
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.

The FY23 FAST and STAR data shows 65% of students in grades 3-5 and 48% of students in kindergarten through second grade are performing below grade level in English Language Arts (ELA). 42% of the school is involved in the MTSS process

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

Lack of Training and Awareness; Teachers may lack awareness of effective targeted intervention programs for addressing significant ELA gaps. Without adequate training, teachers may not have the knowledge or skills to implement these intervention programs effectively. Consistent Professional Development on Differentiation: Training in Differentiation, Teachers may lack training in differentiation strategies to effectively meet the diverse learning needs of students with significant ELA gaps. Lack of Family Engagement Support-There may be limited support and resources available to parents to reinforce literacy skills at home and support their child's ELA development. 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 and Math 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 and math skills.

3. Share possible solutions that address the root causes.

Targeted Intervention Programs: Solution: Provide comprehensive training sessions for all teachers on evidence-based intervention programs designed to address foundational literacy skills such as phonics, fluency, and comprehension. Implement a structured intervention framework that includes regular progress monitoring to ensure students receive timely and appropriate support. Create intervention teams comprised of teachers, literacy specialists, and interventionists to collaborate on identifying at-risk students and implementing targeted interventions. Offer ongoing professional development opportunities and coaching sessions to support teachers in effectively implementing intervention programs and monitoring student progress. Professional Development on Differentiation: Solution: Develop a professional development plan focused on differentiation strategies tailored to the diverse needs of students with significant ELA gaps. Provide workshops, and peer collaboration opportunities for teachers to learn and practice differentiation techniques, such as flexible grouping, tiered assignments, and scaffolding. Incorporate differentiation strategies into existing curriculum planning and instructional resources, ensuring that teachers have practical tools and examples to apply in their classrooms. Establish professional learning communities or study groups where teachers can share successes, challenges, and strategies related to differentiation, fostering a culture of continuous improvement.

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

- Communication

Send home sight words, vocabulary practice, writing activities, reading materials, and comprehension activities. Use GP folders for important information and homework. Parent Workshops/ Trainings on ELA and strategies Form partnership with outside agencies 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. Offering flexible meeting dates and times

- Parent Training

Understanding the ELA Curriculum Promoting Literacy at Home Supporting Reading Comprehension Building Vocabulary Skills/ strategies to share with parents: Encouraging Writing Practice Utilizing Technology for Literacy Fostering Critical Thinking Skills Effective Home-School Communication, use of agenda, phone, text, parent link, social media and Twitter

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

- **School**

Add the following statements : 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 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 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**

Effective Communication Strategies: This includes active listening skills, clear and empathetic communication, and strategies for building positive relationships with families. Cultural Competence and Awareness Understanding Family Dynamics Promoting Literacy at Home Utilizing Technology for Family Engagement Effective Home-School Communication, use of agenda, phone, text, parent link, social media and Twitter

- **Accessibility**

Parent Workshops/ flexible time Home to School Connection Work With Agencies to Provide Support for Diverse Learners and Families -ESE, ELL, migrant, Homeless, Foster care

Math

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

1. List prioritized needs statements.

According to STAR AND FAST FY23 data, 52% of students in kindergarten through second grade and 58% of students in third through fifth grade are not performing at or above grade level

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

Lack of Strong Foundational Skills: Ineffective Instructional strategies Insufficient Differentiation Low expectations-High Expectations and Supportive Culture: Foster a culture of high expectations for student achievement in math. Ineffective Instructional Strategies 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. Misalignment of Targeted Intervention Programs

3. Share possible solutions that address the root causes.

Teaching of pppropriate Differentiated Instruction PLC and Peer collaboration Data Informed Decision Making Increase Family Engagement Send home Math fact/fluency practice and vocabulary activities. 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 Provide resources, workshops, and opportunities for parents to reinforce math skills at home, communicate with teachers about their child's progress, and participate in school activities focused on math.

