
Title I Comprehensive Schoolwide Plan
GROVE PARK ELEMENTARY SCHOOL (1411)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

34% of GPES intermediate students scored proficient in ELA on the FSA (FY22) with minimal growth (36% up two percentage points) on PM 2 FAST (FY23) in grades 3-5. 43% of GPES primary students scored proficient in ELA on the (FY23) STAR Early Literacy/Reading Statewide Assessment. 5-year trend data shows our ELA scores fall below the 45% proficiency rate on both the FSA and FAST Assessments. Past two years the median growth percentages in ELL/SWD subgroups are minimal or on the decline and fall below the 45% proficiency rate on both FSA and FAST Assessments. 33% of our ELA teachers fall within 0-3 years of experience in teaching ELA. 28% of our students have over 11+ absences. 40% of our students are in tiered intervention for ELA.

2. List the root causes for the needs assessment statements you prioritized.

Students need to be explicitly taught to use grade-level phonics and word analysis skills to decode simple words including those with common Greek and Latin roots and affixes, suffixes, and multisyllabic words with fidelity. Resources and instructional support including coaching, modeling, and PD are needed to support teachers in how to teach phonics, decoding, and word analysis explicitly. Teachers must implement the ELA benchmark curriculum with fidelity by systematically providing all students with the opportunity to master foundational literacy skills and be responsible for thinking in the classroom. Instructional support including coaching, modeling, and PD is needed to support teachers in how to teach the BEST Standards utilizing the Benchmark curriculum. Professional Development in unpacking the ELA BEST Standards is needed for teachers in K-5 to ensure lessons are focused on high-quality texts and that literacy tasks integrate the standards of building students' comprehension of the text(s) and its meaning. Students need to be provided with opportunities to support their ideas by using topic or text-specific language in their oral and written responses which must include the use of digital tools to produce and publish their writing and or in their interactive notebooks. Professional Learning Communities need to build the capacity of teachers K-5 on how to intervene early with research-based differentiated instructional/intervention reading resources/practices to close identified weaknesses of struggling readers during small group/DI instruction time. ELA interactive notebooks must be fully implemented school-wide with fidelity to summarize grade-level text and enhance comprehension to include plot, theme, central idea, and relevant details as students practice reading and writing for meaning.

3. Share possible solutions that address the root causes.

Provide Interactive ELA Notebooks for all students school-wide K-5 and provide implementation support using notebooks at PLC by grade level. ELA extended learning opportunities focused on foundational skills to remediate reading deficits. ELA tutors to provide double-downs for extra one on one support during small group intensive reading intervention during the DI block in the schedule. Additional research-based reading resources and materials- print and web-based, to support/supplement district ELA curriculum for struggling readers. Digital technology tools to support keyboarding skills with students in written responses and technology tools to support teachers with implementing computer-based ELA assessments. Staff to lead in unpacking the BEST ELA Standards-based Professional Development opportunities and additional Professional Learning Communities time to support the implementation of standards with fidelity and share best practices in ELA teaching and assessment Additional teacher collaboration time to provide for more horizontal/vertical ELA planning. Literacy Night to engage families in how to support reading strategies at home.

4. How will school strengthen the PFEP to support ELA?

Send home sight words. vocabulary practice, writing activities, reading materials, and comprehension activities. Use red folders for important information and homework. Continue call-outs and text messages using ParentLink. Develop a Parent Involvement Survey and create a parent volunteer system. CLF's at all parent events. We will continue the above ways to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

• Parent Training

Host a Literacy Workshop/Night with hands-on stations for parents and students to engage in literacy activities. Grab and Go take home site words, vocabulary exploration cards, and reading/writing materials and resources for at-home literacy support.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

• School

Add the following statements to the School Pledge: Implementation of the BEST Standards for ELA and Math. Increase Math and Literacy Achievement for every student Increase strategies for parental involvement. Develop students into World Class Citizens by developing essential skills and self-confidence to become lifelong learners.

- **Students**

Add the following statements to the Student pledge: To do his/her best to complete all assignments and to ask for help when needed. To report dangerous situations or problems to the school and or parents. To take pride in the school, home, and community and be willing to strive for excellence. To be Respectful, Responsible, and Safe! Show respect for myself, teachers, classmates, classroom, and school. To use technology appropriately and handle it with care. Be an active participant in my own learning.

- **Parents**

Add the following statements to the Parent Pledge: To ensure child(ren) wears the required uniform. To assist child(ren) with weekly homework packets, practicing sight words, flashcards, and reading with student nightly, and signing the agenda daily. To take advantage of supplemental learning opportunities for my child such as tutorials or summer programs when available. To attend parent engagement activities offered at the school. To ask their child about their learning each day and to provide learning opportunities at home.

- **Staff Training**

Teacher PD for Differentiated Learning and Co-Teaching in an inclusion model. Teacher PD, coaching, and modeling for utilizing AVID strategies in the classroom through the use of interactive notebooks and guided note-taking- share these strategies with families Teachers to attend Florida's BEST ELA professional Learning Summer Event Series.

- **Accessibility**

Provide more opportunities for students to practice reading, writing, and word work as part of the fine arts rotations in grades 3-5. Utilize parent survey results to plan days and times for parent training opportunities and events. Invite CLFs to attend all parent nights and conferences as needed. We will continue to provide accommodation to Limited English Proficiency, Disabilities, Migratory Work and Homeless families as identified

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

42% of GPES intermediate students scored proficient in Math on the FSA (FY22) with a decrease (34% down 8 points) on PM 2 FAST (FY23) in grades 3-5. 59% of GPES primary students scored proficient in Math on the (FY23) STAR MATH Statewide Assessment. 5-year trend data shows our Math scores fall below the 45% proficiency rate on both the FSA and FAST Assessments (except FY 19 64.2%). Past two years the median growth percentages in ELL/SWD subgroups are minimal and fall below the 45% proficiency rate on both FSA and FAST MATH Assessments. 33% of our MATH teachers fall within 0-3 years of experience in teaching MATH. 28% of our students have over 11+ absences. SWD Primary students K-2 fall below 45% proficiency in STAR Math.

