

Garden City Elementary School

2814 DUNN AVE, Jacksonville, FL 32218

<http://www.duvalschools.org/gardencity>

School Demographics

| | | |
|---|---|---|
| <p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p> | <p>2016-17 Title I School</p> <p>Yes</p> | <p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>89%</p> |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | B | D | D* | D |

**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 Duval 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Garden City Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northeast - Cassandra Brusca | - 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 Garden City Elementary school is to create a challenging learning environment that encourages high expectations for the success of all students at all times.

b. Provide the school's vision statement.

The vision of Garden City Elementary School is to provide a caring and stimulating environment where children will recognize and achieve their full potential.

2. School Environment

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

Our school learns about students' cultures and builds relationships through a variety of activities and events. We begin building relationships during our annual Back-to-School Meet and Greet and Open House events. We also learn about our students and build relationships through daily student/teacher collaboration and small group instructional groups. We regularly conduct teacher-student conferences, parent-teacher conferences. Parents are contacted by teachers and staff to celebrate student success as well.

Throughout the year we have several family events that enable the school and community to learn together. These events include Literacy Night, Science Night, and Science Fair. Garden City Elementary's family activities include Muffins for Moms, Donuts for Dads, Family Game Night, student grade level performances, school chorus and drum line, Student sponsored-activities include Student Government, Safety Patrols, Science Club, Peer Mediation, National Elementary Honor Society.

Students are given opportunities to participate in school clubs and activities that enhance their experience at Garden City. Activities are provided that meet the interests of all students on all academic levels. Clubs and activities include Kids in the Kitchen, science club, math club, chorus, book club, safety patrols, Tots, cheer squad, and Girls on the Run. All clubs and activities are teacher sponsored and supported by parents.

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

Garden City develops a school wide discipline plan for use by all stakeholders. Our teachers and administrators are committed to consistent collaboration using our Foundations Committee to communicate with the faculty and staff. This committee create policies, reviews CHAMPS procedures, monitors and make adjustments to ensure that we are providing a learning environment that is conducive to learning and teaching. A school-wide safety plan is developed yearly, in-serviced to staff, and implemented throughout the school to effectively enforce the safety and well-being of all students, faculty/staff, and visitors.

The goal is to provide the best possible learning environment for all students. For this reason, we seek to modify the behavior of those who disrupt the educational process. In the event, a student's behavior is not meeting our school wide expectations, the following incentives and process will be used:

- Positive behavior referrals
- Positive Incentives: Student of the month, Stinger Bee Points/Rewards
- Mentors
- Peer mediation-conflict resolution
- Verbal Parent contact (phone)
- Written notification (Behavior Incident Reports/Referrals)
- Parent Conference
- Referral to School Counselor
- Referral to the Response to Intervention Committee (R.T.I.)
- Anti-bullying

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 school-wide behavior plan at Garden City Elementary provides clear expectations for learning and behavior. All common areas (hallways, cafeteria, dismissal zones, etc) and classrooms establish consistent rituals and routines by utilizing the CHAMPs system to provide for continuity across grade levels. In addition, positive incentives such as reward points, positive behavior referrals, and student recognition are used to establish positive behaviors in all students.

At the beginning of the school year, the principal and assistant principal hold assemblies with all students to share/clarify behavioral expectations and the Student Code of Conduct expectations of behavior. Behavior expectation assemblies are held quarterly and as needed to remind students of the continued expectations. Also, every classroom has implemented the color-coded behavior chart to assist in monitoring student behavior.

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.

Our school has a full-time school counselor to help ensure our students' social-emotional needs are met. Our counselor provides whole-group guidance lessons, small-group guidance counseling based on common needs and individual counseling as needed. The A.L.E.R.T. system is also utilized to assist with behavioral concerns, crisis situations, child abuse/neglect, and any incidents with bullying. Our teachers also embed character education and the Second Step program in grades K-5.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Monitor student attendance, progress reports, and number of student referrals.

1. Track attendance of students below 90 percent and provide mentors.
2. Provide mentors and counseling groups for students with multiple referrals.
3. All Level 1 students will work with reading coach and reading interventionists for additional support. These students will also receive before and after school tutoring.
4. All Level 1 students (3-5) will receive additional support from math coach, before and after school tutoring, and push in support from resource teachers..

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 | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| One or more suspensions | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA or Math | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 20 | 19 | 27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

1. Tier II and Tier III Interventions(interventionist, coaches, admin small groups, before and after school tutoring)
2. Mentoring programs established at the school (Music, Art, PE and Cathedral Arts)
3. AIT with the Guidance Counselor
4. Individualized or group counseling sessions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

GARDEN CITY ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan
I, , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out

programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Garden City Elementary School is committed to providing a variety of opportunities for parents to help support and provide a quality educational experience that will inspire all students to succeed. We will create a positive environment to provide parent training with support and family activities. Parents will be empowered to create partnerships with the school and community to help students reach high levels of academic and social achievement.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: To ensure that parents are involved with the planning, review and improvement of the Title I program; parents are invited to participate in the development of the plan. During this time parents discussed implementation activities, the parent-school compact and the parental involvement budget. Parents will continue to review programs and activities throughout the school year making suggestions and decisions for improvement. Parents will be provided at least one week advance notice of meetings and agenda topics through flyers, the school web-site, the marquee in front of the school, Newsletters, and School Messenger.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count Program Coordination

1 Supplemental Educational Services Students earning a Level 1 or Level 2 on the state assessments are encouraged to participate in this program which offers after school remediation in reading and math. Parents will be invited to attend an informational workshop to receive information about the program.

2 I.D.E.A. Exceptional Student Education Facilitate parent involvement activities to disseminate resource support for ESE students and parents.

3 ESOL Program Facilitate parent involvement activities to disseminate information about English Language Learners and resource support.

