Groveland Elementary School

2018-19 School Improvement Plan

Table of Contents

Groveland Elementary School

930 PARKWOOD AVE, Groveland, FL 34736

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

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

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

Name	Title
Sneed, Kimberly	Principal
Mabry, Joseph	Assistant Principal
Alaniz, Reanna	Dean
Boyd, Dawn	Instructional Coach
Elder, Doreen	Instructional Coach
Spivey, Sheri	Instructional Coach

Duties

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

Each member of the school leadership team serves to provide support for best practices with instruction and with the safe and efficient operation of the campus. The Principal and Assistant Principal are the instructional leaders of the school and oversee the operation of the campus. The Dean is primarily responsible for managing the discipline on campus with a focus on monitoring the Early Warning Sign data of the school. The Instructional Coaches support the core instruction of the content areas while providing resources and professional development to support the teaching staff.

Early Warning Systems

Year 2017-18

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	2	17	16	18	9	14	0	0	0	0	0	0	0	76
One or more suspensions	3	6	5	9	3	8	0	0	0	0	0	0	0	34
Course failure in ELA or Math	1	25	6	14	6	18	0	0	0	0	0	0	0	70
Level 1 on statewide assessment	0	0	0	8	21	49	0	0	0	0	0	0	0	78

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	6	60	42	50	51	83	0	0	0	0	0	0	0	292

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	8	0	0	0	0	0	0	0	0	0	8
Retained Students: Previous Year(s)	0	12	17	18	15	23	0	0	0	0	0	0	0	85

Date this data was collected

Tuesday 8/21/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	18	29	22	28	29	0	0	0	0	0	0	0	149
One or more suspensions	2	5	2	10	9	16	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	11	3	19	6	2	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	21	36	46	0	0	0	0	0	0	0	103

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	6	2	14	14	12	0	0	0	0	0	0	0	48

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	18	29	22	28	29	0	0	0	0	0	0	0	149
One or more suspensions	2	5	2	10	9	16	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	11	3	19	6	2	0	0	0	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	21	36	46	0	0	0	0	0	0	0	103

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	6	2	14	14	12	0	0	0	0	0	0	0	48

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data components which performed the lowest were ELA Achievement at 43% and Math Lower Quartile Gains at 43%. This is the second year for ELA Achievement performing the lowest. In 2017, ELA Achievement was 39% and in 2018, it was 43%. Although this shows a gain, it continues to be our lowest data component; thus it is a two-year trend.

Which data component showed the greatest decline from prior year?

The data component which showed the greatest decline from the prior year was ELA Lowest Quartile Gains at 48%, which was a decline of 9% from 2017 at 59%.

Which data component had the biggest gap when compared to the state average?

The data component with the biggest gap compared to the state average was 5th Grade ELA Achievement. The state average was 55% of students achieving a Level 3 or higher, with Groveland Elementary 17 points below at 38% of students achieving a Level 3 or higher.

Which data component showed the most improvement? Is this a trend?

Science had a 21 point gain. This is not a trend as the previous year showed a decrease in 5th grade students performing at Level 3 or higher.

Describe the actions or changes that led to the improvement in this area

We added additional hands-on labs with our Science Instructional Coach. There was more support and focus provided to the fifth grade content area of science (lesson plans, coaching, etc.).

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	43%	59%	56%	39%	57%	55%
ELA Learning Gains	51%	54%	55%	52%	56%	57%
ELA Lowest 25th Percentile	48%	46%	48%	59%	50%	52%
Math Achievement	59%	63%	62%	46%	61%	61%
Math Learning Gains	53%	54%	59%	51%	57%	61%
Math Lowest 25th Percentile	43%	41%	47%	48%	45%	51%
Science Achievement	54%	55%	55%	33%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	2 (23)	17 (18)	16 (29)	18 (22)	9 (28)	14 (29)	76 (149)
One or more suspensions	3 (2)	6 (5)	5 (2)	9 (10)	3 (9)	8 (16)	34 (44)
Course failure in ELA or Math	1 (0)	25 (11)	6 (3)	14 (19)	6 (6)	18 (2)	70 (41)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (21)	21 (36)	49 (46)	78 (103)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	46%	61%	-15%	57%	-11%
	2017	45%	63%	-18%	58%	-13%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	48%	59%	-11%	56%	-8%
	2017	34%	56%	-22%	56%	-22%
Same Grade Comparison		14%				
Cohort Comparison		3%				
05	2018	38%	55%	-17%	55%	-17%
	2017	37%	53%	-16%	53%	-16%
Same Grade Comparison		1%				
Cohort Comparison		4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	64%	65%	-1%	62%	2%
	2017	50%	66%	-16%	62%	-12%
Same Grade Comparison		14%				
Cohort Comparison						
04	2018	51%	60%	-9%	62%	-11%
	2017	52%	61%	-9%	64%	-12%
Same Grade Comparison		-1%				
Cohort Comparison		1%				
05	2018	51%	58%	-7%	61%	-10%
	2017	38%	54%	-16%	57%	-19%
Same Grade Comparison		13%				
Cohort Comparison		-1%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	44	56	67	59	51	45	58				
BLK	31	41	46	42	42	54	50				
HSP	46	51	37	62	57	38	54				
ASN	75			83							
MUL	33			71	80						
SWD	20	28	18	40	53	44	25				
FRL	43	52	46	60	56	47	53				
ELL	41	57		59	57						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	47	60	72	50	48	37	45				
BLK	28	44	59	39	51	57	9				
HSP	34	49	48	43	53	48	24				
ASN	54			69							
MUL	47	50		47	40						
SWD	18	55	63	25	41	41	5				
FRL	33	47	55	42	49	49	24				
ELL	29	28	21	41	50						