2. List the root causes for the needs assessment statements you prioritized.

Students/Teachers need to focus on Math Fact Fluency to develop the ability to quickly recall addition, subtraction, multiplication, and division math facts through conceptual learning, fact strategies, and memorization. Students/Teachers need to focus on the CUBES strategy for problem-solving to become more efficient and accurate in Math Problem Solving. Teachers must implement the enVision Florida Math curriculum with fidelity by systematically providing all students with the opportunity to work on grade-level BEST Math Standards while applying the five critical thinking skills in all lessons to include the following: problem-solving, reasoning/proving, connecting, communicating, and representing. Professional Development in unpacking the MATH BEST Standards is needed for teachers in K-5 to ensure lessons are focused and aligned to increase fluency with arithmetic operations and automaticity with basic arithmetic facts. Students need to be provided with opportunities to support their ideas by using manipulatives, visual models, discussions, estimations, and drawings. Interactive Math notebooks need to be implement school-wide and need to include anchor charts, vocabulary, Math goals, student data, practice problems/examples, notes, handouts, and graphic organizers. Professional Learning Communities need to build the capacity of teachers K-5 on how to intervene early with research-based differentiated instructional/intervention MATH resources/practices to close identified weaknesses of struggling students during small group instruction time. More parent engagement in math is needed

3. Share possible solutions that address the root causes.

Provide Interactive MATH Notebooks for all students school-wide K-5 and provide implementation support using notebooks at PLC by grade level. Staff with focus on MATH tutorial to target math fluency skills to remediate Math operations and automaticity deficits. MATH tutors to provide double-downs for extra one on one support during small group intensive MATH intervention during the small group instruction. Additional research-based MATH resources/manipulative materials to support/supplement district MATH curriculum for struggling students. Digital technology tools to support MATH skills with students in implementing computer-based MATH assessments. Unpacking the BEST MATH Standards-based Professional Development opportunities and additional Professional Learning Communities time to support the implementation of standards with fidelity. On-going PD to share best practices in teaching math. Additional teacher collaboration time to provide for more horizontal/vertical MATH planning. STEM Night to engage families in how to support MATH/SCIENCE at home. Supplemental resources for differentiated approach in teaching math to targeted students Build the capacity of families through learning math strategies during parent training

4. How will school strengthen the PFEP to support Math?

• Communication

Send home Math fact/fluency practice and vocabulary activities. Use red folders for important information and homework. Continue call-outs and text messages using ParentLink. Develop a Parent Involvement Survey and create a parent volunteer system. CLF's at all parent events. To continue the above ways to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

• Parent Training

Host a Parent-Student STEM Workshop/Night with hands-on stations for parents and students to engage in Inquiry-Based Science/Math activities. Grab and Go take home labs, science vocabulary, Math problem-solving activities, and Math fact/fluency practice.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

• School

Add the following statements to the School Pledge: Implementation of the BEST Standards for ELA and Math. Increase Math and Literacy Achievement for every student Increase strategies for parental involvement. Develop students into World Class Citizens by developing essential skills and self-confidence to become lifelong learners.

- **Students**

Add the following statements to the Student pledge: To do his/her best to complete all assignments and to ask for help when needed. To report dangerous situations or problems to the school and or parents. To take pride in the school, home, and community and be willing to strive for excellence. To be Respectful, Responsible, and Safe! Show respect for myself, teachers, classmates, classroom, and school. To use technology appropriately and handle it with care. Be an active participant in my own learning.

- **Parents**

Add the following statements to the Parent Pledge: To ensure child(ren) wears the required uniform. To assist child(ren) with weekly homework packets, practicing sight words, flashcards, and reading with student nightly, and signing the agenda daily. To take advantage of supplemental learning opportunities for my child such as tutorials or summer programs when available. To attend parent engagement activities offered at the school. To attend parent engagement activities offered at the school. To ask their child about their learning each day and to provide learning opportunities at home.

- **Staff Training**

Teacher PD for Differentiated Learning and Co-Teaching in an inclusion model. Teacher PD, coaching, and modeling for utilizing AVID strategies in the classroom through the use of interactive notebooks and guided note-taking. Share AVID and math strategies with families Teachers to attend Florida's BEST Mathematics professional Learning Summer Event Series.

- **Accessibility**

Provide more opportunities for students to practice Math Fact/fluency as part of the fine arts rotations in grades 3-5 and in lunch. Utilize parent survey results to plan days and times for parent training opportunities and events. Invite CLFs to attend all parent nights and conferences as needed. To continue to provide accommodation to Limited English Proficiency, Disabilities, Migratory Work and Homeless families as identified

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

54% of GPES 5th students scored proficient in Science on the FSA (FY22) with a decrease to 8% (down 46 points) on PM 2 FAST (FY23). 3-year trend data shows our Science scores fall below the 55% proficiency rate on the 5th grade Statewide Science Assessment. 33% of our Science teachers fall within 0-3 years of experience in teaching MATH. 28% of our students have over 11+ absences.

2. List the root causes for the needs assessment statements you prioritized.

Students/Teachers need to focus on the Florida Science Standards NGSSS Big Ideas progression from grade K to grade 5 to connect scientific knowledge, like facts and theories to scientific skills through observation, problem-solving, critical thinking, and analysis. Students/Teachers need to focus on the NGSSS Bodies of Knowledge at each grade level to ensure that all students who are in fifth graders have been previously taught all fair game benchmarks that they will be expected to know, understand and demonstrate mastery in on the statewide assessment at the end of their 5th-grade year. Teachers must implement the STEMscopes/Blender District curriculum/resources with fidelity by systematically providing all students with the opportunity to work on grade-level NGSSS while applying the five critical thinking skills in all lessons to include the following: problem-solving, reasoning/proving, connecting, communicating, and representing. Professional Development in unpacking the NGSSS Standards is needed for teachers in grades 3-5 to ensure Science lessons are focused and aligned to district and state standards and Look Fors. Students need to be provided with hands-on lab opportunities to support the Scientific Process and Science ideas through the use of manipulatives, visual models, discussions, drawings, and presentations. Interactive Science notebooks need to be implemented school-wide and need to include anchor charts, vocabulary, science goals, student data, notes, handouts, labs, and graphic organizers, and do-nows/exit tickets. Professional Learning Communities need to build the capacity of teachers K-5 by enhancing instruction and learning through Science inquiry and the 5e model of instruction: Engage, Explore, Explain, Elaborate, and Evaluate.

