

Polk County Public Schools

Garden Grove Elementary School



2015-16 School Improvement Plan

Garden Grove Elementary School

4599 CYPRESS GARDENS RD, Winter Haven, FL 33884

<http://www.polk-fl.net/gardengrove>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	58%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	48%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Believing all children can learn, we work together in a safe and caring environment, guiding each individual toward lifelong learning and responsible productive citizenship.

Provide the school's vision statement

Garden Grove Elementary School, will dedicate its leadership and resources to creating a positive learning environment based on research and high yield strategies. Decisions on instruction will be data-driven using formative and summative data. Teachers will be expected to follow curriculum maps. Tier II and Tier III will be provided for students that are below level, have not mastered grade level standards, and are at-risk. Remediation will be provided for all students that have not mastered a particular skill.

School Environment

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

Teachers all utilize many different multicultural teaching materials to create awareness of the diversity in their classrooms. Teachers designate time for speakers, parents, and other guests to teach the students about other cultures. Teachers are certified, endorsed or working towards that in ESOL. This training helps them understand student's cultures in order for teachers and students to build relationships.

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

In a safe and orderly environment, the school will work to develop respectful students who are engaged in developing positive character traits that lead to the ability to make good choices and respect for rules. Staff members will be on duty before and after school to ensure a safe environment.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Garden Grove is a Positive Behavior Support School. Students, like adults respond with a positive approach. Discipline with dignity. There is a school-wide behavior plan in place with clear behavior expectations and consequences. New teachers will be trained in the preplanning days. Returning teachers will have a review session.

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

The teacher or another staff member would refer the student to the guidance counselor who would determine the best course of action for the student.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 One or more suspensions, whether in school or out of school
 Course failure in English Language Arts or mathematics
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
 Students exhibiting two or more indicators.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	9	10	11	6	11	10	57
One or more suspensions	3	2	6	9	5	9	34
Course failure in ELA or Math	4	2	2	0	1	0	9
Level 1 on statewide assessment	0	0	0	21	0	0	21

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

Indicator	Grade Level		Total
	2	5	
Students exhibiting two or more indicators	1	1	2

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

In dealing with absences and tardies, we meet with parents or guardians. If that is unsuccessful, the social worker is called in to visit the family. Behavior issues are discussed at MTSS meetings to come up with solutions to eliminate behaviors that cause suspensions.
 All level 1 students are placed in Tier II and then Tier III as needed. The student's progress is monitored to determine if the student needs to be referred for ESE services. Extra help and tutoring is given to these students as available.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193433>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Garden Grove is very fortunate to have Walmart and Publix as business partners. Both businesses contribute supplies to our school for students that are in need. These contributions ensure that our students have the supplies necessary to be prepared for class. We work with the Winter Haven PEP group that provides tutoring for our students in the bottom 25%. They provide transportation to the site. The students receive two days of tutoring each week. This year Hill Nissan provided each teacher with a tub of supplies for their classroom. Garden Grove Church provided supplies, clothing, and a lovely lunch for our staff to show their appreciation for the work that they do with our children.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Compton, Deborah	Principal
Camp, Donna	Assistant Principal
Greene, Stephanie	Other
Ryland, Cheryl	Guidance Counselor
Brown, Anita	Teacher, K-12
Riffe, Casey	Teacher, K-12
Smith, Susan	Instructional Coach
Horton, Susan	

Duties

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

The school leadership team will focus meetings on how to improve teacher effectiveness and student achievement in all academic areas. The administrations role is to monitor student progress and data, observe, provide support , evaluate lesson delivery for effectiveness, and provide feedback for improvement. The Literacy Coach will provide professional development, work with teachers in the classroom and coach curriculum delivery, monitor FAIR data and help facilitate literacy needs in the classroom.

The Title 1 Interventionist's role is to monitor student progress and data, provide small group tiered instruction, keep Title 1 records, and provide opportunities for parent involvement. The guidance counselor monitors the MTSS process through committee meetings and data.

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 Leadership Team meets on a regular basis to adjust and adapt instructional resources to align instruction with the Florida Standards to meet the needs of all students.

The Literacy Coach and Interventionist analyze student data to assist teachers with informing instruction based on students needs. This includes personal study of data reports, principal/coach data sessions and teacher/coach data sessions.

Title 1 funds were allotted to hire a Literacy Coach and Interventionist.

