student artifacts, assessment data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Leadership team collaboration with teachers (data chats).

Person Responsible

Rita Simon

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student grades, district assessments

G3. Groveland Elementary School will create a safe environment conducive to learning, personal growth, and success for all students with increased attendance and decreased discipline referrals and / or alleged / reported bullying incidents. 1

G053157

G3.B1 Fear of reporting / Lack of fully established discipline procedures 2

B134226

G3.B1.S1 Publish information to school website and discuss at SAC and / or parent meetings 4

S146060

Strategy Rationale

Provides parents with better understanding and allows for productive dialogue.

Action Step 1 5

Groveland Elementary will help parents and students better understand what bullying is and the process for reporting it.

Person Responsible

Joseph Mabry

Schedule

On 11/21/2014

Evidence of Completion

Evidence based on information being published to the school website as well as presenting it to the SAC.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monitoring will take place by documenting the number of reported incidents of bullying.

Person Responsible

Joseph Mabry

Schedule

On 6/5/2015

Evidence of Completion

Number of documented reports of bullying.

G3.B1.S2 Implement school-wide discipline plan 4

 S146072

Strategy Rationale

Provides consistency with handling of issues

Action Step 1 5

A school-wide discipline plan will be established and followed.

Person Responsible

Joseph Mabry

Schedule

On 9/2/2014

Evidence of Completion

Evidence based on plan being shared with teachers and implemented school-wide.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Classroom walkthroughs / Consistency with plan implementation and follow through.

Person Responsible

Joseph Mabry

Schedule

Quarterly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Quarterly reports will be provided to teachers for feedback an ongoing monitoring of effectiveness of plan.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Effectiveness of implementation will be monitored through documentation of incidents to determine if a reduction of incidents occurs throughout the school-year.

Person Responsible

Joseph Mabry

Schedule

On 6/5/2015

Evidence of Completion

Evidence based on total number of documented discipline referrals.

G4. Instructional technology will be incorporated in all curriculum areas to increase student engagement and support the 21st Century Skills initiative for student competitiveness in a global society. 1

G054489

G4.B1 Insufficient amount/outdated technology 2

B137357

G4.B1.S1 Rotation of students through the limited amount of technology. 4

S149338

Strategy Rationale

Provide maximum interaction with available technology.

Action Step 1 5

Strategic planning to maximize usage of limited resources.

Person Responsible

Jolisa Byers

Schedule

Monthly, from 10/17/2014 to 6/5/2015

Evidence of Completion

IStation usage data, keyboarding data and MobyMax reports.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Weekly lesson plans and classroom walkthroughs along with monthly data reporting.

Person Responsible

Rita Simon

Schedule

Monthly, from 10/24/2014 to 6/5/2015

Evidence of Completion

Classroom usage reports with graphs.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Regular maintenance of computers in the classroom.

