

Sarasota County Schools

Garden Elementary School



2018-19 Schoolwide Improvement Plan

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Garden Elementary School

700 CENTER RD, Venice, FL 34285

www.sarasotacountyschools.net/garden

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	57%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	A	B	A*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Archer, Amy	Principal
Carey, John	Assistant Principal
Atha, Pamela	Teacher, ESE
Webb, Emilie	Administrative Support
Crowley, Brooke	Administrative Support
Welge, Brandi	Teacher, K-12
Pickert, Cheryl	Teacher, K-12
Brown, Jessica	Teacher, K-12
Buckalter, Melanie	Teacher, K-12
Davies, Will	Teacher, K-12
Davis, Diana	Teacher, K-12
Davis, Joanna	Teacher, K-12

Duties

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

The Garden Leadership Team meets bi-monthly (or as needed) to ensure alignment of school resources with each grade level. School-wide trends are discussed and concerns are problem solved as a team. The Leadership Team facilitate grade level collaborative planning activities during weekly CPT meetings to gather and disseminate information regarding student achievement and plan instructional strategies to accomplish goals and help every child succeed. They also facilitate collaborative analysis of student performance data to determine students in need of intervention and/or extension. These meetings are the first step for recommending students to SWST.

Early Warning Systems

Year 2017-18

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	17	5	5	8	8	10	0	0	0	0	0	0	0	53
One or more suspensions	3	3	4	4	7	5	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	20	35	14	0	0	0	0	0	0	0	69

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	2	7	2	0	0	0	0	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	7	4	1	1	0	0	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	14	10	15	2	3	8	0	0	0	0	0	0	0	52

Date this data was collected

Sunday 9/9/2018

Year 2016-17 - As Reported

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	10	4	9	6	3	10	0	0	0	0	0	0	0	42
One or more suspensions	14	10	15	2	3	8	0	0	0	0	0	0	0	52
Course failure in ELA or Math	1	2	6	6	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	21	19	19	0	0	0	0	0	0	0	59

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	1	1	3	1	7	0	0	0	0	0	0	0	13

Year 2016-17 - Updated

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	10	4	9	6	3	10	0	0	0	0	0	0	0	42
One or more suspensions	14	10	15	2	3	8	0	0	0	0	0	0	0	52
Course failure in ELA or Math	1	2	6	6	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	21	19	19	0	0	0	0	0	0	0	59

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	1	1	3	1	7	0	0	0	0	0	0	0	13

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest data component was ELA Lowest 25 percentile at 41%. This is a trend as proven by data collected from previous years.

Which data component showed the greatest decline from prior year?

The ELA Lowest 25th percentile showed the greatest decline from 50 percent to 41 percent (The district also dropped from 56% to 46%)

Which data component had the biggest gap when compared to the state average?

The data component with the largest gap was ELA Lowest 25th percentile, the Sate was 48% and Garden was 41% (-8%).

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was Math Achievement. In the 2017 school year Garden was 65%, the 2018 school year was 73% (+8%).

Describe the actions or changes that led to the improvement in this area.

All of Garden's Math teachers participated in District math professional development (Maximizing Math Mentality). As a results teachers placed an emphasis on cooperative student work, "Upside-Down" lesson planning and used Collaborative Planning Time to align lessons to grade level standards.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	60%	66%	56%	64%	65%	52%
ELA Learning Gains	51%	57%	55%	58%	54%	52%
ELA Lowest 25th Percentile	41%	46%	48%	51%	49%	46%
Math Achievement	73%	72%	62%	58%	70%	58%
Math Learning Gains	67%	63%	59%	52%	66%	58%
Math Lowest 25th Percentile	60%	51%	47%	46%	50%	46%
Science Achievement	67%	66%	55%	65%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17 (10)	5 (4)	5 (9)	8 (6)	8 (3)	10 (10)	53 (42)
One or more suspensions	3 (14)	3 (10)	4 (15)	4 (2)	7 (3)	5 (8)	26 (52)
Course failure in ELA or Math	0 (1)	0 (2)	0 (6)	0 (6)	0 (0)	0 (0)	0 (15)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	20 (21)	35 (19)	14 (19)	69 (59)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	68%	-9%	57%	2%
	2017	68%	71%	-3%	58%	10%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	49%	67%	-18%	56%	-7%
	2017	66%	69%	-3%	56%	10%
Same Grade Comparison		-17%				
Cohort Comparison		-19%				
05	2018	64%	66%	-2%	55%	9%
	2017	57%	66%	-9%	53%	4%
Same Grade Comparison		7%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	70%	72%	-2%	62%	8%
	2017	58%	71%	-13%	62%	-4%
Same Grade Comparison		12%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	56%	71%	-15%	62%	-6%
	2017	66%	73%	-7%	64%	2%
Same Grade Comparison		-10%				
Cohort Comparison		-2%				
05	2018	78%	72%	6%	61%	17%
	2017	66%	70%	-4%	57%	9%
Same Grade Comparison		12%				
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	67%	67%	0%	55%	12%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	27	32	43	36	33	46				
ELL	33			47							
ASN	90			90							
HSP	53	48		66	66		38				
MUL	44	36		78	73						
WHT	62	52	39	73	68	57	76				
FRL	55	52	46	67	65	57	55				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	23	41	48	30	66	67	33				
HSP	53	60		62	72		75				
MUL	60	64		60	55						
WHT	67	64	46	65	71	69	66				
FRL	60	59	47	60	67	66	59				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Math Lowest 25 Percentile
Rationale	The Math Lowest 25th Percentile is an area of focus. It was Garden's lowest performing component of the math measures (60%). Scores declined from 65% in 2017.
Intended Outcome	By the year 2019, the percent making gains in Math Lowest 25 Percentile will increase from 60% to 64%.
Point Person	Amy Archer (amy.archer@sarasotacountyschools.net)
Action Step	
Description	<ol style="list-style-type: none"> iReady reports will be analyzed and the interventions in the iReady Toolkit will be the primary focus during intervention times. District will provide reading support through five focused Collaborative Planning Team (CPT) meetings. Additional CPT meetings will focus on how to best utilize student performance data to provide instruction and intervention to students. Kindergarten through Fifth grade teachers will identify students who are performing below grade level and document through their CPT meetings. Identified students will be scheduled for School Wide Support Team (SWST). The Multi-Tiered System of Support (MTSS) will be utilized. Additional student support through contracted services will be utilized to provide additional support to students who are identified by their teachers through summative and iReady assessment data. Students with disabilities (ESE) will receive supplemental support, as noted on their IEP, during and after the reading and math blocks. ESOL students will receive supplemental support during the grade level intervention block.
Person Responsible	Amy Archer (amy.archer@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> Administration walk-throughs and teacher lesson plans will be evidence of interventions. Administration will hold data chats with teachers. Administration will hold chats with teachers to monitor the effectiveness of iReady. Sign-in sheets will document District supported CPT's and will be reflected in administration walk-throughs. CPT logs, and MTSS paperwork will document collaborative and school wide support of students. Student data will be analyzed during grade level planning time to ensure students are responding positively to Tier I instruction and supplemental instructional support. Adjustments will be made to support students whose data indicates a need for additional instruction/intervention. Teacher lesson plans and documentation of interventions will be evidence of additional support provided to students. ESE teacher schedule and lesson plans will be utilized. Data collection of student progress toward IEP goal accomplishment will be reviewed and adjusted as needed. ESOL teacher schedule and lesson plans will be utilized. Student performance data will be reviewed and support will be adjusted as needed.
Person Responsible	Amy Archer (amy.archer@sarasotacountyschools.net)

Activity #2	
Title	ELA Lowest 25 Percentile
Rationale	The ELA Lowest 25th percentile is clearly an area of focus. It was Garden's lowest performing component (41%), it was the greatest area of decline and the largest area of gap when compared to the State.
Intended Outcome	By the year 2019, the percent making gains in ELA Lowest 25 percentile will increase from 41% to 45%.
Point Person	Amy Archer (amy.archer@sarasotacountyschools.net)

Action Step

Description	<ol style="list-style-type: none"> 1. Kindergarten and First grades are in the second year of implementing Running Records. Second grade teachers received Running Records training during pre-planning week. 2. The Reading Recovery teacher will support Kindergarten through Second grade students in small group instruction. 3. Third through Fifth grade teachers will receive professional development provided by the District during the first quarter of the school year. Focus will be on the reading block structures, exploring standards-aligned resources and support creating learning intentions and success criteria. 4. iReady reports will be analyzed and the interventions in the iReady Toolkit will be the primary focus during intervention times. 5. District will provide reading support through five focused Collaborative Planning Team (CPT) meetings. Additional CPT meetings will focus on how to best utilize student performance data to provide instruction and intervention to students. 6. Kindergarten through Fifth grade teachers will identify students who are performing below grade level and document through their CPT meetings. Identified students will be scheduled for School Wide Support Team (SWST). The Multi-Tiered System of Support (MTSS) will be utilized. 7. Additional student support through contracted services will be utilized to provide additional support to students who are identified by their teachers through summative and iReady assessment data. 8. Students with disabilities (ESE) will receive additional adult support, as noted on their IEP, during and after the reading and math blocks. 9. ESOL students will receive supplemental support during the grade level intervention block. 10. Contracted services will be utilized to provide supplemental support to students. 11. Reading Recovery Teacher will attend National Reading Recovery Conference in February.
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Person Responsible	Amy Archer (amy.archer@sarasotacountyschools.net)
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Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none"> 1. CPT notes will reflect discussion of students. A sign in sheet will serve to support second grade Running Records Training and lesson plans will reflect the use of running records and small group instruction. 2. The Reading Recovery teacher's schedule will reflect small group instruction for students in First and Second Grade. 3. Professional Development records, teacher lesson plans, and administration walk-
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throughs will reflect evidence of training.

4. Administration walk-throughs and teacher lesson plans will be evidence of interventions. Administration will hold data chats with teachers. Administration will hold chats with teachers to monitor the effectiveness of iReady.

5. Sign-in sheets will document District supported CPT's and will be reflected in administration walk-throughs.

6. CPT logs, and MTSS paperwork will document collaborative and school wide support of students.

7. Student data will be analyzed during grade level planning time to ensure students are responding positively to Tier I instruction and supplemental instructional support.

Adjustments will be made to support students whose data indicates a need for additional instruction/intervention. Teacher lesson plans and documentation of interventions will be evidence of additional support provided to students.

8. ESE teacher schedule and lesson plans. Data collection of student progress toward IEP goal accomplishment will be reviewed and adjusted as needed.

9. ESOL teacher schedule and lesson plans. Student performance data will be reviewed and support will be adjusted as needed.

10. Student performance data will be monitored and support will be maintained/discontinued based on need.

11. Performance data will be monitored for all students who receive support from our Reading Recovery teacher. Interventions will be adjusted based on student response.

Person

Responsible

Amy Archer (amy.archer@sarasotacountyschools.net)

Activity #3	
Title	Math Learning Gains
Rationale	Math Learning Gains is an area of focus . Garden was at 70% in 2017 and fell to 67% in 2018. This difference of 3% is an area of concern
Intended Outcome	By the year 2019, the percent making gains in Math Learning Gains will increase from 67% to 71%.
Point Person	Amy Archer (amy.archer@sarasotacountyschools.net)

Action Step	
Description	<ol style="list-style-type: none"> iReady reports will be analyzed and the interventions in the iReady Toolkit will be the primary focus during intervention times. District will provide support through five focused Collaborative Planning Team (CPT) meetings. Additional CPT meetings will focus on how to best utilize student performance data to provide instruction and intervention to students. Kindergarten through Fifth grade teachers will identify students who are performing below grade level and document through in their CPT meetings. Identified students will be scheduled for School Wide Support Team (SWST). The Multi-Tiered System of Support (MTSS) will be utilized. Additional student support through contracted services will be utilized to provide additional support to students who are identified by their teachers through summative and iReady assessment data. Students with disabilities (ESE) will receive supplemental support, as noted on their IEP, during and after the reading and math blocks. ESOL students will receive supplemental support during the grade level intervention block. Contracted services will be utilized to provide supplemental support to students.
Person Responsible	Amy Archer (amy.archer@sarasotacountyschools.net)

Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> Administration walk-throughs and teacher lesson plans will be evidence of interventions. Administration will hold data chats with teachers. Administration will hold chats with teachers to monitor the effectiveness of iReady. Sign-in sheets will document District supported CPT's and will be reflected in administration walk-throughs. CPT logs, and MTSS paperwork will document collaborative and school wide support of students. Student data will be analyzed during grade level planning time to ensure students are responding positively to Tier I instruction and supplemental instructional support. Adjustments will be made to support students whose data indicates a need for additional instruction/intervention. Teacher lesson plans and documentation of interventions will be evidence of additional support provided to students. ESE teacher schedule and lesson plans. Data collection of student progress toward IEP goal accomplishment will be reviewed and adjusted as needed. ESOL teacher schedule and lesson plans. Student performance data will be reviewed and support will be adjusted as needed.
Person Responsible	Amy Archer (amy.archer@sarasotacountyschools.net)

Activity #4	
Title	ELA Learning Gains
Rationale	ELA Learning Gains is an area of focus . Garden was at 63% in 2017 and fell to 51% in 2018. This difference of 12% is an area of concern.
Intended Outcome	By the year 2019, Garden will increase ELA Learning Gains to from 51% to 55%.
Point Person	Amy Archer (amy.archer@sarasotacountyschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Kindergarten and First is in the second year of implementing Running Records. Second grade teachers received Running Records training during pre-planning week. 2. The Reading Recovery teacher will support Kindergarten through Second grade students in small group instruction. 3. Third through Fifth grade teachers will receive professional development provided by the District during the first quarter of the school year. Focus will be on the reading block structures, exploring standards-aligned resources and support creating learning intentions and success criteria. 4. iReady reports will be analyzed and the interventions and enrichment in the iReady Toolkit will be the primary focus during intervention times. 5. District will provide reading support through five focused Collaborative Planning Team (CPT) meetings. Additional CPT meetings will focus on how to best utilize student performance data to provide instruction and intervention or enrichment activity to students. 6. Kindergarten through Fifth grade teachers will identify students who are performing below grade level and document through in their CPT meetings. Identified students will be scheduled for School Wide Support Team (SWST). The Multi-Tiered System of Support (MTSS) will be utilized. 7. Students with disabilities (ESE) will receive additional adult support, as noted on their IEP, during and after the reading and math blocks. 8. ESOL students will receive supplemental support during the grade level intervention block.
Person Responsible	Amy Archer (amy.archer@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. CPT notes will reflect discussion of students. A sign in sheet will serve to support second grade Running Records Training and lesson plans will reflect the use of running records and small group instruction. 2. The Reading Recovery teacher's schedule will reflect small group instruction for students in First and Second Grade. 3. Professional Development records, teacher lesson plans, and administration walk-throughs will reflect evidence of training. 4. Administration walk-throughs and teacher lesson plans will be evidence of interventions. Administration will hold data chats with teachers. Administration will hold chats with teachers to monitor the effectiveness of iReady. 5. Sign-in sheets will document District supported CPT's and will be reflected in administration walk-throughs. 6. CPT logs, and MTSS paperwork will document collaborative and school wide support of students. 7. ESE teacher schedule and lesson plans. Data collection of student progress toward IEP goal accomplishment will be reviewed and adjusted as needed.

8. ESOL teacher schedule and lesson plans. Student performance data will be reviewed and support will be adjusted as needed. Student data will be analyzed during grade level planning time to ensure students are responding positively to Tier I instruction and supplemental instructional support. Adjustments will be made to support students whose data indicates a need for additional instruction/intervention. Teacher lesson plans and documentation of interventions will be evidence of additional support provided to students.

Person Responsible Amy Archer (amy.archer@sarasotacountyschools.net)

Activity #5	
Title	Science Achievement
Rationale	Garden's science achievement was 67% in 2018, 1% higher than the district and 12% higher than the state. The 2017 science achievement level was 66%, we did not meet the minimum goal of 70%.
Intended Outcome	By the year 2019, science achievement will increase from 67% to 71%.
Point Person	John Carey (john.carey@sarasotacountyschools.net)
Action Step	
Description	<ol style="list-style-type: none">1. The science lab teacher will coordinate all science materials and resources for all teachers.2. Fifth grade science teachers and the science lab teacher will attend district provided professional development.3. The science lab teacher will add the third and fourth grade standards tested on the fifth grade NGSSS to her lessons for fifth grade students.4. The science lab teacher will do a fifth grade Science Boot Camp with a review of the third and fourth grade standards.5. All fifth grade students will take the district science benchmark assessment.6. Results of the benchmarks assessments will be analyzed by classroom teachers and the science lab teacher to direct future instructional planning.7. IPDP will be developed to help increase student achievement, enhance classroom strategies that promote rigor and relevance in science.
Person Responsible	John Carey (john.carey@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1. Materials will be delivered to teachers at the beginning of the year and as needed thereafter.2. The Professional Development report will reflect teacher professional development in the different science workshops held by the district.3. Lesson plans will reflect tested third and fourth grade standards instruction.4. Science lab lesson plans and schedule will reflect Science Boot Camp activities.5. The benchmark assessment will be monitored to ensure all students finished the assessment.6. Results of the science benchmark assessments will be shared with teachers and lesson plans will reflect reteaching of skills to the respective students.7. The IPDP's for the 5th grade science teachers will reflect a focus on science instruction.
Person Responsible	John Carey (john.carey@sarasotacountyschools.net)

Activity #6	
Title	Attendance
Rationale	The number of students with attendance below 90 percent increased from from 42 in 2017 school year to 53 in the 2018 school year.
Intended Outcome	By the end of the 2019 school year, the number of students below 90 percent will decrease from 53 to 47 students.
Point Person	Brooke Crowley (brooke.crowley@sarasotacountyschools.net)
Action Step	
Description	<ol style="list-style-type: none">1. The district "Strive for Five" initiative will be supported.2. The SAC committee will support attendance with quarterly attendance incentives.3. Student attendance will be monitored and district policy guidelines will be followed.4. The Home School Liaison (HSL) and Mental Health Therapist (MHT) will be utilized by teachers to make parent contacts and problem solve attendance concerns.
Person Responsible	Brooke Crowley (brooke.crowley@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none">1. Incentive banners will be visible on campus and poster contest winners announced to be entered into district contest.2. SAC meeting notes will reflect support and updates on attendance.3. Attendance letters will be on file in student cumulative files and SWST and Care team notes will reflect student with attendance concerns.4. Parent conference notes, school service referrals and HSL and MHT notes will document attendance concerns.
Person Responsible	John Carey (john.carey@sarasotacountyschools.net)

Activity #7	
Title	Discipline
Rationale	The number of students suspended continues to be an area of concern. Students who are suspended for behavior miss instructional time. Teachers report the need for appropriate consequences for student misbehavior.
Intended Outcome	By the end of the 2019 school year, the number of students with one or more suspensions will decrease ten percent from 26 to 23 students.
Point Person	Emilie Webb (emilie.webb@sarasotacountyschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. New staff will be trained on using CHAMPS in the classroom. Trained staff will be supported in their continued use of the program. 2. All students will receive CHAMP training for areas outside the classroom to include the lunch room and bus. 3. Behavior Improvement Plans and Functional Behavioral Assessments will be written or updated for students who show area of concerns. 4. District support staff will be used as a resource to meet the needs of students who do not respond to BIP and FBA interventions.
Person Responsible	Emilie Webb (emