Sarasota County Schools

Garden Elementary School

2016-17 Schoolwide Improvement Plan

Garden Elementary School

700 CENTER RD, Venice, FL 34285

www.sarasotacountyschools.net/garden

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	60%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	21%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	A*	A	B

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 Sarasota 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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Garden Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of the Garden Elementary community is to provide students with meaningful learning experiences through the use of individualized instruction, technology, collaborative learning, and community involvement. Student success will be measured by ongoing assessment. Garden's mission will be accomplished through the collaboration of students, staff, and parents.

b. Provide the school's vision statement.

The Garden Elementary community is dedicated to providing a supportive environment where all children have the opportunity to achieve their highest potential.

2. School Environment

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

This process occurs at multiple levels. Teachers use student inventories at the beginning of the year to learn about cultures and any pertinent religious beliefs. Teachers learn about home and family life through parent conferences and Open House. Teachers consistently work to making connections and build relationships with students and their families. The SWST/CARE team members learn about students' academic, social and emotional needs through meetings with teachers and parents.

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

"Garden Grows Character" is a character education program that identifies and recognizes eight areas of character development that are essential to develop good productive citizens above and beyond the realm of academics.
Eight character traits (August/September – Responsibility, October – Friendship, November/December – Caring, January – Respect, March– Honesty, April – Courtesy & Courage, May – Gratitude) are presented and integrated throughout the curriculum. Staff members nominate students to be recognized for exhibiting that months' character trait. Students are recognized on our morning news program, on a prominent hallway display and celebrated at a monthly breakfast in which parents/guardians are invited to join in the celebration. Parents/guardians are encouraged to display the car magnets awarded at the recognition breakfast to remind the community that the occupant of the car has been recognized at for having good character by Garden Elementary.

c. 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.

The Positive Behavior Support (PBS) system is overseen by the Behavior Support Teacher, School Counselor and Assistant Principal. The PBS system is implemented school-wide. Students learn Garden's ABCs as routines and procedures are established to begin the school year. (Garden's ABC's: Active Learning, Be Respectful, Come Prepared,Do your Best, Everyone be Safe) "Gator CHOMPS" are distributed by staff members when desired behaviors are witnessed. These chomps are redeemable monthly for rewards of varying "costs."

Positive Office Referrals are awarded when desirable behaviors are witnessed by school staff. Students earning positive office referrals are recognized weekly on our morning news broadcast.

d. 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 School Wide Support Team, grade level Collaborative Planning Teams and the Children at Risk in Education team monitor, collaborate and implement instruction and intervention to help to meet the social and emotional needs of students. Restorative circles are used by the counselor and classroom teachers to help students work through conflicts in a productive manner. The school counselor provides CAARS (Counseling As A Related Service) to students whose IEPs indicate a need for this support. The Behavior Support Teacher provides individualized interventions to help meet the social and emotional needs of students, as determined by the SWST and CARE team. Interventions are progress monitored and modified, as needed, to support students with meeting social and emotional goals. District appointed psychologists, social workers, truancy support staff and a county health nurse participate with staff in this process.

3. 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).

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

A district managed early warning system helps track and identify students who meet two or more of the early warning indicators which include:

Attendance below 90%
One or more suspensions
Course failure in ELA or Math
A Level 1 on the ELA or Math FSA

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	14	10	7	4	13	11	0	0	0	0	0	0	0	59
One or more suspensions	9	1	2	9	11	7	0	0	0	0	0	0	0	39
Course failure in ELA or Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	4	35	31	0	0	0	0	0	0	0	70

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

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

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

Garden Elementary teachers meet once a week for PLC meetings. During these meetings, teachers discuss students who are having academic/behavior/attendance difficulty. Based on grade level discussion,teachers will begin Tier 2 interventions and document student progress. At the end of the interventions, those students who do not respond positively to the interventions will be brought to the SWST team. The classroom teacher will discuss student progress. The SWST team will assist the classroom teacher in writing the Tier 3 interventions. The teacher will implement these for a minimum of 4 weeks. If, after that amount of time, there is not positive response to Tier 3 instruction, the SWST team may revise the current interventions or recommend that the child be placed on the CARE agenda. The CARE team will review the student's academic/behavior history and make decisions/ recommendations based on student need.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Parents are encouraged to participate in the PTSO, volunteer in classrooms and chaperone field trips, as well as perform non academic clerical assistance from home or in the school. Grade level parent information nights are scheduled to address the increased rigor of the Florida Standards, changes in report cards, and the on-line parent portal that can be used to monitor progress. Parents are encouraged to attend Harvest Festival and PTSO events. A weekly e-newsletter will be sent to families to maintain positive home/school communication.