Person Responsible

Jolisa Byers

Schedule

Monthly, from 10/17/2014 to 6/5/2015

Evidence of Completion

The usage reports and the increase in the success of student achievement.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Teachers will be provided opportunities for additional collaboration.	Simon, Rita	8/18/2014	Monitoring by instructional coaches and leadership team.	6/5/2015 monthly
G2.B1.S1.A1	Establish protocols and training opportunities for Thinking Map implementation.	Byers, Jolisa	9/2/2014	Student artifacts as evidenced by walkthrough data.	6/5/2015 monthly
G1.B1.S1.A1	Teachers will be provided necessary and identified professional development as it relates to the standards.	Byers, Jolisa	8/18/2014	Evidence through student engagement and achievement based on walkthrough data and assessment data.	6/5/2015 weekly
G3.B1.S2.A1	A school-wide discipline plan will be established and followed.	Mabry, Joseph	9/2/2014	Evidence based on plan being shared with teachers and implemented school-wide.	9/2/2014 one-time
G3.B1.S1.A1	Groveland Elementary will help parents and students better understand what bullying is and the process for reporting it.	Mabry, Joseph	11/21/2014	Evidence based on information being published to the school website as well as presenting it to the SAC.	11/21/2014 one-time
G4.B1.S1.A1	Strategic planning to maximize usage of limited resources.	Byers, Jolisa	10/17/2014	IStation usage data, keyboarding data and MobyMax reports.	6/5/2015 monthly
G1.MA1	Determine if students' acquisition of new skills translates to increased student achievement.	Simon, Rita	9/2/2014	Student data, Walkthrough data	6/5/2015 weekly
G1.B1.S1.MA1	Strategy will provide students will opportunities to increase in achievement with foundational skills.	Simon, Rita	8/18/2014	Evidence based on student achievement based on assessment data.	6/5/2015 daily
G1.B1.S1.MA1	Classroom Walkthrough Tool	Simon, Rita	9/8/2014	Data collected through walkthroughs. Collaboration and feedback from leadership team.	6/5/2015 weekly
G1.B1.S2.MA1	Determine if the new strategies are proving effective with regard to student achievement.	Simon, Rita	8/18/2014	Minutes from grade level meetings, TEAM observations, Classroom Walk-Throughs, Data chats, and Student artifacts.	6/5/2015 weekly
G1.B1.S2.MA1	Monitor to determine if new strategies are being taught in the classroom		TEAM and informal Classroom Walkthrough observations,	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			targeted feedback to instructional staff regarding implementation with fidelity.		
G2.MA1	Student artifacts, grades, assessment data	Simon, Rita	8/18/2014	Student grades, pre and post assessment data	6/5/2015 daily
G2.B1.S1.MA1	Leadership team collaboration with teachers (data chats).	Simon, Rita	8/18/2014	Student grades, district assessments	6/5/2015 monthly
G2.B1.S1.MA1	Monitored through evidence of student artifacts and published products.	Simon, Rita	8/18/2014	Student artifacts, assessment data	6/5/2015 daily
G3.MA1	The number of bullying related incidents.	Mabry, Joseph	6/5/2015	The number of bullying related incidents.	6/5/2015 one-time
G3.B1.S1.MA1	Monitoring will take place by documenting the number of reported incidents of bullying.	Mabry, Joseph	6/5/2015	Number of documented reports of bullying.	6/5/2015 one-time
G3.B1.S1.MA1	[no content entered]			one-time	
G3.B1.S2.MA1	Effectiveness of implementation will be monitored through documentation of incidents to determine if a reduction of incidents occurs throughout the school-year.	Mabry, Joseph	6/5/2015	Evidence based on total number of documented discipline referrals.	6/5/2015 one-time
G3.B1.S2.MA1	Classroom walkthroughs / Consistency with plan implementation and follow through.	Mabry, Joseph	9/2/2014	Quarterly reports will be provided to teachers for feedback an ongoing monitoring of effectiveness of plan.	6/5/2015 quarterly
G4.MA1	The use of technology in all curriculum areas will show an increase in student engagement and subsequently, achievement.	Byers, Jolisa	10/31/2014	Monthly reports and graphs of student usage and achievement.	6/5/2015 monthly
G4.B1.S1.MA1	Regular maintenance of computers in the classroom.	Byers, Jolisa	10/17/2014	The usage reports and the increase in the success of student achievement.	6/5/2015 monthly
G4.B1.S1.MA1	Weekly lesson plans and classroom walkthroughs along with monthly data reporting.	Simon, Rita	10/24/2014	Classroom usage reports with graphs.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student achievement will increase at Groveland Elementary School when teachers understand, plan, and deliver differentiated standards-based instruction in all content areas.

G1.B1 Teachers lack of knowledge regarding the depth of the standards and how to apply it across content areas.

G1.B1.S1 Ongoing professional development.

PD Opportunity 1

Teachers will be provided necessary and identified professional development as it relates to the standards.

Facilitator

Instructional leadership team and instructional coaches

Participants

Content area teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0