

Grove Park Elementary School



2014-15 School Improvement Plan

Grove Park Elementary School

8330 N MILITARY TRL, West Palm Beach, FL 33410

www.edline.net/pages/grove_park_elementary_school

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
94%

Alternative/ESE Center
No

Charter School
No

Minority
94%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Grove Park Elementary School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

At Grove Park Elementary School, our vision is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.

School Environment

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

In an effort to build cultural relationships between teachers and students, our school will celebrate cultural diversity in a multitude of ways. Our school will infuse the content required by Florida Statute 10003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to :

History to Holocaust

History of Africans and African Americans

Hispanic Contributions

Women's Contributions

Sacrifices of Veterans

Provide professional development to staff members on increasing positive interactions with students.

Attend district provided professional development about multicultural topics.

Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations.

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

The School Wide Positive Behavior Support plan (SWPBS) that Grove Park Elementary School implements is a research and evidence based discipline program that emphasizes school-wide support systems. SWPBS focuses on promoting a safe, respectful, and responsible school environment while continuing to contribute to academic success. Teachers are expected to articulate, demonstrate, and teach the specific practices that reflect the application of Grove Park's SWPBS Universal Guidelines to the contexts students will encounter before/during/after school.

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

Through the implementation of the SWPBS plan, school staff members promote appropriate behaviors by teaching, modeling, and reinforcing these behaviors and by treating "minor" incidents as "teachable moments". In addition to the SWPBS plan, Grove Park Elementary School also utilizes classroom management strategies that are outlined in the CHAMPS manual. Grove Park also

incorporates class meetings on a frequent basis to include student feedback and school-wide recognition system are in place.

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

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

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

The early warning system at Grove Park Elementary School utilizes various data sources to identify students who exhibit attendance, behavioral, or academic concerns. Referrals are generated and submitted to the School Based Team (SBT) for students who are exhibiting early warning indicators. Teachers are made aware of decisions and follow up procedures after students are identified. A plan is composed to help meet the needs of the student along with how to decompose possible barriers that the student is facing.

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
	K	1	2	3	4	5	
Attendance below 90 percent	29	24	20	16	22	15	126
One or more suspensions	3	12	9	17	20	21	82
Course failure in ELA or Math	33	50	42	23	3	3	154
Level 1 on statewide assessment	0	0	0	51	38	42	131

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	11	18	11	33	20	16	109

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

Grove Park Elementary School deploys a variety of intervention strategies to improve the academic performance of students such as: Effective multi-disciplinary teams are in place to problem solve and create action plans. We utilize SAI , iii, Tutorials, LLI, Wilson, Foundations, etc...As a school we conduct planned discussions and goal setting for identified students. Finally, as a school we develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive

(individual) interventions, connecting students and their families to needed school-based and community resources.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195862>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Grove Park Elementary School will build and sustain partnerships with community stakeholders to support our parent and student needs such as:

Feeding South Florida that provides food on a weekly basis to over 100 of our students.

Rotary Club of West Palm Beach through monetary donations and dictionaries.

Frenchman's Creek and Ibis charity foundations for providing monetary donations along with school supplies.

Trinity and Christ Fellowship Churches for providing monetary and school supply donations.

A parent Liaison who assists in organizing and marketing family involvement activities.

Community Language Facilitators (CLFs) who translate and communicate information to parents in both Creole and in Spanish.

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
Gross, Eric	Principal
Atkinson, Antoinette	Assistant Principal
Pumphrey, Mary	Instructional Coach
Heckman, Sue	Instructional Coach
Westerbeke, Erin	Teacher, ESE
Anderson, Lauren	Guidance Counselor

Duties

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

Our School Leadership team consists of the School Principal, Assistant Principal, Reading Coach, Math Coach, ESE coordinator and our Guidance Counselor who is also our School Based Team Leader. The team meets regularly to review current data to establish a plan of action for at risk students. Evidence based interventions are identified through professional development, school district leadership, and state recommended materials. Progress monitoring is accomplished through data chats, student portfolios, district and state assessments, school based team meetings, and LTMs. The school offers professional development opportunities such as cooperative structures, positive behavior support, and assessments.