2. 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 Elementary has sustained a multi-year relationship with the local YMCA to co-sponsor an after school remedial reading tutorial program that identifies at risk readers and provides trained community volunteers to assist struggling students with research based reading strategies to help address their learning gaps. Additionally an "Adopt-A- Class" program is maintained that allows individual or businesses to adopt a classroom or program and monetarily assist in the purchase of needed classroom supplies or resources. Our PTSO solicits business partnerships that permits them to support classroom initiatives like educational field trips, curricular support materials and assemblies.

C. 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).

1. School Leadership Team

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

Name	Title
Archer, Amy	Principal
O'Berry, Gabrielle	School Counselor
Gross, Cindy	Other
Figueroa, Nathan	Assistant Principal
Webb, Emilie	Other

b. Duties

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

The responsibility of each school based leadership member is described below. The SIP plan is primarily the responsibility of the Principal with input from the leadership team, SAC, and Curriculum Leaders.

2. 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.

Each support team member is assigned one or more grade levels to progress monitor assessments, attend PLC meetings monthly to facilitate discussion of Tier II students to determine if intensity and/or frequency of interventions should be adjusted. When the decision is made to seek support from the SWST team, the support team member will assist the classroom teacher in collecting and presenting relevant data to the SWST committee.

Backpack program, Food Pantry, and Cooking Matters Instruction all facilitated by the All Faiths Food Bank will address the hunger needs of over 58% of Garden students.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Melanie Buckalter	Teacher
Lisa Saul	Education Support Employee
Mischa Kirby	Parent
Kathy Rule	Education Support Employee
Mark Smith	Parent
Drew Carney	Business/Community
Nathan Figueroa	Education Support Employee
Lauren Hunt	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

School Improvement Plan is shared with SAC before submission for their input. Performance data are shared as they relate to the previous year's SIP.

b. Development of this school improvement plan

Advise and consent

c. Preparation of the school's annual budget and plan

Budget spreadsheet is presented to a joint meeting of SAC and our Shared Decision Making Team for their consent.

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

Positive Behavior Support: $1,799.11
Character Education: $389.64
Testing Snacks: $349.25

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Figueroa, Nathan	Assistant Principal
Burkett, Stacy	Teacher, K-12
Robertson, Jennifer	Teacher, K-12
Carroll, Celeste	Teacher, K-12
Feely, Anne	Teacher, K-12
Etheridge, Lori	Teacher, K-12
Archer, Amy	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Garden's LLT communicates to their team decisions and procedures as related to the implementation of the Florida Standards and information relating to the Florida Standards Assessment. They solicit needs for staff development relating to the new standards and assessment and encourage attendance at related staff in-services and collaboration and communication of needs to drive instruction.

D. 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).

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

One Professional Learning Community(PLC) meeting per week is utilized to progress monitor and implement the MTSS/SWST process to identify struggling students and assign Tiers of interventions to address identified learning challenges. Administration will provide professional development in the areas of Depth of Knowledge and Florida Standards. Additionally, Individual Professional Development Plans require teachers to collaborate with school personnel as they work toward goal accomplishment. This time is also utilized to identify materials and resources to support the new standards and Instructional Focus Guide.

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

All newly hired instructional staff members are assigned a SCIP mentor to support the retention of highly qualified teachers. SCIP mentors provide ongoing support and training throughout the school year. The school openly encourages local universities to send us interns. These interns are offered real world PRIDE observation feedback and mock interviews to further enhance their intern experience and provide insight to administration for talented candidates for future positions.

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

Garden Elementary adheres to all required components of Sarasota County's SCIP mentoring program. SCIP mentors meet with their mentees weekly to completes components of the SCIP program. Time is also spent at weekly meetings to provide support and coaching with challenges and celebrate successes. Mentors and mentees are paired either by common grade level, compatible personalities, or common experiences.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

A Florida Standards Guide will be provided to each instructional staff member. This guide will be used during professional development sessions to promote a deeper understanding of the standards. Time will be spent aligning instructional programs and materials to the DOK levels of the standards.

b. Instructional Strategies

1. 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.

Each grade level enters assessment data on a spreadsheet to support progress monitoring efforts. The progress monitoring spreadsheet is formatted to color code student data that is below the proficiency level. Teachers provide supplemental support to students who do not demonstrate proficiency. Examples assessments recorded on the progress monitoring sheet are: I-Ready, common reading, math and science summative assessments.

2. 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: Extended School Day

Minutes added to school year: 1,800

First and Second grade students who are identified via progress monitoring will be invited to participate in the Y-Reads after school reading tutorial program.

Strategy Rationale

Providing supplemental reading instruction will support efforts to close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Archer, Amy, amy.archer@sarasotacountyschools.net

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

Reading data collected from Y-Reads tutors and I-Ready will be utilized to determine the effectiveness of the program.

Strategy: Extended School Day

Minutes added to school year: 1,000

Garden offers after school enrichment clubs including: Band, Chorus, Girls on the Run, Florida Studio Theater, and STEM Club

Strategy Rationale

Opportunity to receive a more well-rounded education experience

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

After school club attendance data will be reviewed to determine if clubs are meeting the interest level of students.

