

Garden Grove Elementary School



2016-17 Schoolwide Improvement Plan

Garden Grove Elementary School

4599 CYPRESS GARDENS RD, Winter Haven, FL 33884

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

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 PK-5	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

**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 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>.

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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 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 Grove Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

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

b. 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.

2. School Environment

a. 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.

b. 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.

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.

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. During the 2016-2017, Champs will be implemented to develop positive relationships between staff and students.

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

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

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.

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	9	10	11	6	11	7	0	0	0	0	0	0	0	54
One or more suspensions	3	2	6	9	5	9	0	0	0	0	0	0	0	34
Course failure in ELA or Math	1	0	0	0	4	0	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	21	0	0	0	0	0	0	0	0	0	21

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	1	0	0	1	0	0	0	0	0	0	0	2

c. 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.

B. Family and Community Engagement

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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 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 Wells Fargo, Howell and Thornhill contributed supplies to teachers 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.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Compton, Deborah	Principal
Camp, Donna	Assistant Principal
Greene, Stephanie	Other
Ryland, Cheryl	School Counselor
Brown, Anita	Teacher, K-12
Riffe, Casey	Teacher, K-12
Smith, Susan	Instructional Coach

b. Duties

1. 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. The Lead teachers will

provide professional development on the content that they acquired at the Learning Academy and meetings throughout the year.

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.

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 Principal, Assistant Principal, Literacy Coach and Interventionist analyze student data to assist teachers with meaningful instruction based on student's needs.

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. Teacher leaders will deliver professional development that they received at the Learning Academy and meetings throughout the year.

2. School Advisory Council (SAC)

a. Membership

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

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

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

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.

b. 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.

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

The principal completes the school's annual budget and plan during the summer.

2. 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. The SAC committee voted to provide funds for a shed for Pre-K. The cost is approximately \$

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

b. Duties

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

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, the STAR Literacy assessment 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.

D. Public and Collaborative Teaching

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

1. 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 Professional Learning Communities 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.

2. 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.

3. 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.

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.

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 3-5 will be available through the PMRN as baseline reading data and to identify skill deficits and progress monitoring. Grades K-2 will be assessed through the Star Early Literacy Assessment for progress monitoring. Math Assessment data for grades 3-5 will be given at midterm and at the end-of-the year. Summative and Formative data will be brought to collaborative planning to review the data as a means of monitoring the effectiveness of all areas and levels of instruction, and to group the students by skill deficits.

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.

1. The Star Early Learning Literacy Assessment in K-2 will be used to group students for skill groups.
2. FAIR data will be used in grades 3-5 to determine skill groups.
3. Teachers will use this data to determine Tier ii groups.
4. A quarter two Math Interim Assessment will be given in grades K-5 at interim and the end-of-the-year to determine mastery.
5. Formative data will be used to determine Tier ii groups.
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.

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: After School Program

Minutes added to school year: 0

1. Identified students will attend the PEP center for tutoring, Monday-Thursday, starting Sept. 12
2. After school tutoring at Garden Grove.
3. Robotics club after school

Strategy Rationale

1. Students that don't have transportation can attend PEP for tutoring.
2. After school tutoring at Garden Grove will target the skills that the students are most lacking.
3. We will start a Robotics club to provide enrichment for a group of 4th and 5th grade students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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. Reports from the PEP center and after school tutoring results.

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. Â§ 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.

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.

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. Â§ 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To create a supportive environment for all students at Garden Grove by utilizing PBS, CHAMPS, MTSS, and community/family engagement.
- G2.** Our goal is for all students to increase proficiency in reading, mathematics, and science.

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. To create a supportive environment for all students at Garden Grove by utilizing PBS, CHAMPS, MTSS, and community/family engagement. 1a

G087237

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	250.0

Targeted Barriers to Achieving the Goal 3

- Consistency in giving out PBS rewards to staff and students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Training will continue on Champs.
- Implement a plan to increase the consistency for giving out rewards to staff and students.
- Hold an orientation for new parents to share what all is available as volunteers, provide food before events, hold meaningful meetings that will help parents work with their children.
- We will hold trainings to help parents know how to help their children

Plan to Monitor Progress Toward G1. 8

Discipline, attendance, MTSS and community/family engagement data will be collected and reviewed at Leadership Team meetings.

Person Responsible

Donna Camp

Schedule

Every 3 Weeks, from 8/15/2016 to 5/29/2017

Evidence of Completion

Discipline, attendance, MTSS and community/family engagement data will be collected and reviewed at Leadership Team meetings.

G2. Our goal is for all students to increase proficiency in reading, mathematics, and science. 1a

G087238

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	59.0
FSA Mathematics Achievement	65.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Not using ongoing data to form skill groups to address deficiencies for all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Learning maps, weekly assessments, item analysis, and district assessments

Plan to Monitor Progress Toward G2. 8

Weekly assessments, interims, report cards, formative and summative assessments will be monitored to determine improvement towards the goal

Person Responsible

Deborah Compton

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Data sheets, interims, report cards, formative and summative data will be used to determine if progress is being made on this target.

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. To create a supportive environment for all students at Garden Grove by utilizing PBS, CHAMPS, MTSS, and community/family engagement. **1**

 **G087237**

G1.B2 Consistency in giving out PBS rewards to staff and students. **2**

 **B231884**

G1.B2.S1 Bi- weekly the Leadership Team will schedule a day to reward staff members for being on time to work and being on time for duty. In turn, encourage teachers to do the same for their students. PBS will continue reinforcing positive behavior through incentives and rewards. **4**

 **S244678**

Strategy Rationale

This strategy will motivate staff and students to increase positive behavior for staff and students.