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count Activity/Tasks Person Responsible Timeline Evidence of Effectiveness

1 Develop Agenda, Handouts, and/or Presentation Materials Meshell Harris Parental Involvement Coordinator August 29-Sept 10, 2013 Agenda, Handouts, School Messenger Rpt

2 Advertize the meeting Meshell Harris Parental Involvement Coordinator August 29, 2013 Flyer

3 Maintain Documentation Meshell Harris Parental Involvement Coordinator September 5, 2013 Sign-in Sheet

4 Annual Title I Parent Mtg LaTonya Parker Septemebr 10, 2013 Sign-in Sheet

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Garden City Elementary School will incorporate input and recommendations from parents and staff into the scheduling of events throughout the school year. Events will be scheduled before school, during the school day and in the evening.

Parent Resource Center Training will be offered 9:00am Oct 2, 2013 and 6:00pm

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement Timeline Evidence of Effectiveness

1 Annual Title I Meeting Face to Face LaTonya Parker Meeting to provide information/resources, strategies and support for parents that will empower them to assist their child in achieving academic success. September 10, 2013 Sign-in Sheets, Parent Surveys

2 Assessments and Promotional Requirements Face to Face Sessions Crystal Conner, Gerald Campbell, Meshell Harris Meeting with parents to discuss required assessments and promotional requirements for the school year. Parents will be provided educational activities to take home after the session. September 10, 2013 Sign-in Sheets, Parent Surveys

3 Math & Science Family Night Face to Face Crystal Conner, Gerald Campbell Meeting/training to disseminate materials to support home learning. Parents will complete make and take activities and receive educational games or materials to take home. November 2013 Sign-in Sheets, Parent

Surveys

4 Literacy Night: Building Better Readers and Writers Family Night Face to Face Crystal Conner, Gerald Campbell Meeting/training to disseminate materials to support home learning. Parents will complete make and take activities and receive educational games & items to take home. January 2014 Sign-in Sheets, Parent Surveys

5 Face to Face FCAT 2.0 for Families Crystal Conner, Gerald Campbell Meeting with parents to discuss FCAT 2.0 requirements for Grades 3, 4, & 5 students. Parents will receive materials to take home to review with students. February 2014 Sign-in Sheets, Parent Surveys

6 Parent Resource Center Face to Face meeting Meshell Harris Meeting/training to provide information/resources, strategies and support for parents that will empower them to assist their child in achieving academic success. Provide parents with materials and educational items to take home to work with students. March 2014 Sign-in Sheets, Parent Surveys

7 Annual End of the Year Title I Meeting Face to Face LaTonya Parker Meeting to review the yearly activities to plan for the following year. May 2014 Sign-in Sheets

Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement Timeline Evidence of Effectiveness

1 Developing Engaging Parent Workshops and Activities to Support Student Home Learning. Crystal Conner, Gerald Campbell, Meshell Harris, LaTonya Parker Parents are more than likely to implement activities at home with thier students which will increase reading and math proficiency levels Quarterly Analysis of Parent Surveys and Sign-in Sheets

2 Value of Parental Involvement: Developing and Implementing Strategies to include Parents in the Student Learning Process Meshell Harris, LaTonya Parker Improving Parent/Teacher/Student Relationships September 10, 2013 Teacher/Parent Conference Logs and Sign-in Sheets

3 Cultural Sensitivity: Learners and Academic Success for All Meshell Harris, LaTonya Parker, Crystal Conner, Gerald Campbell Improve Teacher/Student Relationships Ongoing Sept 2013-May 2014 Sign-in Sheet and Parent Surveys

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Parent Resource Center signs are posted at the main entrance of the building to inform parents of the support systems available at the school such as the Parent Kiosk, the check out system for materials to help support homework, and the Parent Resource Center. Ms. Harris will be the person of contact for the Parent Resource Center.

Parent Kiosk: Parents will have access to the online activities such as Parent Grade Portal and Volunteer Applications

Parent Resource Center: The Parent resource center will be located in the main office equipped with a computer and printer for parents to use. Informational brochures and resources will be displayed. Resource materials such as reading cards, math manipulatives will also be available for parents on a check out system to enhance home learning.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment

used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];

- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and

- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Garden City Elementary School communicates information to parents regularly in several ways. Parents are informed about Title I programs available at the school during the Annual Title I Meeting and Open House. Each month students receive calendars, newsletters, and flyers for events that will occur at the school. The School Messenger automated message system is also used to send messages to parents via phone and email to keep parents informed of upcoming events. Parents are informed about curriculum implementation, academic assessments, and yearly expectations. Student progress reports will be sent home every 4 weeks. Parents will also have access to the Parent Grade Portal 24 hours a day. Information provided will be dated with the distribution day. The report from school messenger will be printed in regards to the number of parents who receive messages. The Title I Parental Involvement Plan will be displayed in the main office and at the Parent Resource Center. Parents will be notified via School Messenger & in writing with a flyer when the document is available for review.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Garden City Elementary School will disseminate information related to school and parent programs, meetings, and school reports on the school website, monthly newsletters sent home with students, flyers posted around the school, and via School Messenger the automated messenger system. The School Messenger system can provide automated messages in the parent's native language of Spanish as needed.

Transact (translation system) will be used for written translation and dissemination of information in parent's native language as needed. The district ESOL Refugee-Immigrant Center and Newcomers Program will be an outreach program to communicate information to parents as needed.

School will monitor student enrollment and ESOL classroom enrollment to provide information to parents in a language they can understand using the translation system or with an interpreter as needed.

Parents with disabilities will be provided accommodations for parental involvement activities as needed.

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.