2. Student Transition and Readiness

a. 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).

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

FLKRS assessment is administered within the first 30 days of school and local assessment administered prior to school starting helps determine classroom placement and provides valuable information on readiness skills for incoming kindergarten students. An orientation for incoming

Kindergarten parents is held annually in the Spring to introduce them to Garden Elementary. Fifth grade students are bused to the local middle school to acquaint themselves with the physical campus and observe 6th graders engaged in classes. The school counselor and ESE liaison meet with middle school personnel to share special learning and emotional needs of select students bound for their schools.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. SUSPENSION GOAL - By the year 2017, we will maintain or decrease the suspensions from the previous school year.

G2. READING GOALS - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

G3. READING LEARNING GAIN GOAL- By the year 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating an annual learning gain.

G4. MATH GOALS - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

G5. MATH LEARNING GAIN GOAL- By the year 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating an annual learning gain.

G6. SCIENCE GOAL: There will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency.

Strategic Goals Detail

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

G1. SUSPENSION GOAL - By the year 2017, we will maintain or decrease the suspensions from the previous school year. `1a`

🔑 G085552

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	16.0

Targeted Barriers to Achieving the Goal `3`

- Garden is mid-county EBD Cluster Site. Training and support is required to appropriately respond to behaviors of concern.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Behavior Support Staff

- District Support Staff

- Contracted Services of BC/BA for site based training and ongoing support.

Plan to Monitor Progress Toward G1. `8`

Behavior data will be collected and analyzed throughout the 2016-17 school year. Action plans will be developed in response to behavior data. Monthly updates will be provided to the Faculty Leadership Committee.

Person Responsible
Emilie Webb

Schedule
Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion
Data sources include: Observations, ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data

G2. READING GOALS - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. 1a

🔍 G085553

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	66.0

Targeted Barriers to Achieving the Goal 3

- Learning the proper pacing and sequencing is always challenging. The heavy dependency on technology could prevent issues if there are issues with the user friendliness of the programs. The paradigm change of teaching toward mastery, presenting material that is an inch wide but a mile deep will be challenging to staff, students and parents.

- Limited exposure to FSA style questions

Resources Available to Help Reduce or Eliminate the Barriers 2

- The Reading series from McGraw Hill "Reading Wonders" will address ELA goals along with the plethura of on-line resources and assessments it provides.The IFG will provide suggestions on how to reach mastery of new Florida Standards objectives.

- Intervention/enrichment blocks have been included to the instructional day to allot targeted instruction on specific skills to identified students utilizing progress monitoring and assessment results.

- To prepare students for the upcoming computer based assessments, 2nd grade students will be instructed in keyboarding skills in an attempt to eliminate typing skills as an unintended roadblock to assess genuine achievement on high stakes assessments.

- PD during PLC's on standards and DOK levels every month.

Plan to Monitor Progress Toward G2. 8

Monitor fidelity to Florida Standards, MTSS interventions, and IEP implementation across the grade levels.

Person Responsible
Nathan Figueroa

Schedule
Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion
Progress Monitoring Reports, graphs, charts, assessments, journals, PLC logs.

G3. READING LEARNING GAIN GOAL- By the year 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating an annual learning gain. `1a`

🔍 G085554

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	62.0

Targeted Barriers to Achieving the Goal `3`

- Identifying and responding to students who are not making adequate learning gains.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- I-Ready reports

- MTSS data

- Progress monitoring spreadsheets

Plan to Monitor Progress Toward G3. `8`

I-Ready AP3 diagnostic data form will be compared to I-Ready AP2 diagnostic data to determine whether or not students demonstrated a positive response to the supplemental support.

Person Responsible
Nathan Figueroa

Schedule
Daily, from 5/15/2017 to 6/2/2017

Evidence of Completion
I-Ready diagnostic data

G4. MATH GOALS - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. 1a

🔍 G085555

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	63.0

Targeted Barriers to Achieving the Goal 3

- Support is needed to enhance alignment of tasks and DOK levels within the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The GO Math series will provide the majority of the hands on and on-line resources to address our math goal.

- District resources like Sue D'Angelo are scheduled for staff in-services on implementation of instructional rounding. Professional development PLC sessions will focus on researching alignment of activities to the Depth of Knowledge level within the standards.

- Instructional Focus Guides, i-Ready online instruction and Toolbox

- Math journaling with written rationale and explanations are strongly encouraged and monitored on math classes. To be able to explain thought processes and explore alternative paths strengthens student comprehension and application of math concepts.

Plan to Monitor Progress Toward G4. 8

Monitor fidelity to Florida Standards instruction, MTSS interventions, and IEP implementation across the grade levels.