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Academics - ELA / Math / Science
Rationale	The rationale of this focus area is to place an emphasis on student growth in relation to the core academic areas. Our primary purpose at Groveland Elementary is to increase academic achievement of all students by working with each student's strengths and abilities and by providing assistance in the areas requiring additional support.
Intended Outcome	At the conclusion of the 2018-2019 school year, Groveland Elementary School will achieve academic proficiency in ELA at 50%, with 55% of students making learning gains. In the area of Mathematics, Groveland Elementary students will reach 65% proficiency, with 55% of students making learning gains. In Science, Groveland Elementary School 5th grade students will reach 60% proficiency.
Point Person	Kimberly Sneed (sneedk@lake.k12.fl.us)

Action Step	
Description	The following action steps will be taken to address the Focus Area of Academics: 1) We will provide common planning for each grade level to plan effective and engaging lessons for students in the core content areas. 2) Our Instructional Coaches will assist with lesson planning and will be a resource for classroom teachers to use for assistance with best practices with instructional delivery. 3) Our teachers will deliver effective and engaging lessons to students focused on the Florida Standards. 4) We will provide ongoing professional development on authentic literacy to focus on students reading, writing, thinking, and talking. 5) Our teachers will participate in Instructional rounds to learn from each other and to build capacity to improve best practices with delivering engaging and effective lessons. 6) We will provide lab opportunities for students in ELA and Math to focus on number sense and fluency. 7) We will provide tutoring opportunities for students as an extension of the school day to practice skills.
Person Responsible	Kimberly Sneed (sneedk@lake.k12.fl.us)

Plan to Monitor Effectiveness	
Description	The following steps will be taken to monitor the effectiveness of actions steps associated with our Focus Area on Academics: 1) We will conduct Learning Walks to ensure authentic literacy in the classrooms with a concentration on students having opportunities to Read, Write, Think, and Talk. 2) Teachers will conduct student data chats with individual students. 3) We will conduct data chats between administration, instructional leadership team, and teachers. 4) We will utilize assessments using I-Ready and STAR programs to monitor progress in ELA and math. 5) We will utilize LSA assessments to monitor progress in Science. 6) We will utilize our academic coaches to monitor the implementation of shared practices from professional development.
Person Responsible	Kimberly Sneed (sneedk@lake.k12.fl.us)

Activity #2	
Title	School Culture
Rationale	The rationale of this Focus Area is to provide necessary support for teachers, students, and parents to take ownership of our school and to feel safe in our learning community. A focus on school culture will lead to a decrease in the early warning indicators that affect student achievement.
Intended Outcome	With high expectations, Groveland Elementary faculty and staff will create and support a positive school culture and climate where students and families feel welcomed and are engaged in learning, which will reduce the percentage of students with two or more Early Warning Signs from 41% to 35%.
Point Person	Joseph Mabry (mabryj@lake.k12.fl.us)

Action Step	
Description	The following action steps will be taken to address the Focus Area of School Culture: 1) We will implement a school-wide PBIS program using "Panther Bucks" as an incentive. 2) We will open a school store for students to earn privileges and tangible rewards for positive behaviors. 3) We will provide opportunities for increased parent involvement. Example include: Family Reading Nights, SAC, PTO, Open House, STEM Night, FSA Night, 3rd grade Talking Tuesdays, etc. 4) We will continue to provide our teacher mentorship program known as the Panther Cub Club. 5) We will implement a student mentorship program. 6) We will provide character lessons from our guidance counselor and enrichment team. 7) We will continue to provide growth mindset mini-lessons and resources to teachers. 8) We will implement incentive programs with a focus on Early Warning Signs (e.g. attendance, discipline). 9) We will provide opportunities for families to utilize our Family Resource Center.
Person Responsible	Reanna Alaniz (alaniz@lake.k12.fl.us)

Plan to Monitor Effectiveness	
Description	The following steps will be taken to monitor the effectiveness of action steps associated with our Focus Area on School Culture: 1) We will conduct leadership data chats with administration and guidance to discuss concerns and to develop plans to address attendance and discipline. 2) We will develop a PBIS committee to support the implementation of our school-wide PBIS program. 3) We will gather feedback from our teacher mentorship program. 4) We will gather feedback from our grade chair / leadership meetings. 5) We will gather feedback from parents and community members from our SAC meetings.
Person Responsible	Joseph Mabry (mabryj@lake.k12.fl.us)