Guidance Counselor, Coach, Interventionist, and ESE staff will meet on a regular basis to monitor student progress and trouble shoot issues as they occur. Following the MTSS process the Leadership team meets to ensure all possible resources are being implemented with fidelity.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Debbie Compton	Principal
Donna Camp	Education Support Employee
Regina Johnson	Education Support Employee
Susan Smith	Education Support Employee
Stephanie Greene	Education Support Employee
Justin Hollinghead	Business/Community
Brenda Soto	Parent
Mr. Dominique	Parent
Vanessa Glenn	Parent
Brittany Walliser	Parent
Terisa Clayton	Parent
Mohammed Islam	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Goals of the school improvement plan are discussed with the SAC for revisions and approval. The SIP is revisited throughout the school year for implementation purposes.

Development of this school improvement plan

Several members of SAC participated in helping to write the school improvement plan. The plan will then be presented to the SAC committee for input and approval.

Preparation of the school's annual budget and plan

No funds allocated at this time.

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

Lottery funds were distributed near the end of the year. They are available for projects this year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Compton, Deborah	Principal
Camp, Donna	Assistant Principal
Smith, Susan	Instructional Coach
Greene, Stephanie	Other
Straughn, Candi	Teacher, ESE
Riffe, Casey	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy team will focus meetings on how to improve teacher effectiveness and student achievement in all academic areas. The LLT will monitor FAIR FS and classroom progress to help facilitate literacy needs in the classroom. Mastering Florida Standards will be our major initiative this year. The LLT will provide professional development on authentic literacy instruction, citing specific textual evidence when writing or speaking to support conclusions drawn from the text. We will continue to provide support throughout the school to ensure consistent and pervasive use of high yield strategies.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

In order to encourage a positive working relationships between teachers, we provide a common planning block. Teachers will work in collaborative planning sessions to review the learning maps, to understand standards and review curriculum resources. Data and samples of student work will be brought to collaborative sessions. We will provide professional development, mentoring, coaching ,and support for growth.

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

We will provide opportunities for interns in order to bring highly qualified, certified-in-field teachers to our school. Provide professional development for growth. The leadership team will provide mentoring and support.

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

New teachers will receive curriculum support from the leadership team, administration, and grade level colleagues throughout the year. This support will include but is not limited to modeling, lesson planning, and coaching.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school will follow the district learning maps along with formative and summative assessments for all subject areas to drive instruction.

Baseline data is gathered in August and September. Fair assessment data for grades K-5 will be processed through the PMRN as baseline reading data and to use for future progress monitoring. IBTP Math Assessment data for grades K-5 will be used to gain baseline math and science data to use for future progress monitoring. Grade level data meetings are held after each assessment period to formally review the data as a means of monitoring the effectiveness of all areas and levels of instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

1. District Reading Wonders diagnostic and placement testing in K-2 will be used to group students for guided reading and skill groups.
2. FAIR data will be used in grades 3-5 to determine guided reading and skill groups.
3. Teachers will use this data to determine Tier ii groups.
4. The IBTP will be used in math and science to determine diverse needs of students.
3. New math data will be used to determine Tier ii groups and interventions.
4. Formative and on-going assessments will be used to modify or supplement students having difficulty mastering the Florida Standards or providing enrichment to students that have mastered standards.
5. After school tutoring will be provided for students that are identified as not meeting the Florida Standards.
6. Instruction will be modified or supplemented to assist students having difficulties attaining the proficient or advanced level on state assessments by providing an additional 30 minutes above the state requirement of reading.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,920

After school tutoring in the area of math.

Strategy Rationale

Provide extra time in math to meet our AMO targets.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Compton, Deborah, deborah.compton@polk-fl.net

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

Classroom data from assignments, formative, and summative assessments as well as on-going progress monitoring results will be analyzed to determine effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Garden Grove has a Title 1 Pre-K unit on campus. Teachers may participate in professional learning opportunities offered to school staff and will be involved in professional learning activities with kindergarten teachers. Parents of Pre-K students will be invited to participate in parent workshops and activities provided by the school. The guidance counselor of our feeder middle school will visit and talk to fifth graders about opportunities in middle school.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Our goal is for students to increase proficiency in science.
- G2.** Our goal is to increase the achievement of students' proficiency in math by implementing research-based teaching practices to ensure mastery of the Florida Standards.
- G3.** Our goal is to increase students' proficiency in reading by implementing research-based teaching practices to ensure that students successfully master the Florida Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Our goal is for students to increase proficiency in science. 1a

G074947

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Science materials, equipment and District Science Coach

Targeted Barriers to Achieving the Goal 3

- Lack of science equipment available for teachers.
- Teachers lack of strategies that enhance the student's understanding of the standards.