3. Share possible solutions that address the root causes.

Provide Interactive Science Notebooks for all students school-wide K-5 and provide implementation support using notebooks at PLC by grade level. 5th Grade Science tutorial focused on Science NGSSS fair game standards and 5th Grade Benchmarks for students scoring below proficiency on the Winter Science Diagnostic. Digital technology tools/platforms (PENDA) to support SCIENCE skills with students in implementing computer-based MATH assessments. Unpacking the NGSSS Professional Development and test blueprint opportunities and additional Professional Learning Communities time to support the implementation of standards with fidelity at each grade level. Additional teacher collaboration time to provide for more horizontal/vertical Science planning. Fine Arts Teachers and Reading Teachers need to infuse Science standards through Benchmark alignment and fine arts integration lessons. STEM Night to engage families in how to support MATH/SCIENCE at home. Science Lab infused into the Fine Arts rotation for grades 3-5 to increase exposure to STEM and IB Learner attributes and create thinkers and inquirers Hand-on supplemental science resources and ELO for differentiated instruction

4. How will school strengthen the PFEP to support Science?

- **Communication**

Send home Science Take Home Labs and Science Vocabulary activities. Use red folders for important information and homework. Continue call-outs and text messages using ParentLink. Develop a Parent Involvement Survey and create a parent volunteer system. CLF's at all parent events. To continue the above ways to inform parents about Title I programs, curriculum and proficiency levels, academic assessments and student progress, opportunities to participate in decision-making and offering flexible meeting dates and times

- **Parent Training**

Host a Parent-Student STEM Workshop/Night with hands-on stations for parents and students to engage in Inquiry-Based Science activities. Grab and Go take home labs and science vocabulary exploration cards

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Add the following statements to the School Pledge: Implementation of the NGSS Standards for Science in grades K-5. Increase Science Achievement for every student Increase strategies for parental involvement. Develop students into World Class Citizens by developing essential skills and self-confidence to become lifelong learners.

- **Students**

Add the following statements to the Student pledge: To do his/her best to complete all assignments and to ask for help when needed. To report dangerous situations or problems to the school and or parents. To take pride in the school, home, and community and be willing to strive for excellence. To be Respectful, Responsible, and Safe! Show respect for myself, teachers, classmates, classroom, and school. To use technology appropriately and handle it with care. Be an active participant in my own learning and put forth effort in every subject.

- **Parents**

Add the following statements to the Parent Pledge: To ensure child(ren) wears the required uniform. To assist child(ren) with weekly homework packets, practicing sight words, flashcards, and reading with student nightly, and signing the agenda daily. To take advantage of supplemental learning opportunities for my child such as tutorials or summer programs when available. To attend parent engagement activities offered at the school. To ask their child about their learning each day and to provide learning opportunities at home.

- **Staff Training**

Science teachers K-5 to attend the STEM Teacher Academy (FAU) and work towards STEM Certified/Micro-Credentialing. PD focused on Science Inquiry, IB Integrations Lessons, and Implementing Engineering Design Processes and share science teaching strategies to families

- **Accessibility**

Provide more opportunities for students to investigate Science topics through research and explore inquiry-based science concepts in a lab format as part of the fine arts rotations in grades 3-5. Utilize parent survey results to plan days and times for parent training opportunities and events. Invite CLFs to attend all parent nights and conferences as needed. All parents are invited to meetings and SAC. To continue to provide accommodation to Limited English Proficiency, Disabilities, Migratory Work and Homeless families as identified

Action Step: Classroom

Provide quality, focused, and differentiated support to enhance the capacity of all students and teachers in reaching and exceeding optimum academic potentials. This will enrich, remediate and supplement the core curriculum and compliance with state mandate.

Budget Total: \$162,437.75

Acct Description	Description																		
Supplies	<table border="1"> <thead> <tr> <th data-bbox="401 203 1251 297">Item</th> <th data-bbox="1251 203 1398 297">Quantity</th> <th data-bbox="1398 203 1541 297">Rate</th> <th data-bbox="1541 203 1774 297">Supply Type</th> <th data-bbox="1774 203 1904 297">Type</th> <th data-bbox="1904 203 2026 297">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Supply Type	Type	Total			
	Item	Quantity	Rate	Supply Type	Type	Total													
	Allocation differential based on survey 3 data - may be itemized or moved on or after July 1, 2023																		
	1000 1.5 inch 3 ring binders																		
	Paper - case																		
	Classroom libraries-(Math, Science/SS, ELA-Aligned to new State Bill																		
	Pens- pack																		
Mystery Science - book set																			
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="401 995 1459 1089">Item</th> <th data-bbox="1459 995 1606 1089">Quantity</th> <th data-bbox="1606 995 1768 1089">Rate</th> <th data-bbox="1768 995 1904 1089">Type</th> <th data-bbox="1904 995 2026 1089">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total														
Iready ELA and Math Toolbox-BEST Standards/ Remediation and enrichment; Content Area: ELA/MATH; Grade Levels and Number of Students: K-5/ 450																			
Out-of-system Tutors	<table border="1"> <thead> <tr> <th data-bbox="401 1219 997 1313">Item</th> <th data-bbox="997 1219 1144 1313">Quantity</th> <th data-bbox="1144 1219 1264 1313">Rate</th> <th data-bbox="1264 1219 1362 1313">Days</th> <th data-bbox="1362 1219 1474 1313">Hours</th> <th data-bbox="1474 1219 1600 1313">Weeks</th> <th data-bbox="1600 1219 1768 1313">Certified</th> <th data-bbox="1768 1219 1894 1313">Type</th> <th data-bbox="1894 1219 2026 1313">Total</th> </tr> </thead> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total										
ELA/MATH/Science/K-5/Push-in support/small grouping and targeted; Target start date - October																			

Acct Description	Description							
Classroom Teacher	Differentiated instruction in 5th grade math accelerated program							
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total
	5th Grade Math Teacher	1	\$16.00	7	6.5	1	Original	\$728.00

Action Step: Professional Development

Promote and monitor high-quality professional learning and collaboration that increase the effectiveness of instructional staff.

