

# Garden Grove Elementary School



# 2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
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	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	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 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 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 Grove Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 will work together in a safe and caring environment, guiding each individual toward lifelong learning and responsible productive citizens..

##### 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 was implemented to develop positive relationships between staff and students. Champs ties in with our Positive Behavior Plan.

##### 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.

Through the MTSS system, Tier 1, Tier 2, and Tier 3 students are identified by the amount of services that are needed to ensure the social-emotional needs of all students are being met. Our Positive Behavior System helps to identify students that may need more social skills training or a different behavior plan. If a child is having extreme social and emotional needs they are referred to the

guidance counselor for further strategies. The teacher begins keeping data on the child which will help to provide the proper services the child may need. In some cases it may be counseling, medication, or a more restrictive environment.

### 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.

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	13	15	20	19	11	7	0	0	0	0	0	0	0	85
One or more suspensions	4	5	14	9	5	9	0	0	0	0	0	0	0	46
Course failure in ELA or Math	10	9	13	21	24	14	0	0	0	0	0	0	0	91
Level 1 on statewide assessment	0	0	0	10	25	33	0	0	0	0	0	0	0	68

##### 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	5	9	27	24	0	0	0	0	0	0	0	65

#### 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 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**

**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 as a business partner. 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. Horace Mann does several special treats for our staff to show appreciation. They donate two bicycles to one boy and one girl with the best attendance.

This year Wells Fargo, Traditions, and Howell and Thornhill will be contributing supplies to teachers for their classroom. Garden Grove Church provides 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

### 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
Smith, Susan	Instructional Coach
Kerstein-Dix, Michelle	Teacher, PreK
Ward, Danyel	Teacher, ESE

**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 administration's 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 Performance Matters 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.

**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, and teachers analyze student data to ensure meaningful instruction based on student's needs.

Title 1 funds were allotted to hire a Literacy Coach and Interventionist. The 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. Once we have identified the student's and teacher's needs to best address the strategies and levels of students we use our Title 1 money to purchase resources for the highest impact. Personnel are placed in the grade levels that will bring the best results. We are provided with a Maria Ortiz-Rosado, TRST, for ESOL that provides training for ESOL strategies, and analyzing the Access data. Jaclyn Carlino, ESE support person provides help with scheduling, interventions, and placement.

Programs that are available to our families through federal, state, and local funds are Hearth, United Way, and the Polk Education Foundation.

## 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
Susan Smith	Education Support Employee
Stephanie Greene	Education Support Employee
Justin Hollinghead	Business/Community
Brenda Soto	Parent
Brittany Walliser	Parent
Tanya Baker	Parent
Angela Chandler	Parent
James Nelson	Parent
Diana Suarez	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**

Goals of the school improvement plan are discussed with the SAC. We analyze the school grade, student achievement and learning gains. We talk about the PBS awards, what we feel worked and what didn't. We discuss the discipline and attendance data to determine if what we are doing is working.

**b. Development of this school improvement plan**

Several members of SAC participated in helping to write the school improvement plan. They assist in developing the goals and strategies using the last year's data. They review the funds reported in the school improvement plan. They must vote on SAC and school recognition money. They provide ongoing evaluations of the school improvement plan throughout the year.

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

The school's annual budget is aligned to the school improvement plan. The principal gathers information from the staff and the SAC on the school budget.

**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. We used some of the funds to purchase operation essentials.

**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

**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 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 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.

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. The reading coach will provide assistance in learning the reading program. 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 utilizing formative and summative assessments for all subject areas to drive instruction. Baseline data is gathered in August using the Star Reading and Math assessment in grades K-5. Grades K-2 will use Star Early Literacy. Istation will be used as a monthly Formative Assessment. 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 for small group instruction.

#### 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 and the Star reading and math in grades 3-5 will identify deficits that need to be addressed either whole group or in small groups. Students that do

not master those skills will be placed in Tier II groups and if needed Tier III.

2. Teachers will use Istation for a formative assessment each month. Students in Tier I will spend 30 minutes a week on Istation, Tier II students, 60 minutes a week, and Tier III 90 minutes a week.

3. Formative and on-going assessments will be used to modify or supplement students having difficulty mastering the Florida Standards or provide enrichment to students that have mastered standards.

4.. After school tutoring will be provided for students that are identified as not meeting the Florida Standards.

6. Instruction will be modified by working with students on their instructional level in small groups to assist students having difficulties attaining the proficient or advanced level on state assessments.