See school's Parent Involvement Plan.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

| Name | Title |
|------------------|---------------------|
| Grover, Mychelle | Principal |
| Corey, Vikki | Assistant Principal |
| Green, Katecia | Instructional Coach |
| Mitchell, Aricka | Teacher, K-12 |
| Spicer, Terrell | |

b. Duties

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

Administration:

Provides and supports a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; facilitate professional development opportunities for teachers and staff; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; facilitate and implement school improvement plan; and communicates with parents regarding schoolbasedRtI plans and activities.

School Counselor:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observations of student behavior.

Instructional Coaches:

Provide language arts or math professional development in grades K-5; utilizes student data to determine professional development needs; establishes coaching cycles for individual teachers to model and support the use of highly effective literacy strategies to increase reading proficiency and/or math proficiency.

Lead Science Teacher

Provides feedback to administration regarding science instruction and progress throughout the building.

The team meets regularly:

1. To facilitate the design and implementation of the school improvement plan.
2. To encourage support and involvement from parents and the community.
3. To review school achievement data and develop instructional goals
4. To plan and facilitate professional development opportunities for teachers and staff.
5. To identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks and develop strategies for enhance their learning.

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 MTSS team meets monthly to review behavioral data, student achievement data, diagnostic data and progress monitoring data to identify students not meeting academic, attendance, and/or behavioral expectations. After determining the effectiveness of the Tier 1 Instruction in place , the team will meet with teachers and if needed, enhance the Tier 1 instruction or begin the problem

solving process to establish Tier 2 and/or Tier 3 interventions for students identified by need. The team will then review the implementation of interventions at weekly common planning grade level meetings and will determine if the interventions should be continued, increased or discontinued. The process is ongoing and fluid. Students are added and released from interventions as needed. Title I funds are used in a variety of ways. The majority of the funds are used to purchase reading interventionists and media teacher. We are a Breakfast in the Classroom (BIC) school. All of our students, regardless of economic status, receive a breakfast each morning in their classroom. Having this nutritional program allows our students to be more focused/engaged because they have received nourishment which assists them in being ready to learn. Additionally, our school was certified last year to allow all students (regardless of socioeconomic status) to receive free lunch daily.

The leadership team will:

- Develop and monitor the implementation of the School Improvement Plan.
- Build Capacity in the the School to improve the following areas:
 - Communication
 - Curriculum
 - School Climate
 - Parent Involvement
 - Staff development
 - Instructional materials
- The leadership team will meet with staff, School Advisory Counsel (SAC), and Shared Decision Making Team (SDM) and curriculum committees to develop the School Improvement Plan for 14-15 based on the previous data and AMO performance targets.
- The leadership team will review data (diagnostic, progress monitoring, etc) to identify the professional development activities needed to create effective learning environments.
- The Rtl facilitator will provide professional development to the SAC members and school staff on the Rtl process. The leadership will work with the Rtl committee to develop an research-based intervention plan to address deficiencies.
- Programs/resources available:
 1. Supplemental Educational Services or SAI: students earning a Level 1 or Level 2 on the state assessments are encouraged to participate in this program which offers after school remediation in reading and math. Parents will be invited to attend an informational workshop to receive information about the program.
 2. Math and Reading Interventionist
 3. I.D.E.A. Exceptional Student Education Facilitate parent involvement activities to disseminate resource support for ESE students and parents.
 4. ESOL Program Facilitate parent involvement activities to disseminate information about English Language Learners and resource support.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|-----------------|----------------------------|
| Timothy Sloan | Business/Community |
| Latasha Telfair | Parent |
| Mychelle Grover | Principal |
| Debra Jackson | Teacher |
| Mary Young | Parent |
| James Banks | Business/Community |
| Ginger Gipson | Teacher |
| Deborah Jones | Business/Community |
| Tramaine Jones | Education Support Employee |
| Marva Crum | 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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council will meet on eight scheduled dates during 2015-2016 with additional dates to be scheduled as needed. Agendas for the meetings include the monitoring of school data and other pertinent initiatives addressing school concerns related to our School Improvement Plan. A meeting was held to discuss and determine if the SIP goals for 2013-14 were achieved and to identify the strategies to assist with meeting the goals for 2014-15.

b. Development of this school improvement plan

The purpose of the School Advisory Council (SAC) is to enhance the school decision making process, assist in an advisory capacity with the preparation and evaluation of the school improvement plan by sharing ideas and suggestions to best support implementation of the educational goals and objectives.

The initial SAC meeting discussion included the analysis and understanding the data and concerns about 2016-17 FSA and FCAT 2.0 Science.

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

The School Advisory Council will meet and discuss the annual budget for the school and the plan for allocation of funds.

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

The School Improvement Funds will be allocated for student incentives and awards. All incentives and rewards will have an academic focus.

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 |
|------------------|---------------------|
| Grover, Mychelle | Principal |
| Corey, Vikki | Assistant Principal |
| Spicer, Terrell | Teacher, K-12 |

b. Duties

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

The major initiatives for the Literacy Leadership Team will be to:

1. Collaborate to deepen understanding of the Language Arts Standards for ELA and the new Duval Reads curriculum. with Reading coach to review and set implementation goals for all district initiatives.
2. Use data to drive instruction.
3. Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs
3. Monitor and support the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction and strategies with fidelity.
4. Develop Literacy Family nights to promote Reading/Writing and increase parent involvement.
5. Unpack the reading standards and use item specifications to develop rigorous student work. at each grade level.

The team will be comprised of ELA teachers from all grades K-5 and a ESE teacher.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Our school utilizes several strategies to encourage positive working relationships between teachers. Our master schedule has been designed to include common planning for grade level teams. We include regularly scheduled professional development opportunities with the school-based coaches, enabling our teachers to engage in activities such as lesson study and collaborative work groups.