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

- **Communication**

Send home sight words, vocabulary practice, writing activities, reading and math materials, and comprehension activities. Use GP folders for important information and homework. Parent Workshops/ Trainings on math and strategies Form partnership with outside agencies 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. Offering flexible meeting dates and times

- **Parent Training**

Understanding the Math Curriculum Promoting Literacy at Home Supporting Math/Manipulatives Comprehension Building Vocabulary Skills/ strategies to share with parents: Encouraging Unraveling Word Problems Practice/Fluency Utilizing Technology for Literacy Fostering Critical Thinking Skills Effective Home-School Communication, use of agenda, phone, text, parent link, social media and Twitter

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

- **School**

Have Clear Communication Provide Parent Workshops Provide Parent Conferences Create a Feedback Mechanism Provide Updates and share news often Celebrate Achievements

- **Students**

Be able to lead their conferences Setting Goals with ways to achieve Be able to Lead their own Literacy Activities Celebrate Achievements

- **Parents**

Collaborate with the School Work with their student at Home Communicate with the Teachers Help with Literacy Drives, Math Game Nights, etc Volunteer in classes or around the school

- Staff Training

Assist teachers in understanding how to better engage families Model Positive Communication to families Address Barriers to Engagement Share effective Strategies Provide PD on standards and the instructional process with interventions

- Accessibility

Consistent support for families with disabilities, experiencing homelessness, or engaged in migrant work Accessibility Assessments: Conduct regular assessments of the school's physical facilities to identify barriers to accessibility for families with disabilities Create Inclusive Spaces Provide Accommodations Cultural Competency Training Collaborate with Community Partners

Science

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

1. List prioritized needs statements.

The proficiency rates among GP fifth-grade proficient students have been consistently below 50% in years. Last only 15% of fifth-grade students demonstrating proficiency in the area of Science. This data underscores the critical need for targeted interventions and instructional approaches and integrating science and vocabulary in grades K-5

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

Lack of Hands-On Learning Experiences Inadequate Teacher Training and Resources Limited Integration of Science Across Curriculum Low Student and parent engagement engagement Language and Literacy Barriers Lack of Differentiation for ESE and ELL Learners

3. Share possible solutions that address the root causes.

Promote Inquiry-Based Learning Provide Professional Development Integrate Science Across Curriculum Address Language and Literacy Needs Form Community Partnerships and Field Experiences Monitor Assessments and Provide Feedback More parent support in science literacy

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

- Communication

Send home sight words, vocabulary practice, writing activities, science, reading materials, and comprehension activities. Use GP folders for important information and homework. Parent Workshops/ Trainings on ELA and strategies Form partnership with outside agencies 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. Offering flexible meeting dates and times

- Parent Training

Provide Support for Diverse Learners Understanding the Science Curriculum Promoting Literacy at Home Building Vocabulary Skills/ strategies to share with parents: Utilizing Technology for Literacy Fostering Critical Thinking Skills Effective Home-School Communication, use of agenda, phone, text, parent link, social media and Twitter

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

- School

Implementation of the BEST Standards for ELA and Math. Increase Math and Literacy Achievement for every student Increase strategies for parental involvement. Have Clear Communication Provide Parent Workshops Provide Parent Conferences Create a Feedback Mechanism Provide Updates and share news often Celebrate Achievements

- Students

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. Be able to lead their conferences Setting Goals with ways to achieve Be able to Lead their own Literacy Activities Celebrate Achievements

- **Parents**

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. Collaborate with the School Work with their student at Home Communicate with the Teachers Help with Literacy Drives, Volunteer in classes or around the school

- **Staff Training**

Assist teachers in understanding how to better engage families Model Positive Communication Address Barriers to Engagement Share effective Strategies Provide PD on standards and the instructional process with interventions

- **Accessibility**

for families with disabilities, experiencing homelessness, or engaged in migrant work Accessibility Assessments: Conduct regular assessments of the school's physical facilities to identify barriers to accessibility for families with disabilities Create Inclusive Spaces Provide Accommodations Cultural Competency Training Collaborate with Community Partners

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: \$92,969.00

Acct Description	Description																																																									
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="428 209 1012 293">Item</th> <th data-bbox="1012 209 1167 293">Quantity</th> <th data-bbox="1167 209 1289 293">Rate</th> <th data-bbox="1289 209 1388 293">Days</th> <th data-bbox="1388 209 1499 293">Hours</th> <th data-bbox="1499 209 1621 293">Weeks</th> <th data-bbox="1621 209 1772 293">Certified</th> <th data-bbox="1772 209 1902 293">Type</th> <th data-bbox="1902 209 2024 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 293 1012 459">Certified Tutors - Grades 2-5 ELA and Math - After school/Sat - Enrichment and remediation - Starts October</td> <td data-bbox="1012 293 1167 459">3</td> <td data-bbox="1167 293 1289 459">\$37.00</td> <td data-bbox="1289 293 1388 459">2</td> <td data-bbox="1388 293 1499 459">1.5</td> <td data-bbox="1499 293 1621 459">10</td> <td data-bbox="1621 293 1772 459">Certified</td> <td data-bbox="1772 293 1902 459">Original</td> <td data-bbox="1902 293 2024 459">\$3,330.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified Tutors - Grades 2-5 ELA and Math - After school/Sat - Enrichment and remediation - Starts October	3	\$37.00	2	1.5	10	Certified	Original	\$3,330.00																																							
Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total																																																		
Certified Tutors - Grades 2-5 ELA and Math - After school/Sat - Enrichment and remediation - Starts October	3	\$37.00	2	1.5	10	Certified	Original	\$3,330.00																																																		
Resource Teacher	The K-5 Math Resource Teacher will provide push-in remediation and enrichment services to targeted students.																																																									
Supplies	<table border="1"> <thead> <tr> <th data-bbox="428 602 1304 727">Item</th> <th data-bbox="1304 602 1446 727">Quantity</th> <th data-bbox="1446 602 1604 727">Rate</th> <th data-bbox="1604 602 1772 727">Supply Type</th> <th data-bbox="1772 602 1902 727">Type</th> <th data-bbox="1902 602 2024 727">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="428 727 1304 837">Highlighters-24 pack</td> <td data-bbox="1304 727 1446 837">12</td> <td data-bbox="1446 727 1604 837">\$12.00</td> <td data-bbox="1604 727 1772 837">General Supplies</td> <td data-bbox="1772 727 1902 837">Original</td> <td data-bbox="1902 727 2024 837">\$144.00</td> </tr> <tr> <td data-bbox="428 837 1304 948">Notebooks</td> <td data-bbox="1304 837 1446 948">100</td> <td data-bbox="1446 837 1604 948">\$6.00</td> <td data-bbox="1604 837 1772 948">General Supplies</td> <td data-bbox="1772 837 1902 948">Original</td> <td data-bbox="1902 837 2024 948">\$600.00</td> </tr> <tr> <td data-bbox="428 948 1304 1058">Paper - case</td> <td data-bbox="1304 948 1446 1058">52</td> <td data-bbox="1446 948 1604 1058">\$34.00</td> <td data-bbox="1604 948 1772 1058">General Supplies</td> <td data-bbox="1772 948 1902 1058">Original</td> <td data-bbox="1902 948 2024 1058">\$1,768.00</td> </tr> <tr> <td data-bbox="428 1058 1304 1169">Shipping</td> <td data-bbox="1304 1058 1446 1169">1</td> <td data-bbox="1446 1058 1604 1169">\$6.00</td> <td data-bbox="1604 1058 1772 1169">General Supplies</td> <td data-bbox="1772 1058 1902 1169">Original</td> <td data-bbox="1902 1058 2024 1169">\$6.00</td> </tr> <tr> <td data-bbox="428 1169 1304 1279">Expo markers chisel point</td> <td data-bbox="1304 1169 1446 1279">50</td> <td data-bbox="1446 1169 1604 1279">\$10.00</td> <td data-bbox="1604 1169 1772 1279">General Supplies</td> <td data-bbox="1772 1169 1902 1279">Original</td> <td data-bbox="1902 1169 2024 1279">\$500.00</td> </tr> <tr> <td data-bbox="428 1279 1304 1390">Post-it Notes 12 pack</td> <td data-bbox="1304 1279 1446 1390">10</td> <td data-bbox="1446 1279 1604 1390">\$15.00</td> <td data-bbox="1604 1279 1772 1390">General Supplies</td> <td data-bbox="1772 1279 1902 1390">Original</td> <td data-bbox="1902 1279 2024 1390">\$150.00</td> </tr> <tr> <td data-bbox="428 1390 1304 1516">Pre-sharpened pencils</td> <td data-bbox="1304 1390 1446 1516">26</td> <td data-bbox="1446 1390 1604 1516">\$7.00</td> <td data-bbox="1604 1390 1772 1516">General Supplies</td> <td data-bbox="1772 1390 1902 1516">Original</td> <td data-bbox="1902 1390 2024 1516">\$182.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Supply Type	Type	Total	Highlighters-24 pack	12	\$12.00	General Supplies	Original	\$144.00	Notebooks	100	\$6.00	General Supplies	Original	\$600.00	Paper - case	52	\$34.00	General Supplies	Original	\$1,768.00	Shipping	1	\$6.00	General Supplies	Original	\$6.00	Expo markers chisel point	50	\$10.00	General Supplies	Original	\$500.00	Post-it Notes 12 pack	10	\$15.00	General Supplies	Original	\$150.00	Pre-sharpened pencils	26	\$7.00	General Supplies	Original	\$182.00
Item	Quantity	Rate	Supply Type	Type	Total																																																					
Highlighters-24 pack	12	\$12.00	General Supplies	Original	\$144.00																																																					
Notebooks	100	\$6.00	General Supplies	Original	\$600.00																																																					
Paper - case	52	\$34.00	General Supplies	Original	\$1,768.00																																																					
Shipping	1	\$6.00	General Supplies	Original	\$6.00																																																					
Expo markers chisel point	50	\$10.00	General Supplies	Original	\$500.00																																																					
Post-it Notes 12 pack	10	\$15.00	General Supplies	Original	\$150.00																																																					
Pre-sharpened pencils	26	\$7.00	General Supplies	Original	\$182.00																																																					