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

**Strategy:** After School Program

**Minutes added to school year:** 8,640

1. Identified students will attend the PEP center for tutoring two days a week for 2 hours. They will attend September through May.

2. After school tutoring at Garden Grove.

**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.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Compton, Deborah, [deborah.compton@polk-fl.net](mailto: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 will be reviewed.

**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.**

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 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.

Our points of strength are as follows: 3rd grade went from 57% proficient in ELA in 2016, to 65 % in 2017, 76% proficient in Math in 2016 to 77%, 2017, 5th grade went from 43% proficient in Math, 2016, to 48%. Science is a huge area of need. We dropped 11 percentage points. Our learning gains for all students and the bottom 25% fell.

### **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.

The Star Literacy and reading data in grades K-2 indicate that students are behind when they finish each grade level. This causes students not to be prepared for the third grade FSA test. Our MTSS process needs refining. it is imperative that we reach all students.

### **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, 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, and community/family engagement. 1a

G097815

**Targets Supported** 1b

Indicator	Annual Target
Discipline incidents	282.0

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent use of PBS rewards criteria.
- Lack of parent involvement.

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

- Provide additional professional development on CHAMPS.
- Provide guidelines for PBS rewards and train new staff.
- 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.

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

Discipline and attendance data will be collected and shared at monthly leadership meetings.

**Person Responsible**

Donna Camp

**Schedule**

Monthly, from 8/10/2017 to 5/26/2018

**Evidence of Completion**

Discipline and attendance data will be reviewed to determine if rewards are effective.

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

G097816

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
Math Gains	65.0
FCAT 2.0 Science Proficiency	50.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	30.0
Math Gains	60.0
Math Lowest 25% Gains	40.0

**Targeted Barriers to Achieving the Goal** 3

- Not enough attention given to grades K-2 instruction of the standards.
- Inconsistent collection of data to track and identify students that may need the MTSS process.

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

- Student work samples that demonstrates the teaching of the standards.
- Use of data consistently to form small groups in order to place students effectively.

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Deborah Compton

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

**Evidence of Completion**

Data sheets, STAR, midterm assessments, 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, and community/family engagement. **1**

 G097815

**G1.B2** Inconsistent use of PBS rewards criteria. **2**

 B263007

**G1.B2.S1** Incentives will be given to the students using a specific criteria. The criteria needs to be consistent for all students (Unless the student is a Tier ii or iii student). **4**

 S278481

### Strategy Rationale

This strategy will motivate students to increase positive behavior in order to create an atmosphere for learning.

### Action Step 1 **5**

The PBS committee will continue to come up with rewards for children that meet discipline and attendance requirements.

#### Person Responsible

Donna Camp

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

We will collect data on discipline and attendance to see if there is an improvement in students' behavior.

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

Ms. Camp will monitor discipline and attendance to determine the efficiency of implementation.

**Person Responsible**

Donna Camp

**Schedule**

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

***Evidence of Completion***

We will collect data to ensure that discipline referrals are down and attendance is up.

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

Ms. Camp will monitor discipline and attendance to determine the efficiency of implementation.

**Person Responsible**

Donna Camp


**Schedule**

Monthly, from 8/10/2017 to 8/10/2017

***Evidence of Completion***

We will collect data to ensure that discipline referrals are down and attendance is up.

**G1.B3** Lack of parent involvement. **2**

 B263008

**G1.B3.S1** Increase family engagement and participation through family nights and increased communication. **4**

 S278482

**Strategy Rationale**

Increasing family engagement will lead to better relationships between the school and families which lead to a more supportive environment.

**Action Step 1** **5**

We will increase family engagement and participation by providing Family Nights for families. Thursday folders, will be used to inform parents of student progress and school events.

**Person Responsible**

Stephanie Greene

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

More parents will attend family engagement night.

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

G097816

**G2.B1** Not enough attention given to grades K-2 instruction of the standards. 2

B263009

**G2.B1.S1** Spend more time on ensuring that the standards in K-2 are being taught and met. 4

S278483

### Strategy Rationale

End of the year data showed that these grade levels did not master the standards needed for the next grade level. This presents a pattern of being one step behind.

### Action Step 1 5

We will monitor the plans and instruction of the standards being taught.