Person Responsible
Amy Archer

Schedule
Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion
Progress Monitoring Reports, graphs, charts, assessments, journals, PLC logs

G5. MATH LEARNING GAIN GOAL- By the year 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating an annual learning gain. `1a`

🔍 G085556

Targets Supported `1b`

Indicator	Annual Target
Math Gains	56.0

Targeted Barriers to Achieving the Goal `3`

- Identifying and responding to students who are not making adequate learning gains.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- I-Ready

- MTSS portfolios

- Progress monitoring spreadsheets

Plan to Monitor Progress Toward G5. `8`

I-Ready AP3 diagnostic data form will be compared to I-Ready AP2 diagnostic data to determine whether or not students demonstrated a positive response to the supplemental support.

Person Responsible

Nathan Figueroa

Schedule

Daily, from 5/15/2017 to 6/2/2017

Evidence of Completion

I-Ready diagnostic data

G6. SCIENCE GOAL: There will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. 1a

🔍 G085557

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0

Targeted Barriers to Achieving the Goal 3

- Support is needed to enhance alignment of tasks and DOK levels within the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science Lab is on the wheel and taught by a certified teacher that scaffolds instruction K-5

- Grades 4 and 5 have departmentalized allowing targeted instruction in Science for a full 60 minutes every day.

- Science classes and AWP classes have garden projects that will facilitate hands on experiences with life sciences.

- Master schedule includes science instruction block for all grade levels.

Plan to Monitor Progress Toward G6. 8

Monitor progress in Science instruction student achievement, and application of skills

Person Responsible

Nathan Figueroa

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

common assessments, observations, PLC reports.

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. SUSPENSION GOAL - By the year 2017, we will maintain or decrease the suspensions from the previous school year. [1]

🔍 G085552

G1.B1 Garden is mid-county EBD Cluster Site. Training and support is required to appropriately respond to behaviors of concern. [2]

🔍 B227434

G1.B1.S1 Train and support staff in responding to misconduct using de-escalation techniques and help create effective interventions to reduce negative behaviors. [4]

🔍 S239971

Strategy Rationale

By creating a positive learning environment that minimizes behavior incidents and training teachers to effectively respond, fewer behaviors will escalate to a level that requires a suspension.

Action Step 1 [5]

CPI (Crisis Response Training)

Person Responsible

Amy Archer

Schedule

On 8/16/2016

Evidence of Completion

PD Roster

Action Step 2 [5]

Onsite training and support from a Board Certified Behavior Analyst (BCBA)

Person Responsible

Amy Archer

Schedule

Weekly, from 8/17/2016 to 6/6/2017

Evidence of Completion

Behavior data will be collected and analyzed to determine support needs throughout the 2016-17 school year.

Action Step 3 `5`

CPI Training 3 Hour

Person Responsible

Nathan Figueroa

Schedule

On 11/16/2016

Evidence of Completion

PD roster

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

Behavior data will be collected and analyzed throughout the 2016-17 school year. Action plans will be developed in response to behavior data. Monthly updates will be provided to the Faculty Leadership Committee.

Person Responsible

Emilie Webb

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Data sources include: ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data

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

Behavior data will be collected and analyzed throughout the 2016-17 school year. Action plans will be developed in response to behavior data. Monthly updates will be provided to the Faculty Leadership Committee.

Person Responsible

Emilie Webb

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Data sources include: ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data

G2. READING GOALS - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. [1]

🔑 G085553

G2.B1 Learning the proper pacing and sequencing is always challenging. The heavy dependency on technology could prevent issues if there are issues with the user friendliness of the programs. The paradigm change of teaching toward mastery, presenting material that is an inch wide but a mile deep will be challenging to staff, students and parents. [2]

🔑 B227435

G2.B1.S1 Monthly PLC workshops will focus on helping teachers understand DOK levels in the reading standards and collaborate on collecting and using resources to help students meet proficiency in ELA. Grade level parent information nights have been scheduled to address the increased rigor and higher expectations the new Florida Standards require. Support staff members will be assigned to specific grade levels to attend PLC's to monitor and assist with progress monitoring, implementation of MTSS interventions and documentation of progress. [4]

🔑 S239972

Strategy Rationale

Communication and collaboration are the key to successfully implement the new standards; teacher to teacher, teacher to student, and teacher t parent.

Action Step 1 [5]

Provide professional development during PLC sessions to increase the understanding of the connections between standards and DOK levels.

Person Responsible

Amy Archer

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

PLC Logs

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

Monitor PD opportunities and implementation of strategies presented

Person Responsible

Amy Archer

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

In-service credit roster and observation notes

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

Classroom observations and visits, PLC log reports

Person Responsible

Amy Archer

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

PRIDE observations and PLC spreadsheets on progress monitoring.

G2.B1.S2 Professional development will be provided during PLC's to provide staff an opportunity to develop and align lesson plans with writings standards. Exemplars of student writing samples will be used to guide these collaborative planning sessions. 4

🔑 S239973

Strategy Rationale

Writing applications and assessments require students to incorporate reading content into written responses. Real world application of the writing process prepares students for assessments and enhances the application of all ELA skills.