Budget Total: \$119,263.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The ELA/Math teachers in grades K-5 will make plans and collaborate to understand the B.E.S.T Standards and lessons; Starting the 2nd week of October 2023	19	\$25.00	1	1	6	Certified	Original	\$2,850.00
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	Colored ink for data report- assorted	1	\$793.00	Technology		Original	\$793.00		

Acct Description	Description				
Travel out-of-state	Item	Quantity	Rate	Type	Total
	The National Association of Elementary School Principals (NAESP)/ July 10-12, 2023/ Maryland Purpose: Assist with professional learning and strengthen academic capacity in the areas of Pre K-5, in core content areas, and safety, as well as SEL; Registration: \$1014; Transportation: \$500; Lodging: \$1300; Per Diem: \$288; Attendees - 2	2	\$3,102.00	Original	\$6,204.00
Single School Culture Coordinator	On-going PD, coaching, modelling of standard-based lessons in K-5 reading and math				

Action Step: Parent/Family Engagement

Sustain the cohesive and collaborative efforts of parents, teachers, school administrators, other federal programs, and governmental/non-governmental organizations in supporting students' academic success.

Budget Total: \$5,012.25

Acct Description	Description					
Postage	Item	Quantity	Rate	Type	Total	
	Parent mailings for School Newsletters, Parent Invitations, Meetings	4	\$55.00	Original	\$220.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper - case	6	\$34.00	General Supplies	Original	\$204.00

Acct Description	Description										
	Item	Quantity	Rate	Supply Type			Type	Total			
	Student Planners 3-5	302	\$1.70	Program Supplies			Original	\$513.40			
	Shipping	1	\$2.45	General Supplies			Original	\$2.45			
	Student Planners K-2	402	\$1.70	Program Supplies			Original	\$683.40			
	Food for Parent Trainings	3	\$200.00	Program Supplies			Original	\$600.00			
Enrichment Contracts	Item			Quantity	Rate	Type		Total			
	Contracted Services (Stem/ Science/Museum Night) - Schedule TBD			1	\$550.00	Original		\$550.00			
Out-of-system Subs for Parent Conferences	Item			Quantity	Rate	Days	Hours	Weeks	Type	Total	
	Substitutes for parent conference days - Schedule TBD			4	\$19.00	1	7.5	2	Original	\$1,140.00	
Parent Support by School Staff	Item			Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	ELA/Math Parent training K-5 Aug, Oct., Jan., Feb			2	\$25.00	4	4	1	Certified	Original	\$800.00

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;

- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

Grove Park Elementary' mission is to bridge the gap between parent, school, and community and improve relationships between home and school, which will empower families to become proactive in their child's education. We believe that parents, schools and families, and communities working together will create a meaningful partnership that will lead to gains in student achievement.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Marzella Mitchell	Principal
Matthew Cousins	Assistant Principal
Andrea McIntyre	SSCC
Colleen Roux	SAI (K-2)
Clavondrea Francis	Parent
Whitney Lloyd	Resource/IB Coordinator
Elizabeth Stallings	SAI (3-5)

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All parents are invited to attend school stakeholder meetings and training. The principal chooses who of the school staff will represent regarding student achievement and interaction with invited families, parents, and community members. SAC is a team of people representing various segments of the community, parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and Title I. The school follows the district and state guidelines in conducting the meetings including election of voting members.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholder meetings were conducted in the Spring to discuss the CNA, plan the SWP, and recommend changes in the compact and PFEP. The input was recorded in the template. SAC will play a role in updating SWP. Minutes will be taken at meetings, parent training evaluations will provide input and family involvement survey results will be provided. To document compliance with the process, CNA documentation was submitted to Title I.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

All stakeholders at the meeting were allowed to provide verbal and written input (CNA template) regarding topics and raise questions regarding concerns. Inputs were recorded in the template. All stakeholders were happy to participate in the process and allocated a budget for parent and teacher engagement training supplies, refreshments for parent trainings, enrichment contracts, staff support during trainings, substitute during PTC, and postage.

Name	Title
Matthew Cousins	Assistant Principal
Andrea McIntyre	SSCC
Marzella Mitchell	Principal

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

September 13, 2023, 5:00 p.m., in-person (media center) and online/virtual meeting with recording

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Newsletters, flyers, parent link, callouts, and text messages.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Invitation, agenda, PowerPoint presentation, Educational Literature regarding Parents' Right to Know, SWP, FY24 School Compact and FY24 Parent and Family Engagement Plan, handouts, pens, computer/projector

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Parent Teacher Conference and Communications

- What specific strategy, skill or program will staff learn to implement with families?

The teacher will be trained on how to determine when and to effectively hold parent conferences and ways to communicate in a positive manner (do's and don'ts) during parent conferences. Teachers will also be able to provide appropriate documentation during parent conferences.

- What is the expected impact of this training on family engagement?

Teachers will communicate with parents on an ongoing/as-needed basis. Teachers and parents will be on the same page in regard to student achievement and behaviors.

- What will teachers submit as evidence of implementation?

Conference Notes and SIS Comments Logs

- Month of Training

September 2023

- Responsible Person(s)

Andrea McIntyre

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Google Form Training Reflection Survey

- Number of Participants

N/A

- What were teachers able to do as a result of the training?

