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

ELA

1. List prioritized needs statements.

The 2024–2025 Florida Assessment of Student Thinking (FAST) and STAR assessments reveal significant disparities in English Language Arts (ELA) performance across grade levels: Grades 3–5: Reading: Approximately 65% of students are performing below grade level. Mathematics: Around 42% of students are performing below grade level. Kindergarten–2nd Grade: Reading: Approximately 48% of students are performing below grade level. Mathematics: Around 43% of students are performing below grade level. These figures underscore a pressing need for targeted interventions to bolster ELA proficiency, especially among upper-grade students. Multi-Tiered System of Supports (MTSS) Participation: Currently, 42% of the student population is engaged in the MTSS process, a framework designed to provide varying levels of support based on individual student needs. This involvement highlights the school's commitment to addressing diverse learning requirements but also indicates that a majority of students may not be receiving the intensified support they might need.

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: Implement comprehensive training for all educators on evidence-based intervention strategies that focus on foundational literacy skills, including phonics, fluency, and comprehension. Establish a structured intervention framework featuring regular progress monitoring to ensure timely and appropriate support for students. Form intervention teams comprising teachers, literacy specialists, and interventionists to collaboratively identify students at risk and apply targeted interventions. Provide ongoing professional development and coaching to assist educators in effectively executing intervention programs and tracking student progress.

Professional Development on Differentiation: Develop a professional development plan centered on differentiation strategies tailored to the diverse needs of students with significant English Language Arts (ELA) gaps. Offer workshops and peer collaboration opportunities for educators to learn and practice differentiation techniques, such as flexible grouping, tiered assignments, and scaffolding. Integrate differentiation strategies into existing curriculum planning and instructional resources, ensuring educators have practical tools and examples for classroom application. Establish professional learning communities or study groups where educators can share successes, challenges, and strategies related to differentiation, fostering a culture of continuous improvement. These approaches align with effective instructional practices, such as sheltered instruction, which modifies teaching to accommodate students' language proficiency levels, making academic content more accessible to English language learners. Additionally, explicit teaching methods, which involve clear explanations and demonstrations, have been shown to improve literacy and numeracy among disadvantaged students. By implementing these targeted interventions and professional development initiatives, schools can address the disparities in ELA performance and support the academic growth of all students.

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

- Communication

Targeted Intervention Programs: Solution: Implement comprehensive training sessions for all educators on evidence-based intervention programs that focus on foundational literacy skills, including phonics, fluency, and comprehension. Establish a structured intervention framework that incorporates regular progress monitoring to ensure timely and appropriate support for students. Form intervention teams composed of teachers, literacy specialists, and interventionists to collaboratively identify at-risk students and apply targeted interventions. Provide ongoing professional development opportunities and coaching sessions to assist educators in effectively implementing intervention programs and monitoring student progress. Professional Development on Differentiation: Solution: Develop a professional development plan centered on differentiation strategies tailored to the diverse needs of students with significant English Language Arts (ELA) gaps. Offer workshops and peer collaboration opportunities for teachers to learn and practice differentiation techniques, such as flexible grouping, tiered assignments, and scaffolding. Integrate 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. These approaches align with effective instructional practices, such as explicit teaching methods, which involve clear explanations, demonstrations, and repetitive practice to ensure no child is left behind. Studies have shown that explicit teaching methods can lead to significant improvements in literacy and numeracy among disadvantaged students. Additionally, integrating evidence-based programs like Reach Out and Read, which promote reading aloud from an early age, has been associated with positive outcomes in language development and school readiness. By implementing these targeted interventions and professional development initiatives, schools can address disparities in ELA performance and support the academic growth of all students. Moreover, we will communicate better with families through newsletter, social media, parent communication apps- parentlink, emails, websites and call-outs home, and translate all documents.

- Parent Training

Decoding the Curriculum: Navigating Your Child's ELA Journey An overview of the English Language Arts curriculum, highlighting key learning objectives and expectations. Creating a Literacy Oasis: Transforming Your Home into a Reading Haven Practical ideas for establishing a home environment that fosters a love for reading and learning. Unlocking Comprehension: Strategies to Boost Your Child's Understanding Techniques to enhance reading comprehension through interactive discussions and activities. Building a Word Bank: Fun and Effective Vocabulary-Enrichment Activities Engaging methods to expand your child's vocabulary using everyday experiences. Pen to Paper: Inspiring Young Writers through Creative Exercises Activities and prompts to encourage regular writing practice and self-expression. Digital Storytellers: Leveraging Technology to Enhance Literacy Skills Introducing educational tools and apps that make reading and writing enjoyable. Thinking Caps On: Nurturing Critical Thinking through Thought-Provoking Discussions Approaches to develop analytical skills by encouraging thoughtful questioning and exploration. Bridging Home and School: Mastering Communication for Student Success Guidance on utilizing agendas, digital platforms, and social media to stay connected with teachers and school activities.