#### Person Responsible

Deborah Compton

#### Schedule

Weekly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Check lesson plans, walkthroughs, and observations

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

Walk-throughs, check lesson plans, observations with feedback

#### Person Responsible

Deborah Compton

#### Schedule

Weekly, from 8/10/2017 to 5/24/2018

#### Evidence of Completion

Lesson plans, student work displays, formative and summative data

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

Review of data and hold "data chats".

**Person Responsible**

Deborah Compton

**Schedule**

Weekly, from 8/10/2017 to 5/24/2018

***Evidence of Completion***

Lesson plans, student work displays, formative and summative data

**G2.B1.S2** More instructional materials will purchased to help teachers meet the standards. 4

 S278484

**Strategy Rationale**

Scholastic News and/or Social Studies weekly, classroom libraries, etc... will supplement reading, science, and social studies.

**Action Step 1** 5

Teachers will use supplemental materials, such as, Scholastic News, Social Studies Weekly, and classroom libraries to strengthen instruction. A robotics club will be started after school to enhance the science concepts.

**Person Responsible**

Susan Smith

**Schedule**

Weekly, from 8/21/2017 to 5/24/2018

***Evidence of Completion***

Lesson plans

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

Closely monitor the implementation of the standards. Invite district coaches assigned to our school to collaborative planning meetings.

**Person Responsible**

Deborah Compton

**Schedule**

Daily, from 8/21/2017 to 5/25/2018

***Evidence of Completion***

Lesson plans, walk throughs, data, and work samples

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

Observation of purchased materials being used during instruction and helping students be more successful.

**Person Responsible**

Deborah Compton

**Schedule**

On 5/25/2018

***Evidence of Completion***

Data will be analyzed for effectiveness. Walk throughs will be frequent to observe if materials are being used. Lesson plans and collaboration should show how the materials are being used.

**G2.B3** Inconsistent collection of data to track and identify students that may need the MTSS process. 2

 B263011

**G2.B3.S1** Teachers will use formative and summative data to determine students who need interventions. 4

 S278486

### **Strategy Rationale**

Using the same sources will allow for more valid and reliable data to place students in appropriate interventions.

### **Action Step 1** 5

Through the use of Title 1 funds, it will enable use to provide more students with laptops and/or tablets; therefore, providing more time on iStation.

#### **Person Responsible**

Donna Camp

#### **Schedule**

Daily, from 8/21/2017 to 5/24/2018

#### **Evidence of Completion**

Usage Reports will be monitored

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B2.S1.MA1 M405188	Ms. Camp will monitor discipline and attendance to determine the efficiency of implementation.	Camp, Donna	9/6/2016	We will collect data to ensure that discipline referrals are down and attendance is up.	6/2/2017 monthly
G1.B2.S1.MA1 M405187	Ms. Camp will monitor discipline and attendance to determine the efficiency of implementation.	Camp, Donna	8/10/2017	We will collect data to ensure that discipline referrals are down and attendance is up.	8/10/2017 monthly
G2.MA1 M405196	Weekly assessments, STAR, midterm assessments, report cards, formative and summative assessments...	Compton, Deborah	8/10/2017	Data sheets, STAR, midterm assessments, report cards, formative and summative data will be used to determine if progress is being made on this target.	5/24/2018 weekly
G1.B2.S1.A1 A375138	The PBS committee will continue to come up with rewards for children that meet discipline and...	Camp, Donna	8/10/2017	We will collect data on discipline and attendance to see if there is an improvement in students' behavior.	5/24/2018 monthly
G1.B3.S1.A1 A375139	We will increase family engagement and participation by providing Family Nights for families....	Greene, Stephanie	8/10/2017	More parents will attend family engagement night.	5/24/2018 weekly
G2.B1.S1.MA1 M405190	Review of data and hold "data chats".	Compton, Deborah	8/10/2017	Lesson plans, student work displays, formative and summative data	5/24/2018 weekly
G2.B1.S1.MA1 M405191	Walk-throughs, check lesson plans, observations with feedback	Compton, Deborah	8/10/2017	Lesson plans, student work displays, formative and summative data	5/24/2018 weekly
G2.B1.S1.A1 A375140	We will monitor the plans and instruction of the standards being taught.	Compton, Deborah	8/10/2017	Check lesson plans, walkthroughs, and observations	5/24/2018 weekly
G2.B3.S1.A1 A375143	Through the use of Title 1 funds, it will enable use to provide more students with laptops and/or...	Camp, Donna	8/21/2017	Usage Reports will be monitored	5/24/2018 daily
G2.B1.S2.A1 A375141	Teachers will use supplemental materials, such as, Scholastic News, Social Studies Weekly, and...	Smith, Susan	8/21/2017	Lesson plans	5/24/2018 weekly
G2.B1.S2.MA1 M405192	Observation of purchased materials being used during instruction and helping students be more...	Compton, Deborah	8/14/2017	Data will be analyzed for effectiveness. Walk throughs will be frequent to observe if materials are being used. Lesson plans and collaboration should show how the materials are being used.	5/25/2018 one-time
G2.B1.S2.MA1 M405193	Closely monitor the implementation of the standards. Invite district coaches assigned to our school...	Compton, Deborah	8/21/2017	Lesson plans, walk throughs, data, and work samples	5/25/2018 daily
G1.MA1 M405189	Discipline and attendance data will be collected and shared at monthly leadership meetings.	Camp, Donna	8/10/2017	Discipline and attendance data will be reviewed to determine if rewards are effective.	5/26/2018 monthly