N/A

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

N/A

- What went well with the training

N/A

- What improvements would be made and what steps will you implement to make the training more effective

N/A

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Diversity, Equity and Inclusion

- What specific strategy, skill or program will staff learn to implement with families?

The teacher will be able to transform students' experiences and outcomes to cultivate a safe space that promotes diversity, acceptance, and inclusion for students and the families they serve.

- What is the expected impact of this training on family engagement?

Strong parent/student/teacher relationships in order to provide support in all aspects (academics/behavior/SEL).

- What will teachers submit as evidence of implementation?

Reflections

- Month of Training

February 2024

- Responsible Person(s)

Andrea McIntyre

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Google Form Training Reflection Survey

- Number of Participants

N/A

- What were teachers able to do as a result of the training?

N/A

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

N/A

- What went well with the training

N/A

- What improvements would be made and what steps will you implement to make the training more effective

N/A

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Soaring to Literacy Success

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be provided with make-and-take literacy activities. This will enable them to better understand the purpose and importance of reading proficiency and the impact it has on overall student achievement. Parents will also be familiar with and understand trimester and end-of-year goals in ELA. The new B.E.S.T Standards and ELA Benchmark Curriculum will be explained to K-5 parents.

- Describe the interactive hands-on component of the training.

Parents will continue to provide support at home through interactive make-and-take reading activities, as well as continue to monitor their child's progress to ensure the students are making gains.

- What is the expected impact of this training on student achievement?

Parents will continue to provide support at home through iReady and nightly reading initiatives, as well as continue to monitor their child's progress to ensure the students are making gains.

- Date of Training

October 2023

- Responsible Person(s)

Assistant Principal, SAI Teachers, K-5 Teachers and SSCC

- Resources and Materials

Invitation iReady Reports Trimester goals Achievement Levels Standards Highlighters Markers Anchor Chart Paper Pencils Paper BEST Standards Reading Make and Takes by Grade Level

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$200

2. Reflection/Evaluation of Training #1

• Name of Training

N/A

• Number of Participants

N/A

• What were parents able to do as a result of the training?

N/A

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

N/A

• What went well with the training?

N/A

• What improvements would be made and what steps will you implement to make the training more effective?

N/A

3. Parent and Family Capacity Building Training #2

- **Name of Training**

FSA FAST/STAR Test Prep

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

To support student learning at home, parents will be trained on sample Progress monitoring assessment questions. This will enable them to understand what the State Wide Assessments will look like. Parents will also become familiar with the types of questions that may be asked on the F.A.S.T./STAR, along with test-taking strategies that will help students succeed on assessments.

- **Describe the interactive hands-on component of the training.**

Parents will engage in sample F.A.S.T. .STAR test-taking activity. This allows them the opportunity to identify the different question types. Parents will also engage in practicing using test-taking strategies so they are able to support their child at home.

- **What is the expected impact of this training on student achievement?**

Students will be able to continue using test-taking strategies at home. This will provide more practice and support when answering questions. This will help increase students' achievement on the F. A. S. T. /STAR and other local assessments.

- **Date of Training**

January 2024

- **Responsible Person(s)**

Assistant Principal, SSCC and K-5 Grade Teacher Leaders

- **Resources and Materials**

Invitation Reading Passage Math/ELA Task Highlighters Anchor Chart Paper Markers Pencils Paper Question Stems Computers to Log In

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$200

4. Reflection/Evaluation of Training #2

- Name of Training

N/A

- Number of Participants

N/A

- What were parents able to do as a result of the training?

N/A

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

N/A

- What went well with the training?

N/A

- What improvements would be made and what steps will you implement to make the training more effective?

N/A

5. Parent and Family Capacity Building Training #3

- Name of Training

STEM Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be able to understand the importance of STEM education. In addition, parents will be able to use the make-and-take STEM lab activities at home to reinforce students' success in Science and Math.

- Describe the interactive hands-on component of the training.

Parents will engage in hands-on, interactive, and engineering design challenges. This allows them the opportunity to experience science experiments, math activities, programming, and robotics games along with team-building challenges in stations with their students so they can explore STEM together in a fun way.

- What is the expected impact of this training on student achievement?

The STEM night for families will help develop creators, thinkers, problem solvers, innovators, and thoughtful risk-takers in our students who experiment with scientific processes and ask critical thinking questions.

- **Date of Training**

March 2024

- **Responsible Person(s)**

Assistant Principal, SSCC and K-5 Grade Teacher Leaders

- **Resources and Materials**

Invitation STEM Rotation KITS Science Lab Take-Home Tasks Highlighters Anchor Chart Paper Markers Pencils Paper STEM Robotics Supplies

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

\$200

6. Reflection/Evaluation of Training #3

- **Name of Training**

N/A

- **Number of Participants**

N/A

- What were parents able to do as a result of the training?

N/A

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

N/A

- What went well with the training?

N/A

- What improvements would be made and what steps will you implement to make the training more effective?

N/A

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

ESE Dept

- Describe how agency/organization supports families.

ESE Dept provided variety of support. They support families by providing clarity to the ESE process, print based resources for families, and training if needed. assist with strategies for teachers, and work with support teachers with student achievement. CPALMS and Special Ed Connection toolbox of information, print based resources, and interactive tools that help educators effectively implement teaching standards. www.FloridaStudentsAchieve.org will help our families make critical education decisions by enabling them to access school and district-level data that better informs families about the state's college and career-ready standards and the quality of learning taking place in their students' classrooms. State and district printed resources for parent support groups, parent conferences, and parents rights.

- Based on the description list the documentation you will provide to showcase this partnership.

Sample ESE resources for families, Sample email to show collaboration with the department.

- Frequency

Quarterly

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Christ Fellowship

- Describe how agency/organization supports families.

Provide families with school supplies at the beginning and throughout they year, and provide Christmas toys for parent, painting the building, and much more that provide relief to families. Provides volunteers for child care for trainings and workshops Assist with promoting IB themes by grade level Provides assistance to teachers with classrooms,

- Based on the description list the documentation you will provide to showcase this partnership.