Plan to Monitor Progress Toward G1. 8

Data will be collected from the tests that are provided in Moodle and other formative assessments. Summative assessments will also be used to show growth. The FCAT science test will determine if the goal of increased proficiency was successful.

Person Responsible

Deborah Compton

Schedule

Monthly, from 9/28/2015 to 12/4/2015

Evidence of Completion

Formative and summative assessments will be monitored by administration and the leadership team to determine progress of the goal.

G2. Our goal is to increase the achievement of students' proficiency in math by implementing research-based teaching practices to ensure mastery of the Florida Standards. 1a

G074948

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	76.0

Resources Available to Support the Goal 2

- Learning maps, Florida Standards, PLCs, Collaborative planning, District and school Literary coaches, and Academic Leadership team, Curiosity Baits

Targeted Barriers to Achieving the Goal 3

- Teachers need professional development on best practices that are most effective in meeting the Florida Math Standards.
- Teachers need additional time for Professional Development.
- Some teachers are still hesitant towards collaborative planning needed for implementation of the Florida Standards

Plan to Monitor Progress Toward G2. 8

Administration will collect weekly preplanning sheets and lesson plans. One administrator or coach will attend the collaborative planning session. District math assessments, Formative assessments and Summative assessments will be utilized to determine if instruction is effective.

Person Responsible

Deborah Compton

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The district math assessments and Formative assessments will be monitored to ensure the standards are being mastered and scores are increasing.

G3. Our goal is to increase students' proficiency in reading by implementing research-based teaching practices to ensure that students successfully master the Florida Standards. 1a

G074949

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

Resources Available to Support the Goal 2

- Curriculum maps, Florida Standards, FAIR-FS data, Literacy coach, Interventionist, PLCs, Collaborative planning, District coaches, Teacher Leader

Targeted Barriers to Achieving the Goal 3

- Teachers need to develop the complexity needed to teach the depth of the standards.
- Need quality intervention materials for identified Tier 2 students
- Need time for vertical articulation

Plan to Monitor Progress Toward G3. 8

Evidence of changes in instruction that are progressing towards meeting the needed changes in instruction in adjacent grade levels.

Person Responsible

Deborah Compton

Schedule

Weekly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Data will show that students have increased proficiency and/or made gains on district assessments and classroom assessments from the vertical meetings.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Our goal is for students to increase proficiency in science. **1**

 G074947

G1.B1 Lack of science equipment available for teachers. **2**

 B195752

G1.B1.S1 School will use Title 1 Funds to purchase enough science equipment and materials to provide teachers with the resources necessary to perform science inquiries. **4**

 S207459

Strategy Rationale

Teachers do not have adequate equipment and materials to effectively implement science labs.

Action Step 1 **5**

Inventory science materials and purchase needed materials.

Person Responsible

Donna Camp

Schedule

Quarterly, from 9/4/2015 to 5/2/2016

Evidence of Completion

More science experiments will be visible on walk-throughs. A list will be developed of needed materials and teachers will be expected to utilize them.

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

The use of science equipment and labs will be evident during walk-throughs.

Person Responsible

Deborah Compton

Schedule

Daily, from 9/21/2015 to 6/3/2016

Evidence of Completion

Science logs and labs, along with the implementation will be evident on walk-throughs.

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

Lesson plans for science should include more experiments. Science inquiries should be observed during walk-throughs.

Person Responsible

Deborah Compton

Schedule

Daily, from 9/21/2015 to 6/3/2016

Evidence of Completion

The data on formative and summative scores should show an increase. Data logs will be kept.

G1.B2 Teachers lack of strategies that enhance the student's understanding of the standards. 2

B195753

G1.B2.S1 The School Based Science Coach will work with the teachers on the 5 Es strategy and provide other professional development and coaching to increase teacher's understanding of the standards. 4

S207460

Strategy Rationale

The school-based science coach will work with the staff on effective strategies that will develop their understanding of the standards.

Action Step 1 5

The School Based Science Coach will work with teachers in grades K-5 by providing professional development, coaching and modeling.

Person Responsible

Deborah Compton

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Walk-throughs will be done to ensure the implementation of the 5E strategy.

Person Responsible

Deborah Compton

Schedule

Daily, from 9/28/2015 to 12/4/2015

Evidence of Completion

Lesson plans will be checked for planning, walk-through documentation will be used for checking for implementation with fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Walk-throughs will be done to ensure the implementation of the 5E strategy. Feedback will be provided by the school based coach and administrators.

Person Responsible

Deborah Compton

Schedule

Daily, from 9/28/2015 to 12/4/2015

Evidence of Completion

Lesson plans will be checked for planning, walk-through documentation will be used for checking for implementation of the 5 E strategies with fidelity.