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

- **School**

Provide High-Quality Instruction: Deliver a rigorous ELA curriculum that aligns with state standards, ensuring all students have access to effective teaching methodologies. Regular Communication: Maintain consistent updates on student progress through conferences, reports, and digital platforms, fostering transparency and engagement. Offer Support Services: Provide additional resources such as tutoring, workshops, and after-school programs to reinforce ELA skills.

- **Students**

Active Participation: Engage fully in ELA lessons, complete assignments diligently, and seek assistance when challenges arise. Set Personal Goals: Establish achievable ELA objectives and monitor progress, taking ownership of their learning journey. Apply Learning at Home: Utilize reading and writing skills in daily activities, reinforcing classroom learning in real-life contexts.

- **Parents**

Support Learning at Home: Create a conducive environment for studying, assist with homework, and encourage daily reading habits. Engage with School Activities: Participate in workshops, attend meetings, and collaborate with teachers to stay informed about ELA initiatives and student progress. Promote a Reading Culture: Provide access to diverse reading materials, share books, and discuss stories to cultivate a love for reading.

- **Staff Training**

Deepen Understanding of the ELA Curriculum: Provide professional development for teachers on the English Language Arts curriculum, emphasizing explicit instruction methods that have proven effective in improving literacy outcomes. Promote Literacy at Home: Offer workshops and resources to parents, equipping them with strategies to support reading and writing activities at home, fostering a collaborative approach to literacy development. Support Reading and Math Skills: Implement targeted interventions and utilize data-driven instruction to address individual student needs in reading and mathematics, ensuring foundational skills are strengthened. Build Vocabulary Skills: Incorporate explicit vocabulary instruction into daily lessons, utilizing context-rich activities and encouraging reading across various genres to enhance word knowledge. Encourage Writing Practice: Provide diverse writing opportunities, including journaling, creative writing, and structured assignments, to develop students' writing proficiency and confidence. Utilize Technology for Literacy: Integrate educational technologies that support literacy development, such as interactive reading apps and online writing platforms, to engage students and personalize learning. Foster Critical Thinking Skills: Employ teaching strategies that promote analytical thinking, such as questioning techniques and problem-solving tasks, to encourage deeper understanding and application of knowledge. Enhance Home-School Communication: Utilize multiple communication channels, including agendas, phone calls, texts, ParentLink, social media, and Twitter, to keep parents informed and involved in their children's education. Provide Resiliency, Character, and Life Skills Education: Training on effective parent-teacher conferences Implement programs that focus on building students' resilience, character, and life skills, preparing them for academic challenges and personal growth.

- **Accessibility**

Flexible Seating Options: Provide various seating arrangements, such as standing desks, fidget tools, or quiet corners, to accommodate diverse learning preferences and needs. Visual Supports: Use visual aids like charts, schedules, and labels to reinforce learning and assist students in navigating the classroom independently. Sensory-Friendly Spaces: Designate areas where students can engage in calming activities, helping those who may become overwhelmed by classroom stimuli. Collaborative Learning: Encourage peer support and collaborative activities, fostering an inclusive environment where students can learn from and assist each other. Vary times of events; Consider adding translation devices like headsets for trainings or events; Translated materials and invitations; providing information about migrant, ESE, homelessness programs and support

Math

1. List prioritized needs statements.

Grades 3-5: Total Student Performance: FY24: 39% of students met proficiency (PM3). FY25: This improved to 46%, indicating better performance. By Demographic Group: White Female: 57% (FY24) ? 58% (FY25) Black Female: 33% (FY24) ? 17% (FY25) Hispanic Female: 9% (FY24) ? 15% (FY25) ELL Female: 38% (FY24) ? 36% (FY25) SWD Female: 46% (FY24) ? 40% (FY25) White Male: 65% (FY24) ? 62% (FY25) Black Male: 15% (FY24) ? 48% (FY25) Hispanic Male: 62% (FY24) ? 52% (FY25) ELL Male: 47% (FY24) ? 47% (FY25) SWD Male: 25% (FY24) ? 38% (FY25) Analysis: The total percentage of students achieving proficiency in Mathematics increased from 39% to 46%, reflecting progress. Hispanic and ELL females saw improvements, though the proficiency rate is still very low for many groups, especially Black females. SWD students' performance in Mathematics slightly declined, which indicates the need for focused interventions. Black male students showed a large increase, jumping from 15% to 48%.

Grades K-2: Total Student Performance: FY24: 43% of K-2 students met proficiency. FY25: This stayed the same at 43%. By Demographic Group: White Female: 36% (FY24) ? 48% (FY25) Black Female: 25% (FY24) ? 24% (FY25) Hispanic Female: 50% (FY24) ? 47% (FY25) ELL Female: 42% (FY24) ? 33% (FY25) SWD Female: 48% (FY24) ? 43% (FY25) White Male: 50% (FY24) ? 47% (FY25) Black Male: 36% (FY24) ? 48% (FY25) Hispanic Male: 44% (FY24) ? 56% (FY25) ELL Male: 43% (FY24) ? 44% (FY25) SWD Male: 43% (FY24) ? 44% (FY25)

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 appropriate 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 -reading-math connections. 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**

Implement Evidence-Based Programs: Introduce programs like Bedtime Math, which provides daily math problems to engage students and enhance their mathematical thinking. Enhance Communication: Utilize online platforms to facilitate real-time updates on student progress, assignments, and classroom activities, fostering a transparent and collaborative environment between school and home. Provide Professional Development: Offer training for teachers on effective strategies to involve parents in math education, ensuring educators are equipped to engage families as partners in learning. Host Family Engagement Events: Organize workshops and events that invite parents into the classroom to participate in math activities, enhancing their understanding of the curriculum and demonstrating how they can support learning at home. Offer Online Resources: Provide parents with access to digital tools and resources that support math learning, enabling them to assist their children effectively outside of school hours.