Action Step 1 5

Support team will monitor PLC's and Administration will document during observations that pacing is adequate and professional development elements are being applied.

Person Responsible

Amy Archer

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

weekly PLC report forms, weekly support team meeting discussions, observation comments

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

Classroom observations and PLC discussions

Person Responsible

Amy Archer

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Weekly monitoring of PLC reports and ongoing observations.

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

Improved classroom observations, and proficient standardized test scores

Person Responsible

Schedule

Annually, from 8/22/2016 to 6/6/2017

Evidence of Completion

Final PRIDE observations and FSA assessment.

G2.B2 Limited exposure to FSA style questions `2`

🔑 B227436

G2.B2.S1 Use Reading Wonders updated assessments that include FSA type questions. Use PLC to discuss resources found that will increase exposure to FSA style questions. `4`

🔑 S239974

Strategy Rationale

Students must be exposed to the question format of the new FSA testing.

Action Step 1 `5`

Discussion during PLC's of incorporation of FSA questions and monitoring of instruction to include FSA style questions.

Person Responsible

Amy Archer

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Classroom observations

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

Monitor use of FSA style questions

Person Responsible

Amy Archer

Schedule

Semiannually, from 8/22/2016 to 6/6/2017

Evidence of Completion

Documented through classroom observations.

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

Determine if students are correctly responding to FSA style questions with greater accuracy

Person Responsible

Nathan Figueroa

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Evidenced by teacher discussions during PLC's and progress monitoring.

G2.B2.S2 Weekly exposure to FSA style questions on i-Ready software 4

🔑 S239975

Strategy Rationale

Students need to be exposed to FSA style questions and responding on the computer.

Action Step 1 5

Scheduling of i-Ready computer lab times

Person Responsible

Nathan Figueroa

Schedule

On 8/26/2016

Evidence of Completion

Lab schedules made

Action Step 2 5

Monitoring teacher and student use of i-Ready

Person Responsible

Nathan Figueroa

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

i-Ready reports, progress monitoring data

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Review i-Ready reports

Person Responsible

Nathan Figueroa

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

iReady reports and progress monitoring reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Discussions with teachers

Person Responsible

Nathan Figueroa

Schedule

Quarterly, from 10/31/2016 to 10/31/2016

Evidence of Completion

PLC/Discussions after growth monitoring reports populate

G3. READING LEARNING GAIN GOAL- By the year 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating an annual learning gain. 1

G085554

G3.B1 Identifying and responding to students who are not making adequate learning gains. 2

B227437

G3.B1.S1 Provide professional development to support teachers with data analysis to identify students who are not demonstrating learning gains. Once students are identified, an action plan will be created to respond to students need for supplemental support. 4

S239976

Strategy Rationale

Identifying and responding to students who need support to make learning gains will increase their probability of reaching proficiency.

Action Step 1 5

Provide professional development to analyze performance data and create action plans to respond to student need.

Person Responsible

Amy Archer

Schedule

On 2/28/2017

Evidence of Completion

PD rosters and action plans created for students

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

Walkthroughs and observation during scheduled intervention block

Person Responsible

Amy Archer

Schedule

Weekly, from 3/1/2017 to 6/6/2017

Evidence of Completion

Classroom walkthroughs and PLC Logs

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

PLC discussions and SWST meetings

Person Responsible

Nathan Figueroa

Schedule

Weekly, from 3/1/2017 to 6/6/2017

Evidence of Completion

PLC logs, SWST notes, MTSS portfolios

G4. MATH GOALS - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. 1

🔑 G085555

G4.B1 Support is needed to enhance alignment of tasks and DOK levels within the standards. 2

🔑 B227438

G4.B1.S1 Professional development sessions will be provided to enhance the alignment of tasks and DOK levels within the standards. 4

🔑 S239977

Strategy Rationale

Understanding the connections between standards and DOK levels will help teachers plan instructional activities that require students to exhibit higher order thinking.

Action Step 1 5

PD sessions focused on alignment of DOK levels and standards

Person Responsible

Amy Archer

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

PLC logs and observations

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

PLC report reviews and observations

Person Responsible

Amy Archer

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

PLC logs and observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Improved observation notes and proficient results on FSA assessments.

Person Responsible

Amy Archer

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

PLC logs, observation notes and student performance data

G5. MATH LEARNING GAIN GOAL- By the year 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating an annual learning gain. `1`

🔍 G085556

G5.B1 Identifying and responding to students who are not making adequate learning gains. `2`

🔍 B227439

G5.B1.S1 Provide professional development to support teachers with data analysis to identify students who are not demonstrating learning gains. Once students are identified, an action plan will be created to respond to students need for supplemental support. `4`

🔍 S239978

Strategy Rationale

Identifying and responding to students who need support to make learning gains will increase their probability of reaching proficiency.