1. Team building activities
2. Wellness activities
3. Sunshine committee that supports activities for teachers.

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

Administration will work with district Human Resource Department to recruit highly qualified teachers. Retaining teachers in our classrooms requires giving them adequate preparation, support, leadership, and autonomy that reflects their professional stature. This level of support will be provided by the Administration/Leadership Team (i.e Principal, Assistant Principal, Reading & Math Coach).

Our strategies to recruit,develop and retain highly qualified, effective teachers include the following:

1. Provide a mentoring program for new teachers (partnering new teachers with high performing

teachers)

2. Providing college internships for pre-interns and interns with high-performing teachers
3. Utilizing the Instructional reading and math coaches as well as the reading interventionist to model instructional strategies to support the development of effective teachers
4. Providing on-site weekly professional development opportunities
5. Participation in MINT (Mentoring and Induction for Novice Teachers)
6. Schedule weekly meetings for new teachers (New to the Garden) and their mentors to discuss questions and concerns.

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

One successful way of supporting new teachers in being successful is through a mentoring, or induction, program. Mentoring programs, if implemented properly, can help to both retain new teachers and provide satisfaction for them in their new profession. Although the district offers the MINT (Mentoring and Induction for Novice Teachers) Program; at the school level we pair teachers according to their discipline and goals of the program.

Mentors help novices learn by doing - applying theory in practice - and also inspire them, keeping them motivated to persevere. The mentor will be a resource to provide guidance in such areas as classroom management, curriculum planning, classroom organization, and other pedagogical concerns. This will be accomplished through peer observation and one-on-one coaching.

The Mentor and novice teacher meet twice a month, every two weeks, to act as a personal resource to the new teacher as well. Mentors will provide assistance in personal matters with respect, confidentiality, and support. In doing so, the mentor will encourage self-reflection and analysis on the part of the new teacher, to help the teacher grow both as a person and a professional. The following support strategies will be utilized to ensure continuous support of our novice teachers:

- mentor observation cycles in which new teachers receive formative feedback and targeted coaching
- new teacher observations of model teachers with a focus on identified challenges and Educator Accomplished Practices
- PDF monthly MINT learning sessions that focus on identified areas of need
- collaborative learning groups or PLCs provide additional layers of support and learning opportunities

The following criteria will be utilized when selecting mentors:

Depending on certification requirements, new teachers participate in the MINT program for up to three years. The school-based support team consists of an administrator, PDF, mentor, and coach. The district MINT Specialist provides support and resources for this team.

Many variables are considered when assigning mentors to new teachers. In addition to CET, mentors must have an Effective or Highly Effective rating on their prior year performance evaluation. Other considerations include:

- subject/ grade level
- certification
- disposition/interpersonal skills
- common planning
- level of expertise/ area of need
- additional training in Foundations of Mentoring is valued

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.

To ensure our core instructional programs and materials are aligned with the Florida standards, teachers are utilizing the Florida Standards, Test Item Specifications and district "Curriculum Guides" to implement Duval Reads and Duval Math. Throughout the school year, teachers receive professional development on the process of unwrapping standards, using the curriculum guide and TE, as well as the Test Item Specifications embedded during common planning time. The reading and math coaches also support the collaborative planning to ensure alignment of resources with the standards. In our intermediate grades FLDOE writing rubrics are being utilized to support the planning and delivery of rigorous writing instruction. Finally, we regularly analyze student work to monitor alignment with Florida's 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.

Our school uses data to provide differentiated instruction to meet students' needs in multiple ways. Teachers received professional development in the utilization of Performance Matters (a data management system) to analyze data and create flexible groups for instruction based on identified needs. Classroom teachers receive additional instructional support from the reading coach and reading interventionist when student data indicates a need for additional support. Teachers and the leadership team engage in regular data chats to discuss individual student pathways to ensure success. Students also engage in data chats with their teachers and peers utilizing a student data notebook where students set academic goals and track their progress.

Our data is used to determine the level of support students need to achieve the expected level of proficiency for the grade level; additional instruction, small group or individualize instruction or research based interventions. Students who are performing below the expectations of the grade level based on Achieve 3000 and iReady will receive additional support during small group instruction in identified areas of weakness daily. Also, students performing below proficiency in Reading will receive additional support from the school based Reading Interventionist 3-5 times weekly in areas of identified weakness.

Our instructional coaches (math and reading) will push in to classrooms assisting with lesson presentation, teacher-led small groups and centers. The coaches will work with teachers weekly planning instruction based on the Florida Standards, Curriculum Guides and data.

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: 3,600

After school tutoring is provided for specific students with deficiencies in reading and math. The additional support and enrichment activities are target to meet the needs of students. Students will participate in additional teacher-led groups and center rotations in order to increase achievement in the areas of math and reading.

Strategy Rationale

For the students enrolled in this program, this opportunity provides an additional time to reinforce/enrich academic areas through small group instruction and center rotations. The instructional opportunities are based on data to provided targeted and focused instruction matched to student need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Grover, Mychelle, groverm@duvalschools.org

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

Students are monitored through school data sources (Achieve3000, Iready, Performance Matters, Teacher Data) weekly and quarterly.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

To support preschool children in transition from early childhood programs Garden City Elementary will:

- Schedule a Meet & Greet Transition Session in the Spring for preschool children and their families to visit the school and observe the kindergarten learning environment.
- Meet with families to address the curriculum, District, and School Expectation as well as any concerns to:
 - Promote Continuity from Preschool to Kindergarten by building relationships between the family and school and provide continuity from preschool to kindergarten. These relationships will be among parents, teachers, family workers, other school staff, and the child?s peers.
 - Focus on Family Strengths: Relationships between schools and families will be developed through supportive, positive interactions initiated by the school.
 - Tailor Practices to Individual Needs: The actual set of transition practices enacted will be based on the needs and strengths of the child. Thus, this approach will be designed to be flexibly applied across a wide range of needs and strengths.
 - Assessments: Students are given the Florida Kindergarten Readiness Screening (FLKRS) to determine Kindergarten readiness. This assessment which is comprised of two sub-test, measures

the whole child. The Work Sampling System (WSS) portion of FLKRS is an observational tool consisting of 45 performance indicators. The FAIR portion includes three sections: Alphabetic, Oral Language and Comprehension. Data from FLKRS is used to group students for differentiated instruction and to obtain strategies for immediate intensive intervention. Students are reassessed at the end of each grading period for reading progress. The i-Ready baseline assessment is used in reading and mathematics. The data is used to identify students that need intervention. Ongoing progress monitoring is used to determine the effectiveness of instruction and interventions.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** If classrooms are focused on improving systems to positively engage the whole child at all times by providing focused, rigorous, data driven instruction, then there will be an increase in student achievement in all content areas.
- G2.** If the school creates a structured learning environment then the safety of all students will increase as evidenced by a reduction in discipline referrals.

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. If classrooms are focused on improving systems to positively engage the whole child at all times by providing focused, rigorous, data driven instruction, then there will be an increase in student achievement in all content areas. **1a**

G094457

Targets Supported **1b**

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 45.0 |
| FSA Mathematics Achievement | 65.0 |
| FCAT 2.0 Science Proficiency | 45.0 |
| ELA/Reading Lowest 25% Gains | 65.0 |
| Math Lowest 25% Gains | 75.0 |
| ELA/Reading Gains | 65.0 |
| Math Gains | 85.0 |

Targeted Barriers to Achieving the Goal **3**

- Limited understanding of the curriculum expectations and multiple instructional strategies to use with students to advance student understanding of rigorous standards to increase student proficiency in reading and math during whole group and small group/data driven instruction.
- Limited knowledge of content and lack of knowledge of science standards and instructional strategies such as questioning, written prompts, hands on experiments, labs, and interactive journals.

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

- Duval Reads, Duval Math, District Science Curriculum, PITSCO Lab, Weekly PLCs, Achieve3000, iReady reading and math, Math Coach, Reading Coach, Reading Specialist, Science Specialist, Reading Interventionists, i-Ready Professional Development Specialist, monthly coaches meetings.

Plan to Monitor Progress Toward G1. **8**

Teacher lesson plans, student work, iReady/Achieve3000 data, common planning agendas/minutes, Rtl team meeting agendas/minutes, analysis of student data.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans, student work, student data, data chat documents, teacher/student data chats.

G2. If the school creates a structured learning environment then the safety of all students will increase as evidenced by a reduction in discipline referrals. 1a

G094458

Targets Supported 1b

| Indicator | Annual Target |
|----------------------|---------------|
| Discipline incidents | 30.0 |

Targeted Barriers to Achieving the Goal 3

- New staff members and new students unfamiliar with school-wide strategies of Foundations and positive classroom management strategies from CHAMPS/Foundations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Principal, Assistant Principal, School Counselor, MINT Specialist, School Culture Support Specialists, Response to Intervention (Rtl), Foundations/Champs, and Character Education Second Step.

Plan to Monitor Progress Toward G2. 8

Foundations team meets to review school-wide data.

Person Responsible

Vikki Corey

Schedule

Monthly, from 8/25/2017 to 6/8/2018

Evidence of Completion

Stinger Bee points, CHAMPS Training and Sign in sheets, Intervention Logs, Foundations Team agendas, Foundations Surveys, Common Area Observations and Documentation.

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. If classrooms are focused on improving systems to positively engage the whole child at all times by providing focused, rigorous, data driven instruction, then there will be an increase in student achievement in all content areas. 1

G094457

G1.B1 Limited understanding of the curriculum expectations and multiple instructional strategies to use with students to advance student understanding of rigorous standards to increase student proficiency in reading and math during whole group and small group/data driven instruction. 2

B253707

G1.B1.S1 Implementation of weekly professional development and common planning that allows teachers to develop and implement engaging, rigorous whole group and small group lessons that address both Tier I and Tier II instructional needs. 4

S267974

Strategy Rationale

If teachers provide engaging lessons that are rigorous, require higher order thinking, and are structured to best meet individual student needs, then student achievement will improve.

Action Step 1 5

Teachers will attend weekly common planning with instructional coaches and administration to plan Tier I instruction for all core content areas, and analyze student work to determine effectiveness of instruction.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Common Planning Agenda, Sign-in sheets, Lesson Plans, classroom walkthroughs.

Action Step 2 5

Teachers will attend weekly common planning with instructional coaches and administration to plan Tier II small group instruction driven by most recent student data.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Small group lesson plans, data to support lesson plans, classroom walkthroughs.

Action Step 3 5

Teachers will participate in monthly Rtl meetings to discuss students that struggle with Tier I interventions, and develop strategic Tier III interventions to support struggling students in all content areas. Meetings will be attended by district psychologist to assist with appropriate documentation.

Person Responsible

Terrell Spicer

Schedule

Monthly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Student data in graph form, student work, iReady reading and math toolkits, Barton, FCRR activities.

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

Administration will be present in all common planning, PLCs, and Rtl meetings

Person Responsible

Mychelle Grover

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Teacher lesson plans, teacher data, Common Planning agendas/minutes, Rtl team minutes/agendas.

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

Walkthroughs by administration, administration will be present in all Common Planning/PLCs

Person Responsible

Mychelle Grover

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Samples of student work, teacher lesson plans, iReady/Achieve3000 data monthly.

G1.B1.S2 Participate in coaching cycle-planning, classroom modeling and coaching using best practice instructional strategies. 4

 S267975

Strategy Rationale

Use of coaching cycle-planning, classroom modeling and coaching will improve the various instructional needs of teachers to increase student achievement in all content areas.