- **Students**

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

Differentiated Instruction: Tailor teaching methods to accommodate diverse learning styles and abilities. This includes providing visual aids, hands-on activities, and real-life problem-solving scenarios to make math concepts more accessible. Assistive Technologies: Utilize tools such as speech-to-text software, calculators, and math-specific applications to support students with learning disabilities or those who require additional assistance. Universal Design for Learning (UDL): Implement UDL principles by offering multiple means of representation, engagement, and expression. This approach ensures that all students can access and participate in math learning activities effectively. Response to Intervention (RTI) Framework: Employ the RTI framework to provide early, systematic, and appropriately intensive supplemental instruction and support to students who are at risk of or currently performing below grade level in math. This involves tiered levels of support and interventions to meet students' academic needs. EN.WIKIPEDIA.ORG Regular Progress Monitoring: Conduct frequent assessments to evaluate students' mathematical proficiency and identify areas needing improvement. This data-driven approach allows for timely adjustments to instruction and interventions. Professional Development for Educators: Offer ongoing training for teachers on best practices for inclusive math instruction, including strategies for differentiating content and utilizing assistive technologies. Family and Community Engagement: Engage families and community members in supporting math learning by providing resources, workshops, and activities that reinforce math skills outside the classroom. Vary times of events; Consider adding translation devices like headsets for trainings or events; Translated materials and invitations; providing information about migrant, ESE, homelessness programs and support

Science

1. List prioritized needs statements.

Grade 5 Science Performance: The Statewide Science Assessment results indicate that only 46% of fifth-grade students met or exceeded the expected science standards during the PM3 assessment period. Subgroup Disparities: Analysis reveals significant performance gaps among different student subgroups, with Hispanic Female students achieving 40% proficiency and Hispanic Male students at 32%. Progress Monitoring Trends: Comparative data from FAST assessments show an increase in proficiency from 36% in FY24 PM3 to 46% in FY25 PM3. However, this improvement is not uniform across all subgroups, highlighting persistent achievement gaps. These findings underscore the need for targeted interventions and instructional strategies to enhance science learning outcomes, particularly for underperforming subgroups.

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

Insufficient Experiential Learning Opportunities: There is a need to increase hands-on, real-world learning experiences to deepen student engagement and understanding. Limited Professional Development and Resources for Educators: Providing teachers with ongoing training and adequate resources is essential to effectively meet diverse student needs. Minimal Integration of Science Across Subjects: Enhancing interdisciplinary teaching methods can enrich students' learning experiences by connecting scientific concepts with other subject areas. Low Engagement from Students and Parents: Fostering a collaborative environment that actively involves both students and parents is crucial for reinforcing learning and building a supportive community. Language and Literacy Challenges: Addressing language barriers and promoting literacy development are vital to ensure all students can fully participate in the curriculum. Insufficient Differentiation for Exceptional Student Education (ESE) and English Language Learner (ELL) Students: Implementing tailored instructional strategies is necessary to support the unique learning needs of ESE and ELL students.

3. Share possible solutions that address the root causes.

Foster Inquiry-Based Learning: Encourage students to explore scientific concepts through hands-on activities and investigations, promoting curiosity and critical thinking. Offer Professional Development for Educators: Provide teachers with ongoing training in effective science teaching methods, including inquiry-based instruction, to improve content knowledge and pedagogical skills. Integrate Science Across the Curriculum: Embed scientific concepts into various subjects to create interdisciplinary learning experiences, making science more relevant and engaging. Address Language and Literacy Needs: Implement strategies to support English Language Learners and students facing language barriers, ensuring all students can access and engage with scientific content. Develop Community Partnerships and Field Experiences: Collaborate with local organizations and arrange field trips to provide real-world science experiences, enriching students' learning beyond the classroom. Utilize Assessments and Provide Constructive Feedback: Regularly assess student progress and offer timely, specific feedback to guide learning and identify areas needing improvement. Enhance Parental Support in Science Literacy: Engage parents in their children's science education by offering resources and activities that support learning at home, fostering a community-wide commitment to science literacy.