Action Step 1 `5`

Provide professional development to analyze performance data and create action plans to respond to student need.

Person Responsible

Amy Archer

Schedule

On 2/28/2017

Evidence of Completion

PD rosters and action plans

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Walkthroughs and observation during scheduled intervention block

Person Responsible

Amy Archer

Schedule

Weekly, from 3/1/2017 to 6/6/2017

Evidence of Completion

Classroom walkthroughs and PLC logs

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

PLC discussions and SWST meetings

Person Responsible

Nathan Figueroa

Schedule

Weekly, from 3/1/2017 to 6/6/2017

Evidence of Completion

PLC logs, SWST notes, MTSS portfolios

G6. SCIENCE GOAL: There will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency. [1]

🔑 G085557

G6.B1 Support is needed to enhance alignment of tasks and DOK levels within the standards. [2]

🔑 B227440

G6.B1.S1 Professional development sessions will be offered to support task alignment with DOK levels within the standards. [4]

🔑 S239979

Strategy Rationale

Understanding the connections between standards and DOK levels will help teachers plan instructional activities that require students to exhibit higher order thinking.

Action Step 1 [5]

PD sessions focusing on aligning DOK levels and standards

Person Responsible

Amy Archer

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

PLC logs and observations

Plan to Monitor Fidelity of Implementation of G6.B1.S1 [6]

Monitor fidelity to Florida Standards instruction and DOK complexity of assessment questions.

Person Responsible

Nathan Figueroa

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

PLC logs, lesson plans, common assessments

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Progress monitoring and student performance

Person Responsible

Nathan Figueroa

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Progress monitoring spreadsheets, student classroom science performance