Action Step 1 **5**

The Leadership team will decide bi-weekly which areas they will cover to reward staff members that are on time and on duty. The PBS committee will continue to come up with awards for children that meet discipline and attendance requirements.

Person Responsible

Donna Camp

Schedule

Biweekly, from 9/6/2016 to 6/1/2017

Evidence of Completion

We will collect data on if staff members being on time for work and duty has improved, use discipline and attendance data to see if there is an improvement in students' behavior.

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

Ms. Camp will ensure that members of the Leadership Team are following through with monitoring staff members and providing awards. She will also monitor staff members to make sure that the teachers are reinforcing positive behavior through incentives and rewards.

Person Responsible

Donna Camp

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

We will collect data to ensure staff members are arriving on time for work, duty, and rewarding students.

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

Ms. Camp will ensure that members of the Leadership Team are following through with monitoring staff members and providing awards. She will also monitor staff members to make sure that the teachers are reinforcing positive behavior through incentives and rewards.

Person Responsible

Donna Camp

Schedule

Biweekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

We will collect data to ensure staff members are arriving on time for work, duty, and rewarding students.

G2. Our goal is for all students to increase proficiency in reading, mathematics, and science. 1

G087238

G2.B2 Not using ongoing data to form skill groups to address deficiencies for all students. 2

B231887

G2.B2.S1 Teachers will bring data to collaborative planning sessions. We will spend the first 10 minutes going over data and discuss the skills that they will need to form groups to reteach those skills for the week. 4

S244679

Strategy Rationale

This will address only the skills that the students need to be remediated on in order to be successful at meeting that standard for that week.

Action Step 1 5

Teachers will complete excel spread sheets each week that give scores, item analysis , and percentages for student and class in order to form skill groups.

Person Responsible

Susan Smith

Schedule

Weekly, from 9/13/2016 to 5/22/2017

Evidence of Completion

data sheets, and on-going progress monitoring

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

Teachers will bring small group lesson plans and data that address the implementation of the needed skills for small groups.

Person Responsible

Deborah Compton

Schedule

Weekly, from 9/13/2016 to 5/26/2017

Evidence of Completion

Teachers will bring students' scores to show mastery of skills. Results on the Fair and FSA will show improvement.

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

Teachers will bring small group lesson plans and data that address the implementation of the needed skills for small groups.

Person Responsible

Deborah Compton

Schedule

Weekly, from 9/13/2016 to 5/26/2017

Evidence of Completion

The teachers will bring their small group lesson plans and excel spread sheets with students' scores showing growth on identified skills

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					
G2.B2.S1.A1 A316813	Teachers will complete excel spread sheets each week that give scores, item analysis , and...	Smith, Susan	9/13/2016	data sheets, and on-going progress monitoring	5/22/2017 weekly
G2.MA1 M329123	Weekly assessments, interims, report cards, formative and summative assessments will be monitored...	Compton, Deborah	9/6/2016	Data sheets, interims, report cards, formative and summative data will be used to determine if progress is being made on this target.	5/26/2017 weekly
G2.B2.S1.MA1 M329121	Teachers will bring small group lesson plans and data that address the implementation of the needed...	Compton, Deborah	9/13/2016	The teachers will bring their small group lesson plans and excel spread sheets with students' scores showing growth on identified skills	5/26/2017 weekly
G2.B2.S1.MA1 M329122	Teachers will bring small group lesson plans and data that address the implementation of the needed...	Compton, Deborah	9/13/2016	Teachers will bring students' scores to show mastery of skills. Results on the Fair and FSA will show improvement.	5/26/2017 weekly
G1.MA1 M329120	Discipline, attendance, MTSS and community/family engagement data will be collected and reviewed at...	Camp, Donna	8/15/2016	Discipline, attendance, MTSS and community/family engagement data will be collected and reviewed at Leadership Team meetings.	5/29/2017 every-3-weeks
G1.B2.S1.A1 A316812	The Leadership team will decide bi-weekly which areas they will cover to reward staff members that...	Camp, Donna	9/6/2016	We will collect data on if staff members being on time for work and duty has improved, use discipline and attendance data to see if there is an improvement in students' behavior.	6/1/2017 biweekly
G1.B2.S1.MA1 M329118	Ms. Camp will ensure that members of the Leadership Team are following through with monitoring...	Camp, Donna	9/6/2016	We will collect data to ensure staff members are arriving on time for work, duty, and rewarding students.	6/2/2017 biweekly
G1.B2.S1.MA1 M329119	Ms. Camp will ensure that members of the Leadership Team are following through with monitoring...	Camp, Donna	9/6/2016	We will collect data to ensure staff members are arriving on time for work, duty, and rewarding students.	6/2/2017 biweekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	The Leadership team will decide bi-weekly which areas they will cover to reward staff members that are on time and on duty. The PBS committee will continue to come up with awards for children that meet discipline and attendance requirements.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	570-Food	1711 - Garden Grove Elementary School	Other		\$2,000.00
2	G2.B2.S1.A1	Teachers will complete excel spread sheets each week that give scores, item analysis , and percentages for student and class in order to form skill groups.				\$0.00
Total:						\$2,000.00