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

- **Communication**

Distribute Educational Materials: Send home sight words, vocabulary practice, writing activities, science materials, reading resources, and comprehension exercises to reinforce classroom learning. Utilize Communication Folders: Use Grove Park folders to send important information and homework, ensuring that materials are organized and easily accessible for both students and parents. Offer Parent Workshops and Training: Provide workshops and training sessions on English Language Arts (ELA) strategies to empower parents to support their children's learning effectively. Establish Partnerships with External Organizations: Collaborate with community agencies to enrich educational opportunities and resources available to our students and their families. Maintain Regular Communication via ParentLink: Continue using call-outs and text messages through ParentLink to keep parents informed about school events, announcements, and important updates. Conduct a Parent Involvement Survey and Develop a Volunteer Program: Create a survey to gather parent feedback and establish a volunteer system to encourage active participation in school activities. Provide Childcare at Parent Events: Offer Child Learning Facilitators (CLFs) during parent events to accommodate families and promote greater attendance and involvement. Offer Flexible Meeting Times: Schedule meetings and events at various times to accommodate diverse family schedules, ensuring broader participation and engagement.

- **Parent Training**

Supporting Diverse Learners: Offer training on inclusive teaching strategies to effectively address the needs of Exceptional Student Education (ESE) and English Language Learner (ELL) students, ensuring equitable learning opportunities for all. Deepening Understanding of the Science Curriculum: Provide professional development in science education, such as the "Making Sense of SCIENCE" program, to equip teachers with knowledge of major science concepts and effective inquiry-based teaching methods. Promoting Literacy at Home: Conduct workshops for teachers to develop strategies that encourage parental involvement in supporting literacy development outside the classroom. Building Vocabulary Skills: Implement training sessions focused on vocabulary development techniques, enabling teachers to share effective strategies with parents to reinforce learning at home. Utilizing Technology for Literacy: Offer professional development on integrating educational technology tools that enhance literacy instruction, providing teachers with resources to support diverse learning needs. Fostering Critical Thinking Skills: Provide training on inquiry-based instructional approaches that promote critical thinking, allowing teachers to create engaging learning experiences that encourage students to analyze and question information. Enhancing Home-School Communication: Equip staff with effective communication strategies, including the use of agendas, phone calls, text messages, ParentLink, social media, and Twitter, to strengthen partnerships with parents and keep them informed about school activities and student progress.

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

- **School**

Implement the BEST Standards for ELA and Math: Adopt and integrate the Benchmarks for Excellent Student Thinking (BEST) Standards to ensure a rigorous and coherent curriculum that aligns with state expectations in English Language Arts and Mathematics. Enhance Math and Literacy Achievement: Utilize data-driven instructional strategies and targeted interventions to elevate math and literacy performance for all students, ensuring equitable access to quality education. Expand Parental Involvement Strategies: Develop and implement diverse programs and activities that encourage active parental participation in the educational process, recognizing the unique strengths and needs of each family. EN.WIKIPEDIA.ORG Establish Clear Communication Channels: Utilize multiple platforms, including agendas, phone calls, text messages, ParentLink, social media, and Twitter, to provide timely and transparent information to parents and guardians. Offer Parent Workshops: Organize educational workshops that equip parents with strategies and tools to support their children's learning, fostering a collaborative approach to education. Conduct Parent Conferences: Schedule regular conferences to discuss student progress, set goals, and address concerns, strengthening the partnership between home and school. Develop a Feedback Mechanism: Implement surveys and feedback tools to gather input from parents, students, and staff, using this information to continually improve school programs and services. Provide Regular Updates and Share News: Maintain an active presence on social media and other communication channels to share school news, student achievements, and upcoming events, fostering a sense of community. Celebrate Achievements: Recognize and celebrate academic and personal achievements of students and staff through events and acknowledgments, promoting a positive and motivating school culture. Moreover, we will communicate better with families through newsletter, social media, parent communication apps- parentlink, emails, websites and call-outs home, and translate all documents.

- **Students**

Strive for Excellence: Complete all assignments to the best of your ability and seek assistance when needed. Communicate Concerns: Report any unsafe situations or problems to school staff or parents promptly. Take Pride: Show respect for yourself, your teachers, classmates, classroom, and school by maintaining a positive attitude and striving for excellence. Use Technology Responsibly: Handle technological devices with care and use them appropriately for educational purposes. Engage Actively in Learning: Participate fully in your educational journey, setting and working towards personal goals. Lead Conferences: Take an active role in leading your own conferences, discussing your progress and setting future objectives. Set and Achieve Goals: Establish clear academic and personal goals, and identify steps to achieve them. Participate in Literacy Activities: Lead and engage in literacy activities to enhance reading and writing skills. Celebrate Achievements: Acknowledge and celebrate your accomplishments, reinforcing a positive and motivated learning environment.