Action Step 1 5

Teachers will participate in coaching cycle-planning, classroom modeling and coaching using best practices in instructional strategies.

Person Responsible

Katecia Green

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Classroom observations, lesson plans, coaching cycle reflections.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Conduct teacher observations and classroom walk throughs to review lesson plans and monitor implementation of lessons created during coaching cycles and common planning.

Person Responsible

Mychelle Grover

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

i-Ready data, lesson plans, classroom walk through observations/feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor explicit delivery of instructional practices and implementation of strategies discussed and modeled during common planning and PLCs

Person Responsible

Katecia Green

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Lesson plans explicitly detailing strategies to be taught, student work indicating understanding of strategies, student journals, exit tickets, classroom observations/walk throughs/feedback

G1.B1.S3 Analyze data using multiple data sources to form flexible student groups, select instructional focus for small groups and determine student progress. 4

S267976

Strategy Rationale

Using data to create student groups will help meet the individual academic needs of all students.

Action Step 1 5

Teachers will analyze data using multiple data sources to form student groups, select instructional focus for small groups, and make decisions about student and instructional next steps.

Person Responsible

Katecia Green

Schedule

Weekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Small group differentiated lesson plans, common planning agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Conduct teacher observations and classroom walkthroughs that specifically focus on small group activities, the rigor of those activities, student work produced during small groups, and how data has been used to create student and teacher led groups.

Person Responsible

Mychelle Grover

Schedule

Biweekly, from 8/28/2017 to 6/1/2018

Evidence of Completion

Small group differentiated lesson plans, small group center activities

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Monitor the delivery of small group instruction. Monitor student progression by looking for student progression in lexile levels in grades 3-5 on Achieve3000, and increasing iReady Reading(K-2, below level 3-5) and Math(all) scores, and monitor their progress towards showing one year's growth.

Person Responsible

Vikki Corey

Schedule

Weekly, from 8/28/2017 to 6/2/2018

Evidence of Completion

Small group lesson plans, center activities, progress monitoring assessments.

G1.B2 Limited knowledge of content and lack of knowledge of science standards and instructional strategies such as questioning, written prompts, hands on experiments, labs, and interactive journals. **2**

 B253708

G1.B2.S1 Provide rigorous instruction aligned to the standards that includes the application of knowledge through the use of both lower and higher order questions, hands on activities, and experiments that require a written component and real world application of knowledge. **4**

 S267977

Strategy Rationale

Instructional practices that challenge students cognitively and advance high level thinking promote meta cognition. Hands on activities represent a strategy of teaching in which the students will work cooperatively in groups and interact positively with peers.

Action Step 1 **5**

Use non-fiction science text during teacher led small group to develop understanding of science concepts and vocabulary words to develop background knowledge of informational text across all content areas.

Person Responsible

Aricka Mitchell

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Achieve3000 articles, Science Journals/Exit Tickets

Action Step 2 **5**

Conduct hands on learning experiences with students in the Science Lab to challenge students cognitively.

Person Responsible

Aricka Mitchell

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Lesson plans, interactive journals, exit tickets and science lab activities

Action Step 3 5

Implement science curriculum based on the current Florida standards with fidelity.

Person Responsible

Aricka Mitchell

Schedule

Daily, from 8/23/2016 to 6/2/2017

Evidence of Completion

Lesson plans, interactive journals, exit tickets and classroom walkthroughs and observations

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

Conduct teacher observations and classroom walk throughs to review lesson plans and to monitor implementation of curriculum and the use on hands-on activities and labs with a written component. Review student work (interactive journals, exit tickets, etc) and data(PMA and unit assessments) to plan common planning sessions and provide training for PLCs.

Person Responsible

Katecia Green

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Lesson plans, classroom observations, progress monitoring assessments, journals, and exit tickets.

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

Monitor the delivery of explicit instruction and instructional strategies(labs, hands-on activities). Review student work(exit tickets, interactive journals, etc.) and data to increase percentage of students on track for proficiency.

Person Responsible

Katecia Green

Schedule

Weekly, from 8/23/2016 to 6/2/2017

Evidence of Completion

Classroom walkthrough/observations, lesson plans and science data

G2. If the school creates a structured learning environment then the safety of all students will increase as evidenced by a reduction in discipline referrals. 1

G094458

G2.B1 New staff members and new students unfamiliar with school-wide strategies of Foundations and positive classroom management strategies from CHAMPS/Foundations. 2

B253709

G2.B1.S1 Utilize Safe and Civil strategies and techniques from Foundations, CHAMPS, PBIS, positive behavior reward systems, and Second Step Bullying Curriculum to address all three tiers of the continuum of the behavioral system of Response to Intervention. 4

S267978

Strategy Rationale

Create an environment that is safe and conducive to learning which limits off task time for behavior that is inappropriate.

Action Step 1 5

Foundation/PBIS Team members will meet to analyze referral data and plan professional development.

Person Responsible

Vikki Corey

Schedule

Biweekly, from 8/14/2017 to 6/8/2018

Evidence of Completion

Decreased number of referrals/offenses compared to the number from the previous year.

Action Step 2 5

Foundations/PBIS team members will participate in the implementation cycle to review, prioritize, revise, adopt and implement classroom strategies with all teachers.

Person Responsible

Vikki Corey

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

School Climate and Foundations Survey data and Focus Walks. Evidence of School-Wide implementation of Foundation/CHAMPS, Common Area rituals, routines and strategies, Guidelines for Success.

Action Step 3 5

Utilize Positive Behavior Interventions and Support Plan school-wide.

Person Responsible

Vikki Corey

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Student participation in Guidelines for Success incentive activities. School-wide incentive points will be awarded in the following areas: On Task Classroom Behavior; Behavioral expectations in common areas; Completion of i-Ready and Achieve 3000 lessons.