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

The Principal will provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities. The role of the Rtl Facilitator will be to assist in designing and implementation of progress monitoring, collection and analysis of data, assist in development of intervention plans, implementation of Tier 3 interventions and provide professional development and technical assistance as needed.

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

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

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

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

Title X - Homeless - District Homeless Social Worker provides resources such as school supplies, food, and clothing for students identified as homeless under the McKinney-Vento Act to help break down barriers for a free and appropriate education.

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

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

Nutrition Programs - Through the district coordination of funds 100% of our students are provided free breakfast.

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Eric Gross	Principal
Ron Rago	Teacher
Sarah Pogozeleski	Parent
Adriana Calderon	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 presented for feedback and recommendations were made based on this year's school needs and expectations.

Development of this school improvement plan

The School Advisory Council is a resource for the school, its teachers and its principal. Its function is to develop a School Improvement Plan that will serve as a framework for school Improvement to oversee and to implement systematic evaluation. The School Improvement Plan will be reviewed and revisions made throughout the year as needed during SAC meetings.

Preparation of the school's annual budget and plan

The school's budget will be presented at the SAC meeting and recommendations made by the committee will be noted.

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

The SAC committee budgeted \$2,200 for the purchase of additional classroom computers for FY14. The SAC committee budgeted \$300 for the purchase of 5th grade promotion incentives for FY14.

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
Pumphrey, Mary	Instructional Coach
Gross, Eric	Principal
Atkinson, Antoinette	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Develop a more rigorous instructional focus calendar in grades K-5. Increasing knowledge of anchor chart scoring rubrics and using Test Specs in 3-5; Develop the teachers' guided reading practices to meet the needs of struggling readers.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness
- Mentors" are assigned to all new teachers to the campus to answer all procedural questions or questions that may arise with the school and District throughout the year
- Monthly meetings for beginning teachers and new teachers to school or District targeting areas such as time management, classroom management, parent conferencing, continuous assessment, available data, etc...

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities occur during common planning times, through learning team meetings, during school based and child study team meetings, and pupil progression meetings. All of these conversations help promote dialogue that can dispel misunderstandings as well as provide opportunities for growth in instructional practice, curriculum, and the standards.

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

Grove Park Elementary School uses data to provide and differentiate instruction by holding meetings on a regular basis to make decisions about literacy instruction in the school.

- Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 4 minute writing block
- Providing instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

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: After School Program

Minutes added to school year: 4,000

Provide after school tutorial in the areas of math, reading, writing, and science 3 times per week for 90 minutes per session.

Strategy Rationale

increase foundational skills in the core content areas while also offering enrichment opportunities for students working at proficiency level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gross, Eric, eric.gross@palmbeachschools.org

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

Data is collected through student and teacher sign sheets, teacher lesson plans, Pupil Progression meetings, unit assessments, mini-benchmark assessments, and websites such as EDW, I-station and Imagine Learning. This data is analyzed during learning team meetings to determine students' effectiveness in reading strategies.

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

The Parent Liaison and Guidance Counselor visit the local day cares and pre-school programs to distribute flyers and invitations to the Kindergarten Roundup and Registration. In January 2015, the principal will invite representatives from local daycare centers to discuss school readiness for students entering Kindergarten in the fall. Pre-K students and their parents will be invited to a special "Open House" in the month of May each year. At the end of the school year, a flyer is sent out to announce our "Kindergarten Roundup". This event is held to register prospective kindergarten students and to inform parents of the importance of school readiness, and to provide parents with strategies to assist their child(ren) over the summer. In addition to the flyer, this information is included in the school's newsletter, and on the school's marquee. An additional "Kindergarten Roundup" will be held in July 2015 which will include an Immunization Mobile Unit to provide required immunizations for entering school. Once school has started in the Fall, Grove Park Elementary staggers the start date of the kindergarten students in order to better acclimate them to their new learning environment. Students enrolled in kindergarten are administered the ECHOS assessment to determine school readiness. The results of this assessment is a good indicator of the effectiveness of this plan when comparing data of the students who were enrolled in the preschool program versus those students who were enrolled in other preschool programs, or those who did not receive any preschool experience.