- **Parents**

Ensure School Readiness: Provide your child with the necessary school supplies and ensure they are dressed in the required uniform, ready to learn each day. Support Homework and Learning: Assist your child with weekly homework assignments, practice sight words and flashcards together, read with your child nightly, and sign their agenda daily to monitor progress. Utilize Supplemental Learning Opportunities: Encourage your child to participate in additional educational programs, such as tutorials or summer sessions, to enhance their learning experience. Participate in School Activities: Attend parent engagement events organized by the school to stay informed and involved in your child's education. Engage in Daily Learning Discussions: Talk with your child about their daily learning experiences and provide opportunities for educational activities at home. Collaborate with the School: Work closely with teachers and staff to support your child's academic journey, including attending meetings and volunteering when possible. Communicate with Teachers: Maintain open and regular communication with your child's teachers to discuss progress, address concerns, and stay updated on classroom activities. Assist with Literacy Initiatives: Support and participate in literacy drives and initiatives aimed at promoting reading and writing skills within the school community. Volunteer in the School Community: Offer your time and skills by volunteering in classrooms or assisting with school events, contributing to a vibrant and supportive educational environment.

- **Staff Training**

Enhancing Family Engagement Strategies: Provide training to help teachers develop skills in engaging families effectively, fostering a collaborative partnership that supports student learning. Modeling Positive Communication: Offer professional development on demonstrating positive communication techniques, enabling teachers to build strong relationships with students and parents. Identifying and Addressing Engagement Barriers: Equip educators with strategies to recognize and overcome obstacles to family engagement, ensuring all families have the opportunity to participate in the educational process. Sharing Effective Teaching Strategies: Create platforms for teachers to exchange successful instructional methods, promoting a culture of continuous improvement and shared learning. Providing Professional Development on Standards and Instructional Processes: Offer targeted training on educational standards and instructional strategies, including interventions like Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS), to address diverse student needs.

- Accessibility

Assist Teachers in Engaging Families: Provide training on effective strategies to involve families in their children's science education, fostering a collaborative learning environment. Model Positive Communication: Demonstrate and practice positive communication techniques to build strong relationships with students and parents, enhancing engagement and support. Address Barriers to Engagement: Identify and develop strategies to overcome obstacles hindering family participation in science education, ensuring equitable opportunities for all. Share Effective Strategies: Create platforms for teachers to share successful science teaching methods, promoting a culture of continuous improvement and shared learning. Provide Professional Development on Standards and Instructional Processes with Interventions: Offer targeted training on science education standards and instructional strategies, including interventions like Making Sense of SCIENCE, to address diverse student needs. Provide vary times of events; Consider adding translation devices like headsets for trainings or events; Translated materials and invitations; providing information about migrant, ESE, homelessness programs and support

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: \$261,912.56

Acct Description	Description
Resource Teacher	The Resource Teacher will assist in providing differentiated instruction and tiered intervention in math and science for grades K-5 through push-in model.
Behavioral Needs Assistant	The K-5 Behavior Needs Interventionist will assist with lesson enrichment and remediation and in implementing learning support strategies, and ensuring a supportive and structured learning environment.

Acct Description	Description									
Tutorial	Item									
	Quantity Rate Days Hours Weeks Certified Type Total									
	The non-certified teachers will provide after school and Saturday tutorials for grades K-5 in ELA, Math and science starting September - April, 2026.									
3 \$18.00 2 1.5 31 Non-Certified Original \$5,022.00										
The certified teachers will provide after school and Saturday tutorials for grades K-5 in ELA, Math and science starting September - April, 2026										
4 \$37.00 2 1.5 31 Certified Original \$13,764.00										
Online subscription	Item									
	Quantity Rate Type Total									
	Penda - for science remediation and enrichment; Grades 3-5									
1 \$6,000.00 Original \$6,000.00										
Top Score Writing - for practice writing in alignment with state standards; Grades 1-5										
1 \$5,000.00 Original \$5,000.00										
Computer HW; non-cap	Item									
	Quantity Rate Type Total									
Headsets for on-line subscriptions. These are priced per set.										
2 \$1,230.00 Original \$2,460.00										
Resource Teacher	The Resource Teacher will assist in providing differentiated instruction and tiered intervention in ELA, writing, and social studies for grades K-5 through push-in model.									
Supplies	Item									
	Quantity Rate Supply Type Type Total									
	Binders-for organizing student materials-50 pack									
10 \$109.00 General Supplies Original \$1,090.00										
Poster printer ink regular										
13 \$60.00 Technology Original \$780.00										

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Sharpened Pencils	20	\$60.00	General Supplies	Original	\$1,200.0
	Science Bootcamp Classroom package with Teacher Resources- Grade 5	1	\$1,250.00	Instructional Materials	Original	\$1,250.0
	Science Bootcamp Speed bag student booklet - Grade 5	2	\$30.00	Instructional Materials	Original	\$60.00
	Shipping	1	\$2.21	General Supplies	Original	\$2.21
	Cardstock Colored Sentence Strips	51	\$15.00	General Supplies	Original	\$765.00
	Laminating film	3	\$185.00	General Supplies	Original	\$555.00
	Folders for student use Grades 3-5	500	\$2.79	General Supplies	Original	\$1,395.0
	Half Pencils with Eraser Tops 96 count	13	\$9.00	General Supplies	Original	\$117.00
	Chart paper	65	\$25.00	General Supplies	Original	\$1,625.0
	Composition Books Grades 3-5 50 pack	20	\$65.00	General Supplies	Original	\$1,300.0
	Primary Composition Books	497	\$4.00	General Supplies	Original	\$1,988.0
	Copy paper	115	\$34.69	General Supplies	Original	\$3,989.3
	Adjustment - benefits credit and final allocation	1	\$4,483.00	General Supplies	Other	\$4,483.0