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A310689	CPI (Crisis Response Training)	Archer, Amy	8/16/2016	PD Roster	8/16/2016 one-time
G2.B2.S2.A1 A310695	Scheduling of i-Ready computer lab times	Figueroa, Nathan	8/22/2016	Lab schedules made	8/26/2016 one-time
G2.B2.S2.MA1 M318649	Discussions with teachers	Figueroa, Nathan	10/31/2016	PLC/Discussions after growth monitoring reports populate	10/31/2016 quarterly
G1.B1.S1.A3 A310691	CPI Training 3 Hour	Figueroa, Nathan	11/14/2016	PD roster	11/16/2016 one-time
G3.B1.S1.A1 A310697	Provide professional development to analyze performance data and create action plans to respond to...	Archer, Amy	2/28/2017	PD rosters and action plans created for students	2/28/2017 one-time
G5.B1.S1.A1 A310699	Provide professional development to analyze performance data and create action plans to respond to...	Archer, Amy	2/28/2017	PD rosters and action plans	2/28/2017 one-time
G3.MA1 M318654	I-Ready AP3 diagnostic data form will be compared to I-Ready AP2 diagnostic data to determine...	Figueroa, Nathan	5/15/2017	I-Ready diagnostic data	6/2/2017 daily
G5.MA1 M318660	I-Ready AP3 diagnostic data form will be compared to I-Ready AP2 diagnostic data to determine...	Figueroa, Nathan	5/15/2017	I-Ready diagnostic data	6/2/2017 daily
G1.MA1 M318642	Behavior data will be collected and analyzed throughout the 2016-17 school year. Action plans will...	Webb, Emilie	8/22/2016	Data sources include: Observations, ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data	6/6/2017 weekly
G2.MA1 M318651	Monitor fidelity to Florida Standards, MTSS interventions, and IEP implementation across the grade...	Figueroa, Nathan	8/22/2016	Progress Monitoring Reports, graphs, charts, assessments, journals, PLC logs.	6/6/2017 monthly
G4.MA1 M318657	Monitor fidelity to Florida Standards instruction, MTSS interventions, and IEP implementation...	Archer, Amy	8/22/2016	Progress Monitoring Reports, graphs, charts, assessments, journals, PLC logs	6/6/2017 monthly
G6.MA1 M318663	Monitor progress in Science instruction student achievement, and application of skills	Figueroa, Nathan	8/22/2016	common assessments, observations, PLC reports.	6/6/2017 quarterly
G1.B1.S1.MA1 M318640	Behavior data will be collected and analyzed throughout the 2016-17 school year. Action plans will...	Webb, Emilie	8/22/2016	Data sources include: ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data	6/6/2017 weekly
G1.B1.S1.MA1 M318641	Behavior data will be collected and analyzed throughout the 2016-17 school year. Action plans will...	Webb, Emilie	8/22/2016	Data sources include: ABC data sheets, FBA/BIP data, MTSS behavior intervention data, Discipline Referrals, Suspension Data	6/6/2017 weekly
G1.B1.S1.A2 A310690	Onsite training and support from a Board Certified Behavior Analyst (BCBA)	Archer, Amy	8/17/2016	Behavior data will be collected and analyzed to determine support needs throughout the 2016-17 school year.	6/6/2017 weekly
G2.B1.S1.MA1 M318643	Classroom observations and visits, PLC log reports	Archer, Amy	8/22/2016	PRIDE observations and PLC spreadsheets on progress monitoring.	6/6/2017 monthly
G2.B1.S1.MA1 M318644	Monitor PD opportunities and implementation of strategies presented	Archer, Amy	8/22/2016	In-service credit roster and observation notes	6/6/2017 monthly
G2.B1.S1.A1 A310692	Provide professional development during PLC sessions to increase the understanding of the...	Archer, Amy	8/22/2016	PLC Logs	6/6/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1 M318647	Determine if students are correctly responding to FSA style questions with greater accuracy	Figueroa, Nathan	8/22/2016	Evidenced by teacher discussions during PLC's and progress monitoring.	6/6/2017 quarterly
G2.B2.S1.MA1 M318648	Monitor use of FSA style questions	Archer, Amy	8/22/2016	Documented through classroom observations.	6/6/2017 semiannually
G2.B2.S1.A1 A310694	Discussion during PLC's of incorporation of FSA questions and monitoring of instruction to include...	Archer, Amy	8/22/2016	Classroom observations	6/6/2017 quarterly
G3.B1.S1.MA1 M318652	PLC discussions and SWST meetings	Figueroa, Nathan	3/1/2017	PLC logs, SWST notes, MTSS portfolios	6/6/2017 weekly
G3.B1.S1.MA1 M318653	Walkthroughs and observation during scheduled intervention block	Archer, Amy	3/1/2017	Classroom walkthroughs and PLC Logs	6/6/2017 weekly
G4.B1.S1.MA1 M318655	Improved observation notes and proficient results on FSA assessments.	Archer, Amy	8/22/2016	PLC logs, observation notes and student performance data	6/6/2017 quarterly
G4.B1.S1.MA1 M318656	PLC report reviews and observations	Archer, Amy	8/22/2016	PLC logs and observations	6/6/2017 monthly
G4.B1.S1.A1 A310698	PD sessions focused on alignment of DOK levels and standards	Archer, Amy	8/22/2016	PLC logs and observations	6/6/2017 monthly
G5.B1.S1.MA1 M318658	PLC discussions and SWST meetings	Figueroa, Nathan	3/1/2017	PLC logs, SWST notes, MTSS portfolios	6/6/2017 weekly
G5.B1.S1.MA1 M318659	Walkthroughs and observation during scheduled intervention block	Archer, Amy	3/1/2017	Classroom walkthroughs and PLC logs	6/6/2017 weekly
G6.B1.S1.MA1 M318661	Progress monitoring and student performance	Figueroa, Nathan	8/22/2016	Progress monitoring spreadsheets, student classroom science performance	6/6/2017 monthly
G6.B1.S1.MA1 M318662	Monitor fidelity to Florida Standards instruction and DOK complexity of assessment questions.	Figueroa, Nathan	8/22/2016	PLC logs, lesson plans, common assessments	6/6/2017 monthly
G6.B1.S1.A1 A310700	PD sessions focusing on aligning DOK levels and standards	Archer, Amy	8/22/2016	PLC logs and observations	6/6/2017 monthly
G2.B1.S2.MA1 M318645	Improved classroom observations, and proficient standardized test scores		8/22/2016	Final PRIDE observations and FSA assessment.	6/6/2017 annually
G2.B1.S2.MA1 M318646	Classroom observations and PLC discussions	Archer, Amy	8/22/2016	Weekly monitoring of PLC reports and ongoing observations.	6/6/2017 weekly
G2.B1.S2.A1 A310693	Support team will monitor PLC's and Administration will document during observations that pacing is...	Archer, Amy	8/22/2016	weekly PLC report forms, weekly support team meeting discussions, observation comments	6/6/2017 monthly
G2.B2.S2.MA1 M318650	Review i-Ready reports	Figueroa, Nathan	8/22/2016	iReady reports and progress monitoring reports	6/6/2017 monthly
G2.B2.S2.A2 A310696	Monitoring teacher and student use of i-Ready	Figueroa, Nathan	8/22/2016	i-Ready reports, progress monitoring data	6/6/2017 monthly

V. Professional Development Opportunities

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

G1. SUSPENSION GOAL - By the year 2017, we will maintain or decrease the suspensions from the previous school year.

G1.B1 Garden is mid-county EBD Cluster Site. Training and support is required to appropriately respond to behaviors of concern.

G1.B1.S1 Train and support staff in responding to misconduct using de-escalation techniques and help create effective interventions to reduce negative behaviors.