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

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.** Grove Park Elementary will raise the percentage of students scoring at proficiency in mathematics as measured on the FSA assessment.

- G2.** Grove Park Elementary will raise the percentage of students that are reading at proficiency level as measured on the FSA assessment.

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. Grove Park Elementary will raise the percentage of students scoring at proficiency in mathematics as measured on the FSA assessment. 1a

G047618

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	50.0

Resources Available to Support the Goal 2

- Everyday Counts kits, Mountain Math kits, internet resources, and math resource room.
- Mathematics lab as a fines arts class, after school tutorial, STEM lab
- teacher professional development, mentor texts, math coach, Number Talks book study

Targeted Barriers to Achieving the Goal 3

- Lack of vocabulary development, lack of endurance to complete assignments, student lack of prior knowledge and real world experiences, students lack of basic math skills

Plan to Monitor Progress Toward G1. 8

classroom walkthroughs, lesson plans, mini-benchmark assessment results

Person Responsible

Eric Gross

Schedule

Daily, from 11/3/2014 to 2/27/2015

Evidence of Completion

mini-benchmark assessment data

G2. Grove Park Elementary will raise the percentage of students that are reading at proficiency level as measured on the FSA assessment. 1a

G047619

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	51.0

Resources Available to Support the Goal 2

- Reading A-Z, LLI kits, FCAT Coach & Focus workbooks, Imagine Learning, RiverDeep, I-station, Reading Counts.
- in school & after school tutoring, small group instruction through Literacy teachers ,
- Reading Coach, learning team facilitator

Targeted Barriers to Achieving the Goal 3

- Lack of comprehension skills, vocabulary awareness and reading endurance are barriers
- Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation. Ensuring teachers can effectively translate best theories of teaching into best practices of teaching can be a barrier.
- limited class time to differentiate and remediate. Parent involvement and language barriers can hinder progress as well.

Plan to Monitor Progress Toward G2. 8

students will show continued growth in reading

Person Responsible

Eric Gross

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

through LTM meetings, pupil progression meetings, and continued student tracking of assessments

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. Grove Park Elementary will raise the percentage of students scoring at proficiency in mathematics as measured on the FSA assessment. **1**

 G047618

G1.B1 Lack of vocabulary development, lack of endurance to complete assignments, student lack of prior knowledge and real world experiences, students lack of basic math skills **2**

 B118574

G1.B1.S1 offer an after school tutorial program, offer a math lab as a fine arts class, **4**

 S130342

Strategy Rationale

To increase student stamina and knowledge of foundational mathematic skills.

Action Step 1 **5**

analyze data to identify students in need of mathematics tutoring. produce flyers and get parent permission

Person Responsible

Antoinette Atkinson

Schedule

Weekly, from 11/3/2014 to 2/27/2015

Evidence of Completion

attendance sheets, teacher sign-in sheets, benchmark mini-assessments

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

classroom walkthroughs, lesson plans, mini-benchmark assessment results

Person Responsible

Eric Gross

Schedule

Daily, from 11/3/2014 to 2/27/2015

Evidence of Completion

mini-benchmark assessment data

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

classroom walkthroughs, lesson plans, mini-benchmark assessment results

Person Responsible

Eric Gross

Schedule

Daily, from 11/3/2014 to 2/27/2015

Evidence of Completion

mini-benchmark assessment data

G1.B1.S2 Using the MAFS standards, the scope and sequence of the curriculum will be aligned and used as the primary focus of instruction. Professional development will be offered to math coaches and math teachers. 4

 S130343

Strategy Rationale

The expectation of the new standards calls for more rigorous instruction using best practices to promote high performing student achievement and improved student engagement.

Action Step 1 5

Schedule training opportunities for classroom teachers. Review data through embedded benchmark assessments, Conduct Number Talks book study

Person Responsible

Sue Heckman

Schedule

Daily, from 9/1/2014 to 3/31/2015

Evidence of Completion

embedded assessments, workshop sign-in sheets, school-made focus lesson tests

Action Step 2 5

hire a math coach and resource teacher to provide best practices instruction

Person Responsible

Eric Gross

Schedule

Daily, from 8/1/2014 to 6/5/2015

Evidence of Completion

Action Step 3 5

hire math lab tutor

Person Responsible

Eric Gross

Schedule

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

Evidence of Completion

lesson plans, diagnostic data, unit assessments

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

Learning Team Meetings, lesson plans, classroom walkthroughs

Person Responsible

Eric Gross

Schedule

Daily, from 9/1/2014 to 3/31/2015

Evidence of Completion

embedded assessment results, lesson plans, focus calendar

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

lesson plans, classroom walkthroughs, embedded assessment results, learning team meetings

Person Responsible

Antoinette Atkinson

Schedule

Daily, from 9/1/2014 to 3/31/2015

Evidence of Completion

embedded assessment data, lesson plans

G2. Grove Park Elementary will raise the percentage of students that are reading at proficiency level as measured on the FSA assessment. 1

G047619

G2.B1 Lack of comprehension skills, vocabulary awareness and reading endurance are barriers 2

B118575

G2.B1.S1 In school and after school tutoring programs based on student performance levels, Leveled Literacy Interventions, immediate intensive intervention strategies, prescribed small group instruction during guided reading classes. 4

S130344

Strategy Rationale

Some students needs will be better met through increased time exposure to curriculum or in a smaller group setting.

Action Step 1 5

Differentiate reading instruction

Person Responsible

Mary Pumphrey

Schedule

Daily, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson plans of LLI groups, iii groups, and small group instruction

Action Step 2 5

After school Tutorial Program

Person Responsible

Antoinette Atkinson

Schedule

Weekly, from 11/3/2014 to 3/27/2015

Evidence of Completion

Student attendance sheets, teacher sign-in sheets, lesson plans, assessments

Action Step 3 5

hire a reading resource teacher as well as an in-school reading tutor

Person Responsible

Eric Gross

Schedule

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

Evidence of Completion

lesson plans, LLI assessments, reading diagnostic data, unit assessments

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

students will show continued growth in reading

Person Responsible

Eric Gross

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson plans, walkthroughs, benchmark assessments, pupil progression meetings,

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

students will show continued growth in reading

Person Responsible

Antoinette Atkinson

Schedule

Weekly, from 9/1/2014 to 5/29/2015


Evidence of Completion

attendance at learning team meetings, data analysis of student performance

G2.B2 Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation. Ensuring teachers can effectively translate best theories of teaching into best practices of teaching can be a barrier. **2**

 B118576

G2.B2.S1 Teachers will attend training in LLI, iii, RRR, and lab studies of the different components of balanced literacy, and Daily 5 as they pertain to the Reader's workshop model that is supported by Palm Beach County. **4**

 S130345

Strategy Rationale

To foster high quality instruction and yield productive outcomes, teachers will increase the rigor of instruction by modeling more intensive instruction using research based best practices.

Action Step 1 **5**

Professional development for all reading teachers will be attended by classroom teachers and reinforced by classroom instruction

Person Responsible

Mary Pumphrey

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

scheduled training and participation in workshops, as well as lesson plans reflecting instruction and observation of lessons

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Lesson plans and classroom observations

Person Responsible

Antoinette Atkinson

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Reading Running Records, school-based focus assessments, diagnostic scores

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Lesson plans and classroom observations

Person Responsible

Eric Gross


Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Reading Running Records, school-based focus assessments, diagnostic scores

G2.B3 limited class time to differentiate and remediate. Parent involvement and language barriers can hinder progress as well. 2

 B120223

G2.B3.S1 Provide professional development opportunities and training to the parents of Grove Park Elementary. 4

 S132104

Strategy Rationale

Research show that parent participation at a school center has a positive effect on student performance.