Action Step: Professional Learning

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

Budget Total: \$45,374.79

Acct Description	Description										
Travel out-of-county	Item							Quantity	Rate	Type	Total
	Three staff will attend Building the Primary Years Program conference in St. Pete, Florida, September 2025 to strengthen curriculum development, enhance teaching strategies, and improve progress monitoring practices. Registration= \$1125; Transportation = \$300; Lodging = \$1200 and Per Diem = \$144.							3	\$2,644.00	Original	\$7,932.00
Out-of-system PL Subs	Item			Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	The substitutes will relieve content teachers in order for them to attend inhouse PD on Ufli/phonics, reading, math, science and writing Standards. The target date is TBD.			3	\$29.00	3	4	5	Non-Certified	Original	\$5,220.00
Supplies	Item			Quantity	Rate	Supply Type		Type	Total		
	Waste Containers for Waste Toner			10	\$50.00	Technology		Original	\$500.00		
	Post it Notes- Assorted			1	\$36.29	General Supplies		Original	\$36.29		
	Folders-for organizing PD materials			200	\$2.79	General Supplies		Original	\$558.00		
	Colored Paper			40	\$15.99	General Supplies		Original	\$639.60		
	Copy paper for PD			10	\$34.69	General Supplies		Original	\$346.90		
	Binders-for organizing PD materials-50 pack			5	\$109.00	General Supplies		Original	\$545.00		

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	Ink - black, cyan, magenta, yellow - color	20	\$100.00	Technology			Original	\$2,000.00		
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	The K-5 Resource Teachers will collaborate and meet with leadership year round to analyze data, compose action steps for remediation in ELA, math, and science (for identified students) and propose enrichment presentations for admin to implement with homeroom teachers.	2	\$25.00	3	2	35	Certified	Original	\$10,500.00	
Travel out-of-state	Item					Quantity	Rate	Type	Total	
	Model Schools Conference/TBD Location/June 2026 (final date TBD); Purpose: Attending the 34rd Annual Model Schools Conference will provide teachers with actionable strategies, innovative tools, and proven methods to enhance student outcomes and foster a positive school culture. This opportunity to connect with educators nationwide; Registration = \$1000; Transportation = \$600; Lodging = \$900; Per Diem = \$180					5	\$2,680.00	Original	\$13,400.00	

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: \$52,339.40

Acct Description	Description					
Enrichment Contracts	Item	Quantity	Rate	Type	Total	
	Steam Night-Cox Center - designed to engage elementary school students and their families in interactive science, technology, engineering, and mathematics (STEAM) activities (January)	1	\$600.00	Original	\$600.00	
	Stem Night-Cox Center - designed to engage elementary school students and their families in interactive science, technology, engineering, and mathematics (STEM) activities (November)	1	\$600.00	Original	\$600.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Student Planners 3-5 (PE)- no customization	350	\$1.70	General Supplies	Original	\$595.00
	Chart Paper	35	\$25.00	General Supplies	Original	\$875.00
	Expo markers	50	\$4.07	General Supplies	Original	\$203.50
	Food - PFEP Training	3	\$100.00	Program Supplies	Original	\$300.00
	Case of paper	10	\$34.69	General Supplies	Original	\$346.90
	Student Planners K-2 (PE) -no customization	550	\$1.70	General Supplies	Original	\$935.00
Postage	Item	Quantity	Rate	Type	Total	
	Stamps - sending communication to families about parent training and meetings	1500	\$0.73	Original	\$1,095.00	
Online subscription	Item	Quantity	Rate	Type	Total	
	Smores Plus - Enhancing Parent Communication – Creating visually engaging newsletters to keep families informed about school events, classroom updates, and resources. Strengthening Collaboration – Allowing	1	\$1,050.00	Original	\$1,050.00	

Acct Description	Description									
	<table border="1"> <thead> <tr> <th data-bbox="470 165 1465 230">Item</th> <th data-bbox="1465 165 1614 230">Quantity</th> <th data-bbox="1614 165 1776 230">Rate</th> <th data-bbox="1776 165 1906 230">Type</th> <th data-bbox="1906 165 2024 230">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
Item	Quantity	Rate	Type	Total						
	<p>multiple team members (administrators, teachers, and staff) to contribute and share important information in one place. Increasing Engagement – Utilizing interactive features like videos, images, and links to make updates more appealing and accessible to parents. Tracking Effectiveness – Using analytics to monitor engagement and ensure parents and staff are receiving and reading important updates.</p>									
	<p>Parent Institute-Digital Library for Parent Engagement - Digital resource for parents can be highly beneficial in reinforcing academic skills, improving attendance, addressing bullying, managing student behavior, and supporting test preparation</p>	2	\$3,786.00	Original	\$7,572.00					
Parent Liaison - Para Level	The K-5 Parent Liaison will provide parent trainings to families, support teachers during PTC, support attendance initiative, create materials and resources in content areas for home use.									