G2. Our goal is to increase the achievement of students' proficiency in math by implementing research-based teaching practices to ensure mastery of the Florida Standards. 1

G074948

G2.B1 Teachers need professional development on best practices that are most effective in meeting the Florida Math Standards. 2

B195754

G2.B1.S1 The teachers will receive training on the 5Es from the District Math Coach. He will be available for additional training and assistance. 4

S207461

Strategy Rationale

Implementing the 5 Es will enable students to fully understand the meaning of the standard.

Action Step 1 5

The teachers will receive training from the District Math Coach. He will be available to answer questions and help with implementation.

Person Responsible

Donna Camp

Schedule

Daily, from 9/16/2015 to 6/3/2016

Evidence of Completion

Teachers' lesson plans, walk throughs, and students' work will be used to show evidence of this action step.

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

There should be evidence of the teachers using the steps of the 5Es for math during walk throughs.

Person Responsible

Donna Camp

Schedule

Daily, from 9/16/2015 to 6/3/2016

Evidence of Completion

Teachers' lesson plans, students' work, and seeing teachers implementing the steps on walk throughs

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

Walk-throughs and data will be used to ensure the standards are being taught.

Person Responsible

Donna Camp

Schedule

Daily, from 9/21/2015 to 9/21/2015

Evidence of Completion

Written documentation for walk-throughs, informal and formal observations will reflect whether the teacher is using the 5 Es during instruction. An increase in formal and summative data scores should increase.

G2.B1.S2 The teachers will implement Math Baits daily. 4

S207462

Strategy Rationale

Each grade level will implement appropriate grade level Curiosity Baits (Shape, time, money, fraction, multiplication and division). Using these baits will strengthen the student's understanding of math concepts.

Action Step 1 5

Teachers will be trained and expected to implement Curiosity Baits daily.

Person Responsible

Deborah Compton

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teachers' lesson plans, students' logs, and teachers' charts will be used to show evidence of implementation.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Walk-throughs will be done frequently to ensure effective implementation of Curiosity Baits.

Person Responsible

Deborah Compton

Schedule

On 6/3/2016

Evidence of Completion

The calendar chart should be displayed and up-to-date, charts of student's observations, and students should have a curiosity log book.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

We will monitor Module Tests and Formative assessments that include concepts from the baits.

Person Responsible

Deborah Compton

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

Completed monthly logs, students able to demonstrate a variety of ways to solve a problem, the calendar chart should be displayed and up-to-date, charts of student's observations, and increased results on Summative and Formative assessments.

G2.B2 Teachers need additional time for Professional Development. 2

 B195755

G2.B2.S1 We will utilize the District math coach and Lead teacher to provide the most- up-to date professional development from the district for the instructional teachers. This will ensure they are receiving high-yield strategies for teaching the Florida Standards for math. 4

 S207463

Strategy Rationale

It is imperative that teachers receive professional development that will provide them with an understanding of high-yield strategies in order to implement the standards effectively.

Action Step 1 5

We will dedicate one planning period a week for professional development. Coaches will be used as much as possible for planning, modeling, and reflection.

Person Responsible

Deborah Compton

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Formative and summative assessments including the end of the year Florida Standards Assessment.

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

Administrators will ensure that PD is implemented through walk-throughs and data.

Person Responsible

Donna Camp

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Walk-throughs will be done to check for fidelity of implementation. Data will be analyzed to determine if the PD is successful.

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

Discuss data at Grade level meetings for effectiveness and observations from class room walk-throughs.

Person Responsible

Deborah Compton


Schedule

Daily, from 8/24/2015 to 6/3/2016


Evidence of Completion

Module tests, informal quizzes, student work, and the FSA assessment

G2.B3 Some teachers are still hesitant towards collaborative planning needed for implementation of the Florida Standards **2**

 B195756

G2.B3.S1 Teachers will be required to have weekly grade level PLCs with completed preplanning sheets in which teachers will use to create collaborative lesson plans. **4**

 S207464

Strategy Rationale

By planning together teachers will be able to provide students with rigorous and effective instruction enabling the students to successfully meet the new Florida Standards.

Action Step 1 **5**

Teachers will collaboratively plan every Tuesday of each week and provide sign-in sheets, pre-planning sheets, and bring all materials related to the standards.

Person Responsible

Donna Camp

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Administration will require grade levels to submit preplanning sheets and lesson plans after collaboratively planning occurs.

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

Administration will collect weekly preplanning sheets and lesson plans. One administrator or coach will attend the collaborative planning session.

Person Responsible

Donna Camp

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Each member of the grade level team should be contributing to planning for the week. Lesson plans will be checked to see if they are up-to-date with the district's learning maps. Administration will see similar research based practices and instruction across grade levels.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administration will collect weekly preplanning sheets and lesson plans. One administrator or coach will attend the collaborative planning session.

Person Responsible

Deborah Compton

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Administrators will check for up-to-date instruction on walk throughs according to the district maps. Lesson plans should reflect what the teacher is teaching. There should be consistency throughout the grade level.

G3. Our goal is to increase students' proficiency in reading by implementing research-based teaching practices to ensure that students successfully master the Florida Standards. 1

G074949

G3.B1 Teachers need to develop the complexity needed to teach the depth of the standards. 2

B195757

G3.B1.S1 Administration and coach will provide professional development to implement the full depth of the standards by utilizing high yield instructional strategies. 4

S207465

Strategy Rationale

Without knowledge of the complexity levels of the Florida Standards, teachers will not be able to provide rigorous and effective instruction to prepare the students to be successful in meeting the Florida Standards.

Action Step 1 5

Professional development and PLCs will be scheduled to equip teachers with in-depth knowledge of the complexity levels of the standards. Teachers will bring FSA weekly assessments to grade-level planning in order to ensure teachers' instruction aligns to the complexity-level of the standards.

Person Responsible

Deborah Compton

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Walk-throughs, evaluations, data from Formative and Summative assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Walk-throughs and collaborative planning for quality lesson plans to ensure all lessons meet the appropriate complexity of standards. Data needs to be monitored to ensure that all students are progressing.

Person Responsible

Deborah Compton

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Standards will be taught at appropriate levels of complexity and teachers will collaborate to discuss and understand the standards in-depth. This will be visible in walk-throughs, work samples, and Formative and Summative data.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Teachers and administration will monitor students' data. Decisions will be made on what areas of weakness that need to be addressed.

Person Responsible

Deborah Compton

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Increased student achievement on FAIR-FS, Reading Wonders weekly and unit assessments, district assessments, and a decrease in the number of Tier 2/3 students. The FAIR data indicates that grades 4 and 5 need to focus more on comprehension.

G3.B2 Need quality intervention materials for identified Tier 2 students **2**

 B195758

G3.B2.S1 Use Title 1 funds to purchase the Leveled Literacy Intervention (LLI) program to use with identified primary Tier 2 students. **4**

 S207467

Strategy Rationale

Quality intervention materials are needed in order to increase student achievement in primary grades to better prepare students for intermediate grades.

Action Step 1 **5**

Budget Title 1 funds to purchase the Leveled Literacy Intervention Program (LLI) to be used with some of the identified Tier 2 students in grade two.

Person Responsible

Deborah Compton

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

An increase in students' achievement on formative and summative assessments

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

On-going progress monitoring using LLI's Running Record Assessments

Person Responsible

Stephanie Greene

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

Running Records and Benchmark Assessments will be monitored on each student in the program as indicated by the program.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Collect and analyze data from LLI's Running Records and Benchmark Assessments

Person Responsible

Stephanie Greene

Schedule

Daily, from 9/14/2015 to 6/3/2016

Evidence of Completion

Data will show that students have achieved proficiency and/or made gains on district assessments.

G3.B3 Need time for vertical articulation 2

 B195759

G3.B3.S1 Teachers will be given time for vertical articulation on professional development days. 4

 S207468

Strategy Rationale

Teachers need time to meet with other grade levels in order to discuss strengths and weaknesses of meeting the intent of their grade level standards.

Action Step 1 5

Cross grade level articulation will take place to enable teachers to be aware of the standards in the grades above and below their grade level. Solutions to problems will be shared among grade levels.

Person Responsible

Deborah Compton

Schedule

Quarterly, from 9/28/2015 to 2/26/2016

Evidence of Completion

Meeting minutes developed from the discussion.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Administration will provide guidelines for each group session. Minutes will be collected after the discussion.

Person Responsible

Deborah Compton

Schedule

Triannually, from 9/28/2015 to 2/26/2016

Evidence of Completion

Teachers will record findings from cross grade level discussions and share with the entire staff. Staff will identify trends.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Administration will collect meeting minutes. Observation of group discussions.

Person Responsible

Deborah Compton

Schedule

Triannually, from 9/28/2015 to 2/26/2016

Evidence of Completion

From the meeting minutes, common trends will be identified and addressed as needed.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Inventory science materials and purchase needed materials.	Camp, Donna	9/4/2015	More science experiments will be visible on walk-throughs. A list will be developed of needed materials and teachers will be expected to utilize them.	5/2/2016 quarterly
G1.B2.S1.A1	The School Based Science Coach will work with teachers in grades K-5 by providing professional development, coaching and modeling.	Compton, Deborah	8/24/2015		6/3/2016 weekly
G2.B1.S1.A1	The teachers will receive training from the District Math Coach. He will be available to answer questions and help with implementation.	Camp, Donna	9/16/2015	Teachers' lesson plans, walk throughs, and students' work will be used to show evidence of this action step.	6/3/2016 daily

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Garden Grove Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1	Teachers will be trained and expected to implement Curiosity Baits daily.	Compton, Deborah	9/1/2015	Teachers' lesson plans, students' logs, and teachers' charts will be used to show evidence of implementation.	6/3/2016 daily
G2.B2.S1.A1	We will dedicate one planning period a week for professional development. Coaches will be used as much as possible for planning, modeling, and reflection.	Compton, Deborah	8/24/2015	Formative and summative assessments including the end of the year Florida Standards Assessment.	6/3/2016 daily
G2.B3.S1.A1	Teachers will collaboratively plan every Tuesday of each week and provide sign-in sheets, pre-planning sheets, and bring all materials related to the standards.	Camp, Donna	8/31/2015	Administration will require grade levels to submit preplanning sheets and lesson plans after collaboratively planning occurs.	6/3/2016 weekly
G3.B1.S1.A1	Professional development and PLCs will be scheduled to equip teachers with in-depth knowledge of the complexity levels of the standards. Teachers will bring FSA weekly assessments to grade-level planning in order to ensure teachers' instruction aligns to the complexity-level of the standards.	Compton, Deborah	8/24/2015	Walk-throughs, evaluations, data from Formative and Summative assessments	6/3/2016 weekly
G3.B2.S1.A1	Budget Title 1 funds to purchase the Leveled Literacy Intervention Program (LLI) to be used with some of the identified Tier 2 students in grade two.	Compton, Deborah	8/24/2015	An increase in students' achievement on formative and summative assessments	6/3/2016 daily
G3.B3.S1.A1	Cross grade level articulation will take place to enable teachers to be aware of the standards in the grades above and below their grade level. Solutions to problems will be shared among grade levels.	Compton, Deborah	9/28/2015	Meeting minutes developed from the discussion.	2/26/2016 quarterly
G1.MA1	Data will be collected from the tests that are provided in Moodle and other formative assessments. Summative assessments will also be used to show growth. The FCAT science test will determine if the goal of increased proficiency was successful.	Compton, Deborah	9/28/2015	Formative and summative assessments will be monitored by administration and the leadership team to determine progress of the goal.	12/4/2015 monthly
G1.B1.S1.MA1	Lesson plans for science should include more experiments. Science inquiries should be observed during walk-throughs.	Compton, Deborah	9/21/2015	The data on formative and summative scores should show an increase. Data logs will be kept.	6/3/2016 daily
G1.B1.S1.MA1	The use of science equipment and labs will be evident during walk-throughs.	Compton, Deborah	9/21/2015	Science logs and labs, along with the implementation will be evident on walk-throughs.	6/3/2016 daily
G1.B2.S1.MA1	Walk-throughs will be done to ensure the implementation of the 5E strategy. Feedback will be provided by the school based coach and administrators.	Compton, Deborah	9/28/2015	Lesson plans will be checked for planning, walk-through documentation will be used for checking for implementation of the 5 E strategies with fidelity.	12/4/2015 daily
G1.B2.S1.MA1	Walk-throughs will be done to ensure the implementation of the 5E strategy.	Compton, Deborah	9/28/2015	Lesson plans will be checked for planning, walk-through documentation will be used for checking for implementation with fidelity.	12/4/2015 daily
G2.MA1	Administration will collect weekly preplanning sheets and lesson plans. One administrator or coach will attend the collaborative planning session. District math assessments, Formative assessments and Summative assessments will be utilized to determine if instruction is effective.	Compton, Deborah	8/24/2015	The district math assessments and Formative assessments will be monitored to ensure the standards are being mastered and scores are increasing.	6/3/2016 monthly

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Garden Grove Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Walk-throughs and data will be used to ensure the standards are being taught.	Camp, Donna	9/21/2015	Written documentation for walk-throughs, informal and formal observations will reflect whether the teacher is using the 5 Es during instruction. An increase in formal and summative data scores should increase.	9/21/2015 daily
G2.B1.S1.MA1	There should be evidence of the teachers using the steps of the 5Es for math during walk throughs.	Camp, Donna	9/16/2015	Teachers' lesson plans, students' work, and seeing teachers implementing the steps on walk throughs	6/3/2016 daily
G2.B2.S1.MA1	Discuss data at Grade level meetings for effectiveness and observations from class room walk-throughs.	Compton, Deborah	8/24/2015	Module tests, informal quizzes, student work, and the FSA assessment	6/3/2016 daily
G2.B2.S1.MA1	Administrators will ensure that PD is implemented through walk-throughs and data.	Camp, Donna	8/18/2015	Walk-throughs will be done to check for fidelity of implementation. Data will be analyzed to determine if the PD is successful.	6/3/2016 weekly
G2.B3.S1.MA1	Administration will collect weekly preplanning sheets and lesson plans. One administrator or coach will attend the collaborative planning session.	Compton, Deborah	8/31/2015	Administrators will check for up-to-date instruction on walk throughs according to the district maps. Lesson plans should reflect what the teacher is teaching. There should be consistency throughout the grade level.	6/3/2016 weekly
G2.B3.S1.MA1	Administration will collect weekly preplanning sheets and lesson plans. One administrator or coach will attend the collaborative planning session.	Camp, Donna	8/31/2015	Each member of the grade level team should be contributing to planning for the week. Lesson plans will be checked to see if they are up-to-date with the district's learning maps. Administration will see similar research based practices and instruction across grade levels.	6/3/2016 weekly
G2.B1.S2.MA1	We will monitor Module Tests and Formative assessments that include concepts from the baits.	Compton, Deborah	9/1/2015	Completed monthly logs, students able to demonstrate a variety of ways to solve a problem, the calendar chart should be displayed and up-to-date, charts of student's observations, and increased results on Summative and Formative assessments.	6/3/2016 daily
G2.B1.S2.MA1	Walk-throughs will be done frequently to ensure effective implementation of Curiosity Baits.	Compton, Deborah	9/1/2015	The calendar chart should be displayed and up-to-date, charts of student's observations, and students should have a curiosity log book.	6/3/2016 one-time
G3.MA1	Evidence of changes in instruction that are progressing towards meeting the needed changes in instruction in adjacent grade levels.	Compton, Deborah	9/14/2015	Data will show that students have increased proficiency and/or made gains on district assessments and classroom assessments from the vertical meetings.	6/3/2016 weekly
G3.B1.S1.MA1	Teachers and administration will monitor students' data. Decisions will be made on what areas of weakness that need to be addressed.	Compton, Deborah	8/24/2015	Increased student achievement on FAIR-FS, Reading Wonders weekly and unit assessments, district assessments, and a decrease in the number of Tier 2/3 students. The FAIR data indicates that grades 4 and 5 need to focus more on comprehension.	6/3/2016 weekly
G3.B1.S1.MA1	Walk-throughs and collaborative planning for quality lesson plans to ensure all lessons meet the appropriate complexity of standards. Data needs to be monitored to ensure that all students are progressing.	Compton, Deborah	8/24/2015	Standards will be taught at appropriate levels of complexity and teachers will collaborate to discuss and understand the standards in-depth. This will be visible in walk-throughs, work samples, and Formative and Summative data.	6/3/2016 weekly
G3.B2.S1.MA1	Collect and analyze data from LLI's Running Records and Benchmark Assessments	Greene, Stephanie	9/14/2015	Data will show that students have achieved proficiency and/or made gains on district assessments.	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1	On-going progress monitoring using LLI's Running Record Assessments	Greene, Stephanie	9/14/2015	Running Records and Benchmark Assessments will be monitored on each student in the program as indicated by the program.	6/3/2016 daily
G3.B3.S1.MA1	Administration will collect meeting minutes. Observation of group discussions.	Compton, Deborah	9/28/2015	From the meeting minutes, common trends will be identified and addressed as needed.	2/26/2016 triannually
G3.B3.S1.MA1	Administration will provide guidelines for each group session. Minutes will be collected after the discussion.	Compton, Deborah	9/28/2015	Teachers will record findings from cross grade level discussions and share with the entire staff. Staff will identify trends.	2/26/2016 triannually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Our goal is for students to increase proficiency in science.

G1.B2 Teachers lack of strategies that enhance the student's understanding of the standards.

G1.B2.S1 The School Based Science Coach will work with the teachers on the 5 Es strategy and provide other professional development and coaching to increase teacher's understanding of the standards.

PD Opportunity 1

The School Based Science Coach will work with teachers in grades K-5 by providing professional development, coaching and modeling.