Action Step 1 5

hire community resource person

Person Responsible

Eric Gross

Schedule

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

Evidence of Completion

Parent involvement sign in sheets, SAC meeting attendance, survey results

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

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.S1.A1	analyze data to identify students in need of mathematics tutoring. produce flyers and get parent permission	Atkinson, Antoinette	11/3/2014	attendance sheets, teacher sign-in sheets, benchmark mini-assessments	2/27/2015 weekly
G1.B1.S2.A1	Schedule training opportunities for classroom teachers. Review data through embedded benchmark assessments, Conduct Number Talks book study	Heckman, Sue	9/1/2014	embedded assessments, workshop sign-in sheets, school-made focus lesson tests	3/31/2015 daily
G2.B1.S1.A1	Differentiate reading instruction	Pumphrey, Mary	9/1/2014	Lesson plans of LLI groups, iii groups, and small group instruction	5/29/2015 daily
G2.B2.S1.A1	Professional development for all reading teachers will be attended by classroom teachers and reinforced by classroom instruction	Pumphrey, Mary	9/1/2014	scheduled training and participation in workshops, as well as lesson plans reflecting instruction and observation of lessons	5/29/2015 weekly
G2.B3.S1.A1	hire community resource person	Gross, Eric	8/18/2014	Parent involvement sign in sheets, SAC meeting attendance, survey results	6/5/2015 daily
G2.B1.S1.A2	After school Tutorial Program	Atkinson, Antoinette	11/3/2014	Student attendance sheets, teacher sign-in sheets, lesson plans, assessments	3/27/2015 weekly
G1.B1.S2.A2	hire a math coach and resource teacher to provide best practices instruction	Gross, Eric	8/1/2014		6/5/2015 daily
G1.B1.S2.A3	hire math lab tutor	Gross, Eric	8/18/2014	lesson plans, diagnostic data, unit assessments	6/5/2015 daily
G2.B1.S1.A3	hire a reading resource teacher as well as an in-school reading tutor	Gross, Eric	8/18/2014	lesson plans, LLI assessments, reading diagnostic data, unit assessments	6/5/2015 daily
G1.MA1	classroom walkthroughs, lesson plans, mini-benchmark assessment results	Gross, Eric	11/3/2014	mini-benchmark assessment data	2/27/2015 daily
G1.B1.S1.MA1	classroom walkthroughs, lesson plans, mini-benchmark assessment results	Gross, Eric	11/3/2014	mini-benchmark assessment data	2/27/2015 daily
G1.B1.S1.MA1	classroom walkthroughs, lesson plans, mini-benchmark assessment results	Gross, Eric	11/3/2014	mini-benchmark assessment data	2/27/2015 daily
G1.B1.S2.MA1	lesson plans, classroom walkthroughs, embedded assessment results, learning team meetings	Atkinson, Antoinette	9/1/2014	embedded assessment data, lesson plans	3/31/2015 daily
G1.B1.S2.MA1	Learning Team Meetings, lesson plans, classroom walkthroughs	Gross, Eric	9/1/2014	embedded assessment results, lesson plans, focus calendar	3/31/2015 daily
G2.MA1	students will show continued growth in reading	Gross, Eric	9/1/2014	through LTM meetings, pupil progression meetings, and continued student tracking of assessments	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	students will show continued growth in reading	Atkinson, Antoinette	9/1/2014	attendance at learning team meetings, data analysis of student performance	5/29/2015 weekly
G2.B1.S1.MA1	students will show continued growth in reading	Gross, Eric	9/1/2014	Lesson plans, walkthroughs, benchmark assessments, pupil progression meetings,	5/29/2015 weekly
G2.B2.S1.MA1	Lesson plans and classroom observations	Gross, Eric	9/1/2014	Reading Running Records, school-based focus assessments, diagnostic scores	5/29/2015 biweekly
G2.B2.S1.MA1	Lesson plans and classroom observations	Atkinson, Antoinette	9/1/2014	Reading Running Records, school-based focus assessments, diagnostic scores	5/29/2015 biweekly
G2.B3.S1.MA1	[no content entered]			one-time	

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. Grove Park Elementary will raise the percentage of students scoring at proficiency in mathematics as measured on the FSA assessment.