Partnership letter and Thank you notes

- Frequency

Quarterly

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Multicultural Dept

- Describe how agency/organization supports families.

Provide information and resources for families on Hispanic celebrations, African-American celebrations), and learning strategies for ELL students. assist with strategies for teachers, and work with support teachers with student achievement Allocating resources, headphones, and written resources to serve English Language Learners. Providing language related instructional resources aligned to the standards and designed to meet the needs of English Language Learners Provide PLC for parents that want to know about choice, as well as academics within the school.

- Based on the description list the documentation you will provide to showcase this partnership.

Sample Multicultural Dept. resources and email to show collaboration with the department.

- Frequency

Quarterly

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

To provide timely information about Title I, we strive to: regularly update the Marquee, send newsletters, translated letters, send parent link texts, emails, text print-outs, phone/text call-out transmissions/scripts, and social media posts.

- List evidence that you will upload based on your description.

Sample letters, social media snapshots, parent link texts, callouts, flyers, newsletters, emails

- Description

We will inform parents through/during Open Hours/Curriculum Night, Title I Annual Meeting, SAC meeting, and parent conferences and progress reports and report cards meeting

- List evidence that you will upload based on your description.

Flyer, invitation, meeting agenda, parent teacher conference notes, sample report card /progress report card discussion

- Description

We have a Meet the Teacher Day, Open House, Curriculum Night, SAC meetings, parent conferences, IEP and SBT meetings to inform parent about academic assessment to measure student progress and achievement levels of State academic standards.

- List evidence that you will upload based on your description.

Invitation, flyers, agenda, handouts, IEP/SBT meeting notes

- Description

We will inform parents about opportunities to participate in decision-making related to the education of their children through SAC, meet the teacher, Curriculum Night, Title I Annual Meeting, parent teacher conferences, and SBT meeting.

- List evidence that you will upload based on your description.

SAC agenda, invitation, flyer, PTC and SBT notes

- Description

Meetings and trainings will be scheduled in the morning, noon, and after school and or after SAC. Childcare will be provided when possible.

- List evidence that you will upload based on your description.

Events with time and dates to show flexible meetings

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

• Description

All material will be translated, in all languages to include School-Parent Compact, academic reports, newsletters, translated letters. CLF's will make phone calls and will be present to assist parents with translation

• List evidence that you will upload based on your description.

Translated documents, Newsletters, translated letters, academic reports and CLF log of services

• Description

We will increase print of the newsletters, send text messages, contact district assistance for Braille or sign language interpreters. Our school building is ADA accessible. Wheelchair accessible entrances and seating will be offered as requested. School will also provide hearing impairment audio equipment and any other support upon request. If necessary, school will contact the district office for support if needed. Parents are/will also be given suggestion slips to complete at each meeting. Suggestions are reviewed and implemented as appropriate.

• List evidence that you will upload based on your description.

Newsletter, photo of school as ADA accessible, sample email to district requesting for Braille or sign language interpreters

- **Description**

The school will coordinate with the Migrant Department and Multicultural Department as needed to provide additional support to our migratory working families. The school will provide home visits as needed to share information and connect families along with CLF timesheets, share information about various services that are available through the Migrant Education Program.

- **List evidence that you will upload based on your description.**

Sample communication with Migrant Office for support and services.

- **Description**

School personnel will assist families in setting them up with the McKinney-Vento program if needed. School will seek out BHP, and school counselors, and all local agencies, as well as district personnel regarding agencies and school assistance if needed

- **List evidence that you will upload based on your description.**

McKinney-Vento flyer and sample email to district specialist requesting support and service for families experiencing homelessness

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- **Name of Activity**

None

• Brief Description

N/A

2. Activity #2

• Name of Activity

None

• Brief Description

N/A

3. Activity #3

• Name of Activity

None

• Brief Description

N/A

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Promote positive behavior;
- Develop students organizational skills;

- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Grove Park Elementary is committed to building students' non-academic skills which ultimately support their academic growth. We engage students in academic field trips that build on classroom instruction, help them gain a better understanding of content topics, and develop a more well-rounded cultural perspective of a world outside of their own. We also implement mentoring programs specifically targeted at those students who are struggling with both academics and behavior. We include both school-based mentoring programs for students with behavior needs (check in/check out) and after-school enrichment mentoring opportunities. These (outside the fine arts wheel) after-school enrichment programs increase the student's overall schema, foundational knowledge, and motivation to learn new skills. Key stakeholders provide experiences in the areas of the arts, leadership, and sports. We continuously increase our club selections to currently include soccer, ballet/dance, drum line, and drill. We also provide direct mental health services through our co-located counselor, Behavior Health Professional, and mental health team. They work directly with agencies within the district and our district partners to assist with mental and physical health for our families, e.g. Chrysalis, Multicultural, and Behavior Basics. These agencies through our referral, contact the parents to discuss a therapeutic management program for the students at home and for school. All students also receive guidance from the guidance counselors every six days on the fine arts wheel. We identify students in need of social-emotional support and provide small group or one on one counseling around the following various topics: bereavement, anxiety, divorce, parent loss, self-esteem, and bullying. These counseling sessions occur during the school day. The school participates in a monthly International Bachelorette (IB) theme, where we focus on a different IB Learner Profile each month to promote student awareness. We also use the CHAMPS model, to assist with daily behavior and routines within the school day. CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. We also plan to include AVID in our intermediate classes to assist students' organizational skills and instill a Growth Mindset.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and

- Track students' progress.