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Chart Paper	10	\$25.00	General Supplies	Original	\$250.00
	Allocation differential per survey 3 data adding pencils. paper, chart pads, folders, markers, cardstock, binders, dividers,pencil pouches, student whiteboards, erasers, post-it notes	1	\$1,140.00	General Supplies	Original	\$1,140.00

Action Step: Professional Development

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

Budget Total: \$206,851.00

Acct Description	Description
Single School Culture Coordinator	The Single School Culture Coordinaton will provide on-going PD, coaching, modelling of standard-based lessons in K-2 reading and math
Single School Culture Coordinator	The Single School Culture Coordinaton will provide on-going PD, coaching, modelling of standard-based lessons in grades 3-5 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: \$3,813.50

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Case of paper	10	\$32.00	General Supplies	Original	\$320.00
	Shipping	1	\$5.99	General Supplies	Original	\$5.99
	Student Planners K-2 (PE)	400	\$1.70	General Supplies	Original	\$680.00
	Chart Paper	50	\$25.00	General Supplies	Original	\$1,250.00
	Expo markers	56	\$4.07	General Supplies	Original	\$227.92
	Pencils/pack	9	\$7.01	General Supplies	Original	\$63.09
	Composition Notebooks/12 pack	14	\$53.00	General Supplies	Original	\$742.00
	Student Planners 3-5 (PE)	300	\$1.70	General Supplies	Original	\$510.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Allocation differential per survey 3 data adding adding paper, colored paper, pencils, pens, markers, cardstock	1	\$14.50	General Supplies	Original	\$14.50

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 communication 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
Danicca Herring	Assistant Principal
Andrea McIntyre	SSCC
Ernie Charles	SSCC
Clavondrea Francis	Parent
Melanie Visnich	Resource/IB Coordinator

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 program. 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. Meeting notes with specific dates and sign-in sheets were submitted to the district for compliance. 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 for review and acceptance. Title I SWP will not be approved without accepted CNA process documentation.