Mission Statement

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

Name	Title
Marzella Mitchell	Principal
Carmen Inoa-Pacheco	Assistant Principal
Clavondrea Francis	Parent
Melanie Visnich	Resource/IB Coordinator
TBD	Resource Teacher
TBD	Resource Teacher

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, parent liaison, enrichment contract, and online subscription.

Name	Title
Carmen Inoa-Pacheco	Assistant Principal
Marzella Mitchell	Principal
TBD	Resource Teacher
TBD	Resource Teacher

Annual Parent Meeting

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

October 7, 2025 at 5 p.m. in the 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, FY26 School Compact and FY26 Parent and Family Night Engagement Plan, handouts, pens, computer/projector/microphone.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Two-Way Together: Staff & Families Cultivating Clear Communication

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

This training would emphasize the importance of listening to and valuing family voices. We could explore strategies for soliciting family input, conducting meaningful conferences, and creating feedback loops that ensure families feel heard and understood.

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

Families feel valued and respected: When staff actively listen and demonstrate that family input is important, it builds trust. Families are more likely to engage when they feel their opinions and experiences are acknowledged and considered. Also, there would be stronger relationships between home and school, where meaningful communication fosters stronger relationships built on mutual understanding and respect, breaking down potential "us vs. them" barriers.

- What will teachers submit as evidence of implementation?

Samples of Family Communication Tools: Sharing examples of newsletters, emails, or app messages that are written in an accessible and welcoming tone, actively solicit responses, and provide clear channels for families to communicate

- Month of Training

Early September 2025

- Responsible Person(s)

Admin, Resource Teachers

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Impact of Working Together: Staff & Families Collaborating for Student Success

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

This session would focus on practical ways for teachers and support staff to partner with families on specific student goals. We could explore co-creating learning plans, involving families in problem-solving, and developing shared strategies for supporting academic and social-emotional growth.

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

Collaborative development of learning plans allows for more personalized approaches that take into account the student's individual needs, strengths, and home environment. By involving families in problem-solving, the school can gain valuable insights and develop more comprehensive and effective support systems for students facing challenges.

- What will teachers submit as evidence of implementation?

Evidence of teachers providing families with specific resources or tools to support the shared learning goals at home.

- Month of Training

November 2025

- Responsible Person(s)

Admin, Resource Teachers

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Building Academic Vocabulary at Home

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

This session could provide fun and engaging ways for parents to help their children expand their academic vocabulary, which is crucial for understanding complex texts and concepts in all subject areas.

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

There will be stations around the room, and parents will rotate through the stations. Some sample activities would be: Picture This Word: Provide sets of cards. One set has academic vocabulary words (e.g., compare, sequence, classify, observe). The other set has pictures illustrating these concepts (e.g., two different sized objects for compare, a series of events in order for sequence, groups of items sorted by color for classify, a child looking closely at a leaf for observe). Context Clues Detective: Provide short sentences with a target academic vocabulary word missing (e.g., "The scientist had to closely _____ the behavior of the ants." with a picture of a scientist looking at ants with a magnifying glass). Offer a few picture choices representing possible words. Participants choose the picture that best fits the sentence. "I Have, Who Has?" Vocabulary Edition: Create a set of cards where one card has "I have [vocabulary word]" and "Who has the definition of [another vocabulary word]?" Parents can play this as a group, actively listening for definitions and their corresponding words.

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

By engaging in fun and practical activities, parents can help their children learn and retain new academic vocabulary that is crucial for understanding complex texts and concepts across all subject areas. Research consistently shows a strong correlation between vocabulary knowledge and reading comprehension, as well as overall academic success.

- Date of Training

Early October 2025

- **Responsible Person(s)**

Admin, Resource Teachers

- **Resources and Materials**

Lingo: language Bingo boards, Bingo Markers (small objects like colored chips or beans); Sentence strips; permanent and washable markers; Cardstock for the matching game cards, any other materials as needs arise. Powerpoint presentation, Microphone, Agenda, Clicker, Sign-Ins

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

approximately \$150

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Building Strong Writers at Home

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

This session will provide practical tips for supporting children's writing development, such as creating a writing-friendly environment, encouraging different forms of writing (stories, lists, letters), providing positive feedback, and making writing relevant to their lives.

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

Writing Prompts Grab Bag" (Sparking Ideas & Overcoming Writer's Block): There will be stations around the room, and parents will rotate through the stations. Some sample activities would be: Activity: Prepare a bag filled with various writing prompts on slips of paper. These could include: Story starters ("One day, a talking animal...") "What if?" questions ("What if you could fly?") Picture prompts (simple, engaging images) Object prompts (a small, interesting item like a button or a toy) Activity: Exploring Different Writing Forms: Set up stations showcasing different forms of writing - Story Station: Examples of short stories and graphic novels. Provide blank comic strips or story templates for parents to quickly sketch out a simple story idea. List Station: Examples of various lists (grocery, to-do, wish lists). Have parents brainstorm lists they could create with their children related to their interests. Letter/Email Station: Examples of friendly letters and simple emails. Provide prompts for writing a short, encouraging note to their child. Journaling Station: Examples of journal entries. Provide blank notebooks or paper and have parents try a quick "one-minute write" on a simple topic. Activity: "Making Writing Relevant" (Connecting Writing to Real Life) - Facilitate a brainstorming session where parents share ideas on how to make writing a meaningful part of their family's daily life. Examples could include: Writing grocery lists together. Leaving notes for each other. Writing thank-you notes. Creating captions for family photos. Planning outings by writing down ideas.