1. SBT/MTSS Implementation

Grove Park engages in data-based decision-making utilizing a Multi-Tiered System of Support (Core Curriculum, Tier 1), Supplemental, (Interventions, Tier 2) and Intensive (Interventions, Tier 3). All students receive Tier 1 support from teachers as core instruction. This includes some slight adjustments or small group support to help a child achieve desired learning goals. If a student still continues to struggle academically the teacher may request that the child be placed in the Multi Tiered Systems of Support (MTSS) for Tier 2. The structured School Based Team (problem-solving team) develops a universal action plan identifying academic/behavioral deficiencies. The MTSS develops school wide interventions, monitoring the MTSS effectiveness with universal screening by analyzing literacy assessment system results, reading performance /assessment results, writing samples and math skills in isolation performance/ assessment results. A team convenes and studies the child and his/her progress, diagnostics, scores, data and all relevant information to the specific child. The team may decide to formally write a Tier 2 plan for the child with a specific learning goal to be achieved within a reasonable timeframe (6-10 weeks). Tier 2 interventions are given daily for 30 minutes above and beyond core instruction for reading or math using a scientifically research based intervention. The team reconvenes within about eight weeks and re-evaluates the child's progress by evaluating the data from the interventions. At that time, the goal may be adjusted, the plan may no longer be needed or the team may decide that the child requires a more intensive system for intervention. The team would then consider the child for Tier 3 interventions, which would be a continuation of the Tier 2 intervention PLUS additional direct instruction with a research based intervention. Typical academic inThe School-based team (SBT) uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavior support (supplemental or intensive). An intervention plan will be developed, which identifies a student's specific areas of deficiencies and appropriate research-based intervention to address these deficiencies. Each case will be assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via letter sent home and parent conference. Leadership and teachers practice shared decision making in an effort to meet the needs of all students during Professional Learning Communities (PLCs), grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Tier 1:All students receiving on grade level standards based curriculum through iReady, using effective large and small group instruction. They are also receiving International Bachelorette strategies using the learner profiles, which are: Caring, Risk Takers, Inquirers, Knowledgeable, Thinkers, Open-Minded, Communicators, Reflective, Principled, to address the social emotional concerns through the use of morning meetings across the grade level. If a student still continues to struggle academically the teacher may request that the child be placed in the Multi Tiered Systems of Support (MTSS) for Tier 2. The School-based team (SBT) convenes and studies the child and his/her progress, diagnostic scores, assessment data, and all relevant information to the specific child. The team may decide to formally write a Tier 2 plan for the child with a specific learning goal to be achieved within a reasonable timeframe (6-10 weeks). Tier 2:Some students receive instructional Interventions that are given daily for 30 minutes above and beyond core instruction for reading/ math, or behavior, using a scientifically research based intervention. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of student who share the same academic and/or behavior need. Interventions are provided through LLI (Leveled Literacy Intervention) or Voyager. The School-based team (SBT) convenes within 8 weeks to reevaluate the child's progress by evaluating the data from the interventions. At that time, the goal may be adjusted, the plan may no longer be needed or the team may decide that the child requires a more intensive system for intervention. Tier 3: A small number students receive an additional 30 minutes of intensive intervention. This intervention is provided in a very small group or individual pull-out setting, with a narrow focus based on an identified barrier. The service is provided to a small group or individual students through a pull-out setting, using LLI (Leveled Literacy Intervention), Aims Web, or EasyCBM. Interventions are done during the Tiered Support block built into the master schedule.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Grove Park has emphasis on student achievement using multiple data sources. Transparency coupled with High Expectations is set forth by school leadership, and there is an explicit drive towards equitable access to provide different opportunities and to personalize learning for all students. We have a shared commitment and collective responsibility for the academic success of every student and to establish personalized learning opportunities for all students with initiatives focused on providing equitable access to high level rigorous instruction. Our instructional framework outlined for grades k-5 is focused and aligned through the Florida BEST Standards. Best practices for core instructions are also aligned through Florida BEST Standards. Teachers plan collaboratively through the help of the Single School Culture Facilitator, who helps facilitates PLC (Professional Learning Community), which focus in planning instruction to help with the intent of instruction. The master schedule is created after doing a student analysis in which focuses on the specific needs of students in an inclusionary setting which includes general education, ESE, (Special Education) ELL, (English Language Learners), RTI, (Response to Intervention) SAI, (Supplemental Academic Instruction) and AMP. K-5 Students are placed in self contained or departmentalized duo or trio of core classes throughout the day and are supplemented by a 30 min fine arts class. These core classes include: English Language Arts (ELA), Math, Science, Writing, Social Studies, and are taught by a certified, highly qualified teachers who specialize in the subject they teach. We have a foundation of early learning starting in pre-k that includes an infusion of IB learner profiles, such as Caring, Risk-taker, Open-Minded, Risk Taker, Communicators, Principled, in core content subjects such as mathematics and reading/ELA courses. We also connect students' interests, skills, goals, and career possibilities along a continuum of activities that includes career awareness, exploration, preparation, and training. Students can participate in extracurricular activities on campus such as Chorus Club, Drum Line, and the Leadership Club, which help integrate academic skills into another discipline. Students participate in fine arts classes of Media, PE, Art, Character Ed, Music, Spanish which rotates every 6 days. Each of the fine arts courses has district approved curriculum and they are all certified teachers. Students are offered the opportunity to attend Saturday and after school tutorials, and are chosen based on sub groups that have traditionally shown a decrease in reading and math, and then those students that are in the lowest 25% and others that need remediation or enrichment. We implement International Bachelorette (IB) Learner Profiles, which are open mindedness, caring, being a risk taker, balanced and reflective, reflective, inquirer, knowledgeable, communicators, and principled. The goals of learning the myriad of IB learner profiles and strategies, enhances the student's chances of going and staying in college and persisting in their studies through rigorous studies. The students are better able to cope with demanding workloads, manage their time and meet expectations. .