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 PFEP teacher engagement training supplies.

Name	Title
Danicca Herring	Assistant Principal
Andrea McIntyre	SSCC
Marzella Mitchell	Principal
Ernie Charles	SSCC

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?

October 1, 2024 at 3:00 p.m. in Media Center

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, social Media, 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 FY25 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

Planting the Seeds: Family Engagement for Growth

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

Shifting the focus of parent-teacher conferences from understanding student deficits to highlighting student strengths and collaboratively setting goals for growth. Equipping staff to communicate content concepts to families in a clear and accessible way. Strengthening staff's ability to communicate effectively with families from diverse backgrounds, Organize workshops for families to learn how to set academic and personal goals for their children and create a supportive home learning environment.

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

Increased family comfort and confidence, enhanced collaboration and goal setting, stronger partnerships across cultures, Improved student outcomes

- What will teachers submit as evidence of implementation?

Conference Notes: Encourage teachers to revise their conference notes templates to include sections for highlighting student strengths and collaboratively setting goals. Notes should include specific examples of strengths across different areas (academics, social-emotional learning, talents) and document goals set with parents' input. Pre-Conference Surveys: Teachers can create surveys for parents to complete before conferences. These surveys could ask parents to share their child's strengths and areas they'd like to focus on collaboratively. Family Communication Resources: Teachers can create handouts or online resources that explain complex content concepts in clear and accessible language, with visuals and real-life examples. These resources can be translated into multiple languages for diverse families. Sample "At Home" Activities: Following training on clear communication of concepts, teachers can submit examples of "At Home" activities they shared with families. These activities should be engaging and reinforce learned concepts in a way parents can easily understand and implement at home. Communication Logs: Teachers can document their communication efforts with families from diverse backgrounds. Logs can include details on using translation services, collaborating with interpreters, or utilizing culturally relevant communication methods.

- Month of Training

Early September 2024

- Responsible Person(s)

SSCC's, Admin, Teacher Resource

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Planting the Seeds: Family Engagement for Growth

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Understanding Diverse Learning Styles, Supporting Families with all Student Needs

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

Equip staff to use a variety of instructional methods (visual aids, interactive activities, discussions) to cater to different learning styles within the classroom. How to develop a resource pack with handouts and activities that cater to different learning styles. This could include visual organizers for notetaking, auditory learning activities like educational podcasts or audiobooks, and kinesthetic learning activities like hands-on experiments or movement games. Train staff on differentiating communication based on specific student needs. This includes using clear and concise language, offering visuals and written materials, and utilizing translation services or interpreters for non-dominant language families.

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

This training aims for staff to empower families to become active participants in their child's education by equipping them with the tools and strategies to support their child's specific learning style and needs. This increased family involvement at home, coupled with improved communication and collaboration, can lead to a more positive and enriching learning experience for students

- What will teachers submit as evidence of implementation?

Surveys, conference notes indicating family satisfaction/needs,

- Month of Training

November

- Responsible Person(s)

SSCC, Admin

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Understanding Diverse Learning Styles, Supporting Families with all Student Needs

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

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

Literacy Night

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

Parents will be trained on: Effectively assess student progress in relation to grade-level expectations. Communicate clearly and meaningfully about student learning. Differentiation of instruction to meet the individual needs of all learners and strategies for home Promotes mastery of learning objectives andpersonalizes student learning experiences.