Activity #3	
Title	Bottom Quartile - ELA / Math
Rationale	The rationale of focusing on our bottom quartile of students is due to the additional needs of these students in order to make adequate learning gains as we strive to successfully educate all students.
Intended Outcome	At the conclusion of the 2018-2019 school year, 60% of Groveland Elementary School's bottom quartile students will make learning gains in ELA and Math.
Point Person	Kimberly Sneed (sneedk@lake.k12.fl.us)

Action Step	
Description	The following action steps will be taken to address the Focus Area of Bottom Quartile 1) We will provide tutoring opportunities for students in the bottom quartile as an extension of the school day. 2) We will provide MTSS interventions to students requiring additional assistance with the daily curriculum. 3) We will utilize academic teacher assistants and other paraprofessionals to conduct small group intervention with students in the bottom quartile. 4) We will utilize I-Ready to supplement the core instruction in ELA and math. 5) We will utilize Accelerated Reader to enhance reading opportunities for students. 6) We will provide a designated time during the school day to address individual student needs during our morning remediation block. 7) We will provide lab opportunities for bottom quartile students to focus on ELA and math fluency. 8) We will provide teacher training on the SIPPS intervention programs for teachers to use as an additional resource for students in the bottom quartile.
Person Responsible	Kimberly Sneed (sneedk@lake.k12.fl.us)

Plan to Monitor Effectiveness	
Description	The following steps will be taken to monitor the effectiveness of actions steps associated with our Focus Area on the Bottom Quartile: 1) We will conduct data chats with teachers to determine the effectiveness of interventions implemented. 2) We will monitor MTSS data to determine student achievement. 3) We will monitor EWS data to determine improvement with attendance and discipline. 4) We will monitor IReady usage and student growth within the program.
Person Responsible	Kimberly Sneed (sneedk@lake.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Methods of Parent Involvement:

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

EVENTS: Family Reading Night; Open Library twice monthly from 5:00 to 7:00 p.m.; STEAM activities; Terrific Kid - Monthly incentive and reward for positive character traits with parents invited to ceremony; Quarterly award presentations with parents invited to attend; Surveys are provided at events for parents to share their input and suggestions.

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

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

We will utilize our website to be a source of consolidated information to provide tools and resources.

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

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

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

Groveland Elementary ensures the social-emotional needs of all students are met by providing various resources for the students. Our guidance department has a "Buddy System" in place to build relationships with students who have social-emotional needs and who may need a support system. Our guidance department also provides counseling for students who require this support. We work in conjunction with a local agency to provide on-site counseling for students. Groveland Elementary also schedules events for students and parents to come to school for family events that promote positive and enriching experiences. Additional supports are provided through our MTSS process that involves addressing the needs of families. Our school-wide PBIS program also helps to meet the individual needs of students requiring additional support.

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

Pre-school students are screened to determine their level of kindergarten readiness; and this takes place during our annual Kindergarten Round-Up. They are provided instruction that is differentiated to address their needs. Students are periodically assessed through standards-based progress monitoring to determine the level of accomplishment toward the goal of kindergarten readiness. Groveland Elementary School offers a VPK program for 4-year-old students to work toward kindergarten readiness. We also have ESE Pre-K programs for students with special needs. Students also participate in enrichment classes to prepare them for the routine associated with the higher grade level. Students in fifth grade who will be promoted to middle school are offered opportunities to attend orientation meetings at the middle schools. Also, leadership staff from the middle schools visit our fifth grade students for an information and question / answer session.

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

The School Based Leadership Team (Administration, Dean, Academic Coaches, Guidance Counselor, and ESE Specialist) will meet as necessary to ensure that teachers have resources and ongoing coaching and mentoring. The team will meet with teachers individually as needed to examine the data and discuss the progress of students in MTSS. The MTSS process is a problem solving process that aligns to the tier 1 intervention process.

Title I, Part A
Funds are provided for additional resource teachers, paraprofessionals and a Family School Liaison. We provide remediation, preparation, tutoring through GES, and professional development components. We also provide Title I VPK for at risk students.

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

Title I, Part D
District receives funds for Neglected and Delinquent services for students in need. Services are coordinated with dropout prevention programs

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

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

Title IX Homeless
Social worker provides resources for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free, appropriate education. Title I district homeless advocate is provided for additional assistance for families.

Supplemental Academic Instruction (SAI)
SAI funds provide after school tutoring for bottom quartile students. SAI funds are utilized to purchase supplies for the bottom quartile students.

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

Individuals with Disabilities Education Act (IDEA)
Federal funding is provided to assist with students with disabilities with both academic, developmental, emotional, and behavioral needs.

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

Groveland Elementary School represents a college and career ready culture, where we instill in our students a mindset to be life-long learners. We conduct career events on campus in conjunction with our STEAM program to make students aware of opportunities once they complete high school. We also develop community partnerships with local businesses to help with stimulating interest in opportunities following high school.