Action Step 4 5

Utilize Character Education, Second Step, and Bullying curriculum with all students K-5.

Person Responsible

Vikki Corey

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Lesson Plans and Decrease of Bullying complaints.

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

Conduct school-wide focus walks. Provide teachers with the tools and curriculum needed to succeed inside of their classrooms with students who have behavior issues. Review data and conduct focus walks to check for implementation.

Person Responsible

Vikki Corey

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

RTI Meetings Agendas, Referral Data Climate Survey Data Classroom Observations Evidence of the use of CHAMPS and Foundations Strategies within classrooms and throughout the school building.

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

Decrease the number of referrals, out-school-suspensions and classroom suspensions. Increase educational opportunities and instructional time for students and teachers with the use of positive reward systems like Stinger Bee rewards, positive referral, and student of the month.

Person Responsible

Vikki Corey

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

School-wide reward points, CHAMPS Training and Sign in sheets, Intervention Logs, Foundations Team agendas, Foundations Surveys, Common Area Observations and Documentation.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|------------------|-------------------------------|---|--------------------|
| 2018 | | | | | |
| G1.B2.S1.MA1 M380854 | Monitor the delivery of explicit instruction and instructional strategies(labs, hands-on... | Green, Katecia | 8/23/2016 | Classroom walkthrough/observations, lesson plans and science data | 6/2/2017 weekly |
| G1.B2.S1.MA1 M380855 | Conduct teacher observations and classroom walk throughs to review lesson plans and to monitor... | Green, Katecia | 8/23/2016 | Lesson plans, classroom observations, progress monitoring assessments, journals, and exit tickets. | 6/2/2017 weekly |
| G1.B2.S1.A1 A356607 | Use non-fiction science text during teacher led small group to develop understanding of science... | Mitchell, Aricka | 8/23/2016 | Lesson Plans, Achieve3000 articles, Science Journals/Exit Tickets | 6/2/2017 weekly |
| G1.B2.S1.A2 A356608 | Conduct hands on learning experiences with students in the Science Lab to challenge students... | Mitchell, Aricka | 8/23/2016 | Lesson plans, interactive journals, exit tickets and science lab activities | 6/2/2017 weekly |
| G1.B2.S1.A3 A356609 | Implement science curriculum based on the current Florida standards with fidelity. | Mitchell, Aricka | 8/23/2016 | Lesson plans, interactive journals, exit tickets and classroom walkthroughs and observations | 6/2/2017 daily |
| G1.MA1 M380856 | Teacher lesson plans, student work, iReady/Achieve3000 data, common planning agendas/minutes, RtI... | Grover, Mychelle | 8/28/2017 | Teacher lesson plans, student work, student data, data chat documents, teacher/student data chats. | 6/1/2018 weekly |
| G1.B1.S1.MA1 M380848 | Walkthroughs by administration, administration will be present in all Common Planning/PLCs | Grover, Mychelle | 8/28/2017 | Samples of student work, teacher lesson plans, iReady/Achieve3000 data monthly. | 6/1/2018 weekly |
| G1.B1.S1.MA1 M380849 | Administration will be present in all common planning, PLCs, and RtI meetings | Grover, Mychelle | 8/28/2017 | Teacher lesson plans, teacher data, Common Planning agendas/minutes, RtI team minutes/agendas. | 6/1/2018 weekly |
| G1.B1.S1.A1 A356602 | Teachers will attend weekly common planning with instructional coaches and administration to plan... | Grover, Mychelle | 8/28/2017 | Common Planning Agenda, Sign-in sheets, Lesson Plans, classroom walkthroughs. | 6/1/2018 weekly |
| G1.B1.S1.A2 A356603 | Teachers will attend weekly common planning with instructional coaches and administration to plan... | Grover, Mychelle | 8/28/2017 | Small group lesson plans, data to support lesson plans, classroom walkthroughs. | 6/1/2018 weekly |
| G1.B1.S1.A3 A356604 | Teachers will participate in monthly RtI meetings to discuss students that struggle with Tier I... | Spicer, Terrell | 8/28/2017 | Student data in graph form, student work, iReady reading and math toolkits, Barton, FCRR activities. | 6/1/2018 monthly |
| G1.B1.S2.MA1 M380850 | Monitor explicit delivery of instructional practices and implementation of strategies discussed and... | Green, Katecia | 8/28/2017 | Lesson plans explicitly detailing strategies to be taught, student work indicating understanding of strategies, student journals, exit tickets, classroom observations/walk throughs/feedback | 6/1/2018 weekly |
| G1.B1.S2.MA1 M380851 | Conduct teacher observations and classroom walk throughs to review lesson plans and monitor... | Grover, Mychelle | 8/28/2017 | i-Ready data, lesson plans, classroom walk through observations/feedback | 6/1/2018 weekly |
| G1.B1.S2.A1 A356605 | Teachers will participate in coaching cycle-planning, classroom modeling and coaching using best... | Green, Katecia | 8/28/2017 | Classroom observations, lesson plans, coaching cycle reflections. | 6/1/2018 weekly |
| G1.B1.S3.MA1 M380853 | Conduct teacher observations and classroom walkthroughs that specifically focus on small group... | Grover, Mychelle | 8/28/2017 | Small group differentiated lesson plans, small group center activities | 6/1/2018 biweekly |
| G1.B1.S3.A1 A356606 | Teachers will analyze data using multiple data sources to form student groups, select instructional... | Green, Katecia | 8/28/2017 | Small group differentiated lesson plans, common planning agendas | 6/1/2018 weekly |
| G1.B1.S3.MA1 M380852 | Monitor the delivery of small group instruction. Monitor student progression by looking for... | Corey, Vikki | 8/28/2017 | Small group lesson plans, center activities, progress monitoring assessments. | 6/2/2018 weekly |
| G2.MA1 M380859 | Foundations team meets to review school-wide data. | Corey, Vikki | 8/25/2017 | Stinger Bee points, CHAMPS Training and Sign in sheets, Intervention Logs, Foundations Team agendas, | 6/8/2018 monthly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|--------------|-------------------------------|---|--------------------|
| | | | | Foundations Surveys, Common Area Observations and Documentation. | |
| G2.B1.S1.MA1 M380857 | Decrease the number of referrals, out-school-suspensions and classroom suspensions. Increase... | Corey, Vikki | 8/21/2017 | School-wide reward points, CHAMPS Training and Sign in sheets, Intervention Logs, Foundations Team agendas, Foundations Surveys, Common Area Observations and Documentation. | 6/8/2018 weekly |
| G2.B1.S1.MA1 M380858 | Conduct school-wide focus walks. Provide teachers with the tools and curriculum needed to succeed... | Corey, Vikki | 8/21/2017 | RTI Meetings Agendas, Referral Data Climate Survey Data Classroom Observations Evidence of the use of CHAMPS and Foundations Strategies within classrooms and throughout the school building. | 6/8/2018 monthly |
| G2.B1.S1.A1 A356610 | Foundation/PBIS Team members will meet to analyze referral data and plan professional development. | Corey, Vikki | 8/14/2017 | Decreased number of referrals/offenses compared to the number from the previous year. | 6/8/2018 biweekly |
| G2.B1.S1.A2 A356611 | Foundations/PBIS team members will participate in the implementation cycle to review, prioritize,... | Corey, Vikki | 8/21/2017 | School Climate and Foundations Survey data and Focus Walks. Evidence of School-Wide implementation of Foundation/CHAMPS, Common Area rituals, routines and strategies, Guidelines for Success. | 6/8/2018 monthly |
| G2.B1.S1.A3 A356612 | Utilize Positive Behavior Interventions and Support Plan school-wide. | Corey, Vikki | 8/21/2017 | Student participation in Guidelines for Success incentive activities. School-wide incentive points will be awarded in the following areas: On Task Classroom Behavior; Behavioral expectations in common areas; Completion of i-Ready and Achieve 3000 lessons. | 6/8/2018 monthly |
| G2.B1.S1.A4 A356613 | Utilize Character Education, Second Step, and Bullying curriculum with all students K-5. | Corey, Vikki | 8/21/2017 | Lesson Plans and Decrease of Bullying complaints. | 6/8/2018 monthly |