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

Sample activities: "Learning Style Safari": Set up stations around the room representing different learning styles (visual, auditory, kinesthetic). At each station, display examples of learning activities catered to that specific style. Parents rotate through stations, experiencing different activities and discussing how they might support their child's learning style at home. "Help My Learner" Challenge: Present a series of hypothetical scenarios with students facing different learning challenges in a specific subject area. Parents work in small groups to discuss strategies they could use at home to support their child based on the scenario and learning style. Q&A Role-Playing Mastery Bingo

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

These interactive activities empower families to become active partners in their child's education. By experiencing different learning styles, communication styles, and seeing practical examples of differentiated instruction and personalized learning, families gain valuable tools and strategies to support their child's learning journey in collaboration with teachers.

- Date of Training

Early October 2024

- Responsible Person(s)

SSCC, Admin, Resource Teacher, Team Leads

- Resources and Materials

Mastery Bingo: Bingo Boards: Create Bingo boards with squares containing different learning objectives or skills within a specific content area (adapt based on the training focus). Ensure there is a variety of skills represented on each board. Bingo Markers: Provide small objects like candy or chips for parents to use as Bingo markers. Mastery Description Cards: Prepare a separate deck of cards with clear and concise descriptions of how students demonstrate mastery of each learning objective listed on the Bingo board squares. Q&A Role-Playing: Sample Report Cards: Prepare copies of sample report cards demonstrating different grading scales and achievement descriptors for the role-playing scenario. Teacher Script: Create a brief script for the "teacher" role in the Q&A, outlining a specific learning objective and student progress. Include prompts for the teacher to use student work samples, rubrics, or progress charts during communication. Optional Props: Provide props like a clipboard and pen for the "teacher" role to enhance the role-playing experience. Station Signage: Create clear signage for each station identifying the learning style (visual, auditory, kinesthetic). Activity Examples: Visual: Matching games, graphic organizers, picture books, manipulatives (pattern blocks, puzzles). Auditory: Listening comprehension activities, audiobooks, songs, musical instruments (for simple rhythm exercises). Kinesthetic: Movement-based learning games, simulations, role-playing, hands-on experiments. Handouts: Provide brief handouts at each station with explanations of the learning style and a few take-home activity ideas for parents to implement with their child. Chart Paper Colored Paper Poster Maker Paper Laminator Film

- Amount (e.g. \$10.00)

\$500 as reflected in the SWP

3. Parent and Family Capacity Building Training #2

- Name of Training

Understanding Assessments

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

By equipping parents with these skills and strategies, "Understanding Assessments" training can foster a collaborative environment where families feel empowered to participate in their child's education and support their success based on a clear understanding of assessments.

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

Learn how to Interpreting Assessment Results and use strategies learned at home.

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

Give parents an understanding of the assessments Provide resources and handouts with clear explanations of different assessment types and how to interpret results. Encourage parents to share their preferred communication styles with teachers (e.g., email, phone calls, in-person meetings). Offer training in multiple languages to ensure accessibility for all families, Provide assistance on how to help based on assessment results

- Date of Training

November 2024

- Responsible Person(s)

SSCC, Admin, Teacher Resource, Team Leads

- Resources and Materials

Chart Paper Colored Paper Poster Maker Paper

- Amount (e.g. \$10.00)

\$500 as reflected in the SWP

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

Early March 2025

- Responsible Person(s)

SSCC, Admin, Teacher Resource

- Resources and Materials

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

- Amount (e.g. \$10.00)

\$200 as reflected in the SWP

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

Education Foundation

- Describe how agency/organization supports families.

Provide families with school supplies at the beginning and throughout they year, 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

Twice a Year

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, and or materials or devices 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;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- 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. We use Skills for Learning and Life (SLL) and this tool to help students with their coping skills. 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 facilitate 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;
- ACT/SAT prep programs;
- Building pathways to rigorous coursework;
- 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

As a school, 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 Kickoff (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

At Grove Park Elementary, 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 offerings 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 certified and 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.