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

When parents understand the importance of writing and how to support it at home, they can better reinforce what is being taught in the classroom, leading to more consistent development.

- Date of Training

November 2025

- Responsible Person(s)

Admin, Resource Teachers

- Resources and Materials

Presentation, Agenda, Sign-Ins, Timer, Bags or Containers to hold the prompts, slips of paper, pens/pencils, variety of paper types, crayons, markers, small tray or organizers for the writing supplies, short story books, graphic novels, grocery lists, to-do lists, friendly letter samples, simple story templates, chart paper, sticky notes.

- Amount (e.g. \$10.00)

approximately \$150

5. Parent and Family Capacity Building Training #3

- Name of Training

STEM Power Up! Level 2: Boosting Your Child's Inner Scientist & Engineer

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

Parents will learn the skill of "Inquiry-Based Questioning to Deepen STEM Understanding." This involves learning how to ask open-ended, thought-provoking questions that encourage their children to explore, explain their reasoning, and problem-solve in STEM-related activities at home, rather than just providing answers.

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

The training will have several stations, each focusing on a different STEM area and demonstrating inquiry-based questioning: Sample Activities Include: * The Mystery Box Challenge (Science Focus): Each small group of parents receives a closed box containing a common household object (e.g., a sponge, a rubber band, a small toy car). Their task is to ask each other only inquiry-based questions (no yes/no questions) to try and figure out what's inside. Facilitators will model effective questioning techniques. * Building Bridges with Questions (Engineering Focus): Provide simple building materials like straws, tape, and paper clips. Challenge parents to build the strongest possible bridge across a small gap. Instead of giving instructions, facilitators will prompt their thinking with questions like: "What makes a bridge strong?", "How can you change the shape to make it more stable?", "What happens if you add more supports here?". * Math Patterns Unveiled (Mathematics Focus): Present visual patterns using manipulatives like colored blocks or buttons. Instead of explaining the pattern, facilitators will ask questions like: "What do you notice about the pattern?", "What comes next and why?", "Can you describe the rule of the pattern in your own words?".

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

Parents will feel more equipped to support their children's STEM learning at home, even if they don't have a strong STEM background themselves. The focus on questioning empowers them to guide learning without needing to know all the answers. Children will be encouraged to think more critically, explain their reasoning, and develop a deeper understanding of STEM concepts through their parents' effective questioning. The emphasis on inquiry-based questioning will help children develop stronger problem-solving abilities as they learn to explore different approaches and justify their solutions. By making STEM learning more interactive and driven by curiosity, families may find it more engaging and integrate it more naturally into their home activities. When parents understand the pedagogical approach of inquiry-based learning, they can better support what their children are doing in the classroom.

- Date of Training

Early March 2026

- Responsible Person(s)

Admin, Resource Teachers

- Resources and Materials

Presentation, Agenda, Sign-Ins, Smartboard, markers and flipchart paper, small closed boxes, variety of common household items, straws, tape, paper clips, small gaps to build bridges across, colored blocks, buttons or other small manipulatives in different colors and shapes, pre-made visual patterns on cards, arrow stickers or drawn arrows, handouts summarizing the principles of inquiry-based questioning in STEM.

- Amount (e.g. \$10.00)

approximately \$150

Coordination and Integration

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, thank you note for the help and assistance.

- 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. Allocate resources, headphones, and written resources to serve English Language Learners. Provide 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

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

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.

- 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

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

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

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 UFLI, and SPIRE. 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 UFLI, and SPIRE, FAST BRIDGE or EasyCBM. Interventions are done during the Tiered Support block built into the master schedule.

Provision of a Well-Rounded Education

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 Resource Teachers, who help facilitates PLC (Professional Learning Community), which focus in planning instruction to help with the intent of instruction. The master schedule is created after doing a student analysis in which focuses on the specific needs of students in an inclusionary setting which includes general education, ESE, (Special Education) ELL, (English Language Learners), RTI, (Response to Intervention) SAI, (Supplemental Academic Instruction) and AMP. K-5 Students are placed in self contained or departmentalized duo or trio of 4-way 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, and Dance which rotates every 7 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

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.

Transition From Early Childhood to Elementary School

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 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

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:: UFLI 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 I Ready/Savvas 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 ELA ,math and Science 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

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 resource teacher 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 Multicultural Club, SECME, Teachers of Tomorrow, Drum Line and Drill team, and Art club. We also offer Saturday tutoring for teachers that would like to assist with enhancing student achievement.