G1.B1 Lack of vocabulary development, lack of endurance to complete assignments, student lack of prior knowledge and real world experiences, students lack of basic math skills

G1.B1.S2 Using the MAFS standards, the scope and sequence of the curriculum will be aligned and used as the primary focus of instruction. Professional development will be offered to math coaches and math teachers.

PD Opportunity 1

Schedule training opportunities for classroom teachers. Review data through embedded benchmark assessments, Conduct Number Talks book study

Facilitator

area support staff

Participants

math teachers and coaches

Schedule

Daily, from 9/1/2014 to 3/31/2015

PD Opportunity 2

hire a math coach and resource teacher to provide best practices instruction

Facilitator

Susan Heckman

Participants

Instructional Teachers and students

Schedule

Daily, from 8/1/2014 to 6/5/2015

G2. Grove Park Elementary will raise the percentage of students that are reading at proficiency level as measured on the FSA assessment.

G2.B1 Lack of comprehension skills, vocabulary awareness and reading endurance are barriers

G2.B1.S1 In school and after school tutoring programs based on student performance levels, Leveled Literacy Interventions, immediate intensive intervention strategies, prescribed small group instruction during guided reading classes.

PD Opportunity 1

Differentiate reading instruction

Facilitator

District and Area specialists and reading coach

Participants

All reading teachers

Schedule

Daily, from 9/1/2014 to 5/29/2015

G2.B2 Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation. Ensuring teachers can effectively translate best theories of teaching into best practices of teaching can be a barrier.

G2.B2.S1 Teachers will attend training in LLI, iii, RRR, and lab studies of the different components of balanced literacy, and Daily 5 as they pertain to the Reader's workshop model that is supported by Palm Beach County.

PD Opportunity 1

Professional development for all reading teachers will be attended by classroom teachers and reinforced by classroom instruction

Facilitator

Reading coach and reading resource teachers

Participants

all reading teachers

Schedule

Weekly, from 9/1/2014 to 5/29/2015

G2.B3 limited class time to differentiate and remediate. Parent involvement and language barriers can hinder progress as well.

G2.B3.S1 Provide professional development opportunities and training to the parents of Grove Park Elementary.

PD Opportunity 1

hire community resource person

Facilitator

Donna Taylor

Participants

Parents and teachers

Schedule

Daily, 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
Goal 1: Grove Park Elementary will raise the percentage of students scoring at proficiency in mathematics as measured on the FSA assessment.	98,046
Goal 2: Grove Park Elementary will raise the percentage of students that are reading at proficiency level as measured on the FSA assessment.	137,214
Grand Total	235,260

Goal 1: Grove Park Elementary will raise the percentage of students scoring at proficiency in mathematics as measured on the FSA assessment.

Description	Source	Total
B1.S1.A1 - tutorial supplies, workbooks, paper, ink, pencils, dry erase markers	Title I Part A	6,000
B1.S2.A2 - Hire Math Coach	Title I Part A	69,468
B1.S2.A3 - Hire tutor for push in/pull out services	Title I Part A	17,578
B1.S2.A3 - math manipulatives, pencils, paper, ink, dry erase markers, chart paper	Title I Part A	5,000
Total Goal 1		98,046

Goal 2: Grove Park Elementary will raise the percentage of students that are reading at proficiency level as measured on the FSA assessment.

Description	Source	Total
B1.S1.A2 - paper, workbooks, ink, chart paper, composition notebooks, binders, folders, pencils, highlighters	Title I Part A	5,000
B1.S1.A3 - Reading Resource Teacher	Title I Part A	65,879
B1.S1.A3 - In-school reading tutor	Title I Part A	17,578
B1.S1.A3 - classroom libraries, easels, chart paper, copy paper, ink, composition notebooks, highlighters	Title I Part A	6,000
B2.S1.A1 - Kagan training and consulting	Title I Part A	5,000
B3.S1.A1 - Community resource person	Title I Part A	32,094
B3.S1.A1 - postage & freight for mailings	Title I Part A	500
B3.S1.A1 - student/parent agendas, paper, ink, food for trainings, pens.	Title I Part A	5,163
Total Goal 2		137,214