## V. Professional Development Opportunities

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

**G1.** To create a supportive environment for all students at Garden Grove by utilizing PBS, CHAMPS, and community/family engagement.

**G1.B2** Inconsistent use of PBS rewards criteria.

**G1.B2.S1** Incentives will be given to the students using a specific criteria. The criteria needs to be consistent for all students (Unless the student is a Tier ii or iii student).

### PD Opportunity 1

The PBS committee will continue to come up with rewards for children that meet discipline and attendance requirements.

#### Facilitator

Linda Costello

#### Participants

Staff

#### Schedule

Monthly, from 8/10/2017 to 5/24/2018

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

**G2.B3** Inconsistent collection of data to track and identify students that may need the MTSS process.

**G2.B3.S1** Teachers will use formative and summative data to determine students who need interventions.

### PD Opportunity 1

Through the use of Title 1 funds, it will enable use to provide more students with laptops and/or tablets; therefore, providing more time on iStation.

#### Facilitator

Susan smith

#### Participants

Teachers

#### Schedule

Daily, from 8/21/2017 to 5/24/2018

## 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 PBS committee will continue to come up with rewards for children that meet discipline and attendance requirements.				\$0.00
2	G1.B3.S1.A1	We will increase family engagement and participation by providing Family Nights for families. Thursday folders, will be used to inform parents of student progress and school events.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		1711 - Garden Grove Elementary School	Title, I Part A	520.0	\$1,100.00
Notes: Thursday Folders						
	5100		1711 - Garden Grove Elementary School	Title, I Part A	520.0	\$1,400.00
Notes: Paper & Ink for Family Engagement Communications						
3	G2.B1.S1.A1	We will monitor the plans and instruction of the standards being taught.				\$118,484.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	1711 - Garden Grove Elementary School	Title, I Part A	520.0	\$47,890.00
Notes: Interventionist/math tutor						
	6400	100-Salaries	1711 - Garden Grove Elementary School	Title, I Part A	520.0	\$49,394.00
Notes: Reading coach						
	5900	310-Professional and Technical Services	1711 - Garden Grove Elementary School	Title, I Part A	520.0	\$19,200.00
Notes: WH PEP Tutoring						
	5100	310-Professional and Technical Services	1711 - Garden Grove Elementary School	Title, I Part A	520.0	\$2,000.00
Notes: Robotics Personnell						
4	G2.B1.S2.A1	Teachers will use supplemental materials,such as, Scholastic News, Social Studies Weekly, and classroom libraries to strengthen instruction. A robotics club will be started after school to enhance the science concepts.				\$8,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1711 - Garden Grove Elementary School	Title, I Part A	520.0	\$3,500.00
Notes: Classroom Libraries						
	5100	510-Supplies	1711 - Garden Grove Elementary School	Title, I Part A	520.0	\$5,000.00

Polk - 1711 - Garden Grove Elementary School - 2017-18 SIP  
Garden Grove Elementary School

			<i>Notes: Scholastic News &amp; Social studies Weekly</i>			
5	G2.B3.S1.A1	Through the use of Title 1 funds, it will enable use to provide more students with laptops and/or tablets; therefore, providing more time on iStation.				\$18,068.94
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	1711 - Garden Grove Elementary School	Title, I Part A	520.0	\$18,068.94
			<i>Notes: Tablets and/or computers</i>			
Total:						\$147,552.94