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- ACT/SAT prep programs;
- Project-based learning opportunities;

- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

School-wide, we are committed to building college and career awareness by maintaining high expectations and conveying the conviction that all students can succeed in college. We also encourage students to participate in rigorous academic programs by increasing rigor with the Florida BEST Standards within our classrooms, using International Bachelorette (IB) Learner Profiles, which are open mindedness, caring, being a risk taker, balanced and reflective, reflective, inquirer, knowledgeable, communicators, and principled. We also help students realize they are capable of achieving greater academic goals than they set for themselves. We make sure within our fine arts and core classes we promote career exploration and encourage students to aim high. The goals of learning the myriad of IB learner profiles and strategies, enhances the student's chances of going and staying in college and persisting in their studies through rigorous studies. The students are better able to cope with demanding workloads, manage their time and meet expectations. The students also engage in service activities to help the community, such as peer counseling. Secondary students visit primary student's classes and speak about various careers that they have researched, as well as colleges they have expressed an interest in. With the infusion of Spanish, Grove Park develops students' academic, social and emotional well-being, focusing on international-mindedness and strong personal values through the use of Spanish songs, research of the varied aspects within the culture, and activities learning about the culture. The learning experiences enable students to develop language within meaningful and enjoyable contexts, and students are able to make connections, apply their learning, and transfer their conceptual understanding to new situations. When students learn Spanish, this helps to change the mindset about tackling rigorous courses in the future, and has shown to assist with students achieving expected gains, and increasing test scores on standardized tests in reading, language arts, and mathematics. When students take Spanish it increases their cognitive development in such areas as mental flexibility, creativity, divergent thinking, and higher-order thinking skills, all which are necessary to apply to rigorous courses they will be more confident with taking in the near future. We also have started Grove Park mentoring programs, which assists students that are struggling with academics and behavior, as well as increasing overall schema and foundational knowledge by bringing stakeholders who can add the arts and sports to the student's schedules, this is outside of the fine arts wheel. Our guidance, and community partners, come in to speak to our challenging students that also have a need in academics. We will be implementing a career day where our 5th grade, students will research various careers and present to our stakeholders, (parents and business partners). To build students' awareness of and readiness for post secondary opportunities and the workforce, our guidance program includes, as part of our district approved curriculum, career & college awareness components. The guidance counselors offer assemblies on middle school choice application processes. This year, we have started an AMP class for our 3rd, 4th and 5th Grade students.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

Grove Park offers a full-time VPK class that is integrated into the school. Our VPK students participate in all the school events, inclusive of assemblies, and other family events. We meet with Pre-K parents at a curriculum meeting to discuss the curriculum and all of the aspects of kindergarten. Teachers meet with parents through the year to communicate progress towards Kindergarten readiness. We have an annual Kindergarten Round-up in the Spring, which includes parent training on what to expect in Kindergarten, as well as strategies to help students over the summer to be prepared for the start of Kindergarten. We do offer staggered start for new Kindergarten students, allowing for a smaller group and more personalized start to the Kindergarten year. Parents have the opportunity to meet the teacher day prior to start of school, and allow parents to come in and tour the kindergarten classes. Over the summer, we prepare the parents and students and local Pre-k programs within the community about topics they will be exposed to e.g., the Florida Best Standards, reading fluency, academic assistance, lunchtimes, reading books independently, discuss appropriate behaviors while riding the school bus, and making sure each student has the basic skills needed for kindergarten.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Teachers participate in PLC (professional learning communities) which are held for each grade level, every seven days. Teachers have the opportunity to learn about:: LLI (Leveled Literacy Instruction) Deepening Content within the Marzano framework Explicit Instruction of vocabulary Classroom Management strategies CHAMPS Regional Support District Curriculum Support Benchmark Reading System BEST Standards Penda Science Voyager I Ready/Successmaker Leadership PD to include: Engaging students and instructional teams in fostering meaningful relationships and creating a climate/culture that promotes success for all. Learn new trends in education and methods and techniques to help every child and teacher succeed. We also provide Marzano training to assist with understanding the Palm Beach Model of Instruction. We do receive District curriculum support regarding math interactive notebooks, as well as what the math block should look like. North Region professional development and district cadre sessions take place bi-weekly in core academic areas, to understand the Florida Standards and instructional process for the following month. Professional development is offered on the International Bachelorette format. This is offered to the entire staff regarding inquiry and applying standards, and informal trainings takes place during PLC (professional Learning Communities) and during team meetings to develop and write units of study that integrate all academic courses. PD will be offered face to face or virtual. There is also opportunity for all grade levels to participate in formal training at neighboring elementary schools to write units of study based on the Florida Standards infusing every core content.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

We recruit and retain certified and effective teachers by:

1. Monthly meetings with Asst. Principal as a part of the Educator Support Program where we review instructional best practices and provide opportunities for new educators to receive support from mentors and district instructional leaders.
- 2 New teachers are partnered with veteran faculty members (mentors) for support.
- 3 New Teachers are provided extra support through SSCC instructional support team who can provide professional development, model lessons, provide resources, and encouragement.
4. Referrals from the District Personnel Office, Colleagues, and Co-Workers of potential candidates are one of the most reliable sources. Through these referrals, we are able to schedule interviews to identify candidates who would be a good fit for our school.
5. Professional Development throughout the year is a way to help teachers grow. As they learn more about the profession they feel more confident in their craft and are more likely to stay in the profession.
6. Professional Learning Community (PLC) Meetings are a weekly forum for collaboration among team members.
7. Grade Level/Department Meetings are monthly opportunities for support and collaboration among colleagues.
8. Our Teacher Ambassador provides our new teachers with a "check-in" system to provide information on how they can best be supported.
9. Administration attends job fairs to recruit highly effective teachers to the school.
10. Collaboration with HR and the Regional office to recruit highly effective teachers
11. We work with academic tutors who exhibit high-level skills to become teachers at our school, we support them through encouragement, and training
12. Provide an orientation day to the new teachers prior to the first day of school
13. New teachers have the opportunity to visit master teacher's classrooms to build capacity
14. Team leaders and mentors lead new teachers on best practices, e.g. Instructional Design, The Learning Environment, Instructional Delivery and Facilitation, Assessment, Professional Improvement, and Ethical Conduct.

*Grove Park does allow teacher sponsorship of clubs, a few we currently have are the Drum Line and Drill team, and Art club. We also offer Saturday tutoring for teachers that would like to assist with enhancing student achievement.