V. Professional Development Opportunities

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

G1. If classrooms are focused on improving systems to positively engage the whole child at all times by providing focused, rigorous, data driven instruction, then there will be an increase in student achievement in all content areas.

G1.B2 Limited knowledge of content and lack of knowledge of science standards and instructional strategies such as questioning, written prompts, hands on experiments, labs, and interactive journals.

G1.B2.S1 Provide rigorous instruction aligned to the standards that includes the application of knowledge through the use of both lower and higher order questions, hands on activities, and experiments that require a written component and real world application of knowledge.

PD Opportunity 1

Use non-fiction science text during teacher led small group to develop understanding of science concepts and vocabulary words to develop background knowledge of informational text across all content areas.

Facilitator

District Science Specialist

Participants

All classroom teachers

Schedule

Weekly, from 8/23/2016 to 6/2/2017

PD Opportunity 2

Conduct hands on learning experiences with students in the Science Lab to challenge students cognitively.

Facilitator

District Science Specialist

Participants

All classroom teachers

Schedule

Weekly, from 8/23/2016 to 6/2/2017

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 | Teachers will attend weekly common planning with instructional coaches and administration to plan Tier I instruction for all core content areas, and analyze student work to determine effectiveness of instruction. | \$0.00 |
| 2 | G1.B1.S1.A2 | Teachers will attend weekly common planning with instructional coaches and administration to plan Tier II small group instruction driven by most recent student data. | \$0.00 |
| 3 | G1.B1.S1.A3 | Teachers will participate in monthly Rtl meetings to discuss students that struggle with Tier I interventions, and develop strategic Tier III interventions to support struggling students in all content areas. Meetings will be attended by district psychologist to assist with appropriate documentation. | \$0.00 |
| 4 | G1.B1.S2.A1 | Teachers will participate in coaching cycle-planning, classroom modeling and coaching using best practices in instructional strategies. | \$0.00 |
| 5 | G1.B1.S3.A1 | Teachers will analyze data using multiple data sources to form student groups, select instructional focus for small groups, and make decisions about student and instructional next steps. | \$0.00 |
| 6 | G1.B2.S1.A1 | Use non-fiction science text during teacher led small group to develop understanding of science concepts and vocabulary words to develop background knowledge of informational text across all content areas. | \$0.00 |
| 7 | G1.B2.S1.A2 | Conduct hands on learning experiences with students in the Science Lab to challenge students cognitively. | \$0.00 |
| 8 | G1.B2.S1.A3 | Implement science curriculum based on the current Florida standards with fidelity. | \$0.00 |
| 9 | G2.B1.S1.A1 | Foundation/PBIS Team members will meet to analyze referral data and plan professional development. | \$0.00 |
| 10 | G2.B1.S1.A2 | Foundations/PBIS team members will participate in the implementation cycle to review, prioritize, revise, adopt and implement classroom strategies with all teachers. | \$0.00 |
| 11 | G2.B1.S1.A3 | Utilize Positive Behavior Interventions and Support Plan school-wide. | \$0.00 |
| 12 | G2.B1.S1.A4 | Utilize Character Education, Second Step, and Bullying curriculum with all students K-5. | \$0.00 |
| Total: | | | \$0.00 |