Facilitator

Katherine Barnhart, School Based Science Coach

Participants

Teachers, administration

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G2. Our goal is to increase the achievement of students' proficiency in math by implementing research-based teaching practices to ensure mastery of the Florida Standards.

G2.B1 Teachers need professional development on best practices that are most effective in meeting the Florida Math Standards.

G2.B1.S1 The teachers will receive training on the 5Es from the District Math Coach. He will be available for additional training and assistance.

PD Opportunity 1

The teachers will receive training from the District Math Coach. He will be available to answer questions and help with implementation.

Facilitator

Donna Camp, Debbie Compton, and Mike Greenlee

Participants

Teachers

Schedule

Daily, from 9/16/2015 to 6/3/2016

G2.B1.S2 The teachers will implement Math Baits daily.

PD Opportunity 1

Teachers will be trained and expected to implement Curiosity Baits daily.

Facilitator

Deborah Compton, Donna Camp, and Michael Greenlee

Participants

Teachers and students

Schedule

Daily, from 9/1/2015 to 6/3/2016

G2.B2 Teachers need additional time for Professional Development.

G2.B2.S1 We will utilize the District math coach and Lead teacher to provide the most- up-to date professional development from the district for the instructional teachers. This will ensure they are receiving high-yield strategies for teaching the Florida Standards for math.

PD Opportunity 1

We will dedicate one planning period a week for professional development. Coaches will be used as much as possible for planning, modeling, and reflection.

Facilitator

District Math Coach, Administration, and Lead Teacher

Participants

All instructional staff

Schedule

Daily, from 8/24/2015 to 6/3/2016

G2.B3 Some teachers are still hesitant towards collaborative planning needed for implementation of the Florida Standards

G2.B3.S1 Teachers will be required to have weekly grade level PLCs with completed preplanning sheets in which teachers will use to create collaborative lesson plans.

PD Opportunity 1

Teachers will collaboratively plan every Tuesday of each week and provide sign-in sheets, pre-planning sheets, and bring all materials related to the standards.

Facilitator

Administration

Participants

All instructional staff

Schedule

Weekly, from 8/31/2015 to 6/3/2016

G3. Our goal is to increase students' proficiency in reading by implementing research-based teaching practices to ensure that students successfully master the Florida Standards.

G3.B1 Teachers need to develop the complexity needed to teach the depth of the standards.

G3.B1.S1 Administration and coach will provide professional development to implement the full depth of the standards by utilizing high yield instructional strategies.

PD Opportunity 1

Professional development and PLCs will be scheduled to equip teachers with in-depth knowledge of the complexity levels of the standards. Teachers will bring FSA weekly assessments to grade-level planning in order to ensure teachers' instruction aligns to the complexity-level of the standards.

Facilitator

School and Regional Reading Coach

Participants

Instructional staff

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B1.S1.A1	Inventory science materials and purchase needed materials.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		510-Supplies	1711 - Garden Grove Elementary School	Title I Part C (Migrant)		\$2,000.00
2	G1.B2.S1.A1	The School Based Science Coach will work with teachers in grades K-5 by providing professional development, coaching and modeling.				\$0.00
3	G2.B1.S1.A1	The teachers will receive training from the District Math Coach. He will be available to answer questions and help with implementation.				\$0.00
4	G2.B1.S2.A1	Teachers will be trained and expected to implement Curiosity Baits daily.				\$0.00
5	G2.B2.S1.A1	We will dedicate one planning period a week for professional development. Coaches will be used as much as possible for planning, modeling, and reflection.				\$0.00
6	G2.B3.S1.A1	Teachers will collaboratively plan every Tuesday of each week and provide sign-in sheets, pre-planning sheets, and bring all materials related to the standards.				\$0.00
7	G3.B1.S1.A1	Professional development and PLCs will be scheduled to equip teachers with in-depth knowledge of the complexity levels of the standards. Teachers will bring FSA weekly assessments to grade-level planning in order to ensure teachers' instruction aligns to the complexity-level of the standards.				\$0.00
8	G3.B2.S1.A1	Budget Title 1 funds to purchase the Leveled Literacy Intervention Program (LLI) to be used with some of the identified Tier 2 students in grade two.				\$3,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		510-Supplies	1711 - Garden Grove Elementary School	Title I Part C (Migrant)		\$3,250.00
9	G3.B3.S1.A1	Cross grade level articulation will take place to enable teachers to be aware of the standards in the grades above and below their grade level. Solutions to problems will be shared among grade levels.				\$0.00
Total:						\$5,250.00