PD Opportunity 1

CPI (Crisis Response Training)

Facilitator

Michael Santagata

Participants

Instructional Staff

Schedule

On 8/16/2016

PD Opportunity 2

CPI Training 3 Hour

Facilitator

Michael Santagata

Participants

Instructional Staff

Schedule

On 11/16/2016

G2. READING GOALS - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

G2.B1 Learning the proper pacing and sequencing is always challenging. The heavy dependency on technology could prevent issues if there are issues with the user friendliness of the programs. The paradigm change of teaching toward mastery, presenting material that is an inch wide but a mile deep will be challenging to staff, students and parents.

G2.B1.S1 Monthly PLC workshops will focus on helping teachers understand DOK levels in the reading standards and collaborate on collecting and using resources to help students meet proficiency in ELA. Grade level parent information nights have been scheduled to address the increased rigor and higher expectations the new Florida Standards require. Support staff members will be assigned to specific grade levels to attend PLC's to monitor and assist with progress monitoring, implementation of MTSS interventions and documentation of progress.

PD Opportunity 1

Provide professional development during PLC sessions to increase the understanding of the connections between standards and DOK levels.

Facilitator

Amy Archer, Nathan Figueroa and select PD presenters as identified by weekly PLC

Participants

Garden Instructional Staff

Schedule

Monthly, from 8/22/2016 to 6/6/2017

G2.B2 Limited exposure to FSA style questions

G2.B2.S1 Use Reading Wonders updated assessments that include FSA type questions. Use PLC to discuss resources found that will increase exposure to FSA style questions.

PD Opportunity 1

Discussion during PLC's of incorporation of FSA questions and monitoring of instruction to include FSA style questions.

Facilitator

Nathan Figueroa & Amy Archer

Participants

Instructional Staff

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

G3. READING LEARNING GAIN GOAL- By the year 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating an annual learning gain.

G3.B1 Identifying and responding to students who are not making adequate learning gains.

G3.B1.S1 Provide professional development to support teachers with data analysis to identify students who are not demonstrating learning gains. Once students are identified, an action plan will be created to respond to students need for supplemental support.

PD Opportunity 1

Provide professional development to analyze performance data and create action plans to respond to student need.

Facilitator

Michelle Kloese

Participants

Instructional Staff

Schedule

On 2/28/2017

G4. MATH GOALS - By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

G4.B1 Support is needed to enhance alignment of tasks and DOK levels within the standards.

G4.B1.S1 Professional development sessions will be provided to enhance the alignment of tasks and DOK levels within the standards.

PD Opportunity 1

PD sessions focused on alignment of DOK levels and standards

Facilitator

Archer/Figueroa

Participants

Instructional staff

Schedule

Monthly, from 8/22/2016 to 6/6/2017

G5. MATH LEARNING GAIN GOAL- By the year 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating an annual learning gain.

G5.B1 Identifying and responding to students who are not making adequate learning gains.

G5.B1.S1 Provide professional development to support teachers with data analysis to identify students who are not demonstrating learning gains. Once students are identified, an action plan will be created to respond to students need for supplemental support.

PD Opportunity 1

Provide professional development to analyze performance data and create action plans to respond to student need.

Facilitator

Michelle Kloese

Participants

Instructional Staff

Schedule

On 2/28/2017

G6. SCIENCE GOAL: There will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency.

G6.B1 Support is needed to enhance alignment of tasks and DOK levels within the standards.

G6.B1.S1 Professional development sessions will be offered to support task alignment with DOK levels within the standards.

PD Opportunity 1

PD sessions focusing on aligning DOK levels and standards

Facilitator

Amy Archer & Nathan Figueroa

Participants

Instructional Staff

Schedule

Monthly, from 8/22/2016 to 6/6/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	CPI (Crisis Response Training)	$0.00
2	G1.B1.S1.A2	Onsite training and support from a Board Certified Behavior Analyst (BCBA)	$0.00
3	G1.B1.S1.A3	CPI Training 3 Hour	$0.00
4	G2.B1.S1.A1	Provide professional development during PLC sessions to increase the understanding of the connections between standards and DOK levels.	$0.00
5	G2.B1.S2.A1	Support team will monitor PLC's and Administration will document during observations that pacing is adequate and professional development elements are being applied.	$0.00
6	G2.B2.S1.A1	Discussion during PLC's of incorporation of FSA questions and monitoring of instruction to include FSA style questions.	$0.00
7	G2.B2.S2.A1	Scheduling of i-Ready computer lab times	$0.00
8	G2.B2.S2.A2	Monitoring teacher and student use of i-Ready	$0.00
9	G3.B1.S1.A1	Provide professional development to analyze performance data and create action plans to respond to student need.	$0.00
10	G4.B1.S1.A1	PD sessions focused on alignment of DOK levels and standards	$0.00
11	G5.B1.S1.A1	Provide professional development to analyze performance data and create action plans to respond to student need.	$0.00
12	G6.B1.S1.A1	PD sessions focusing on aligning DOK levels and standards	$0.00
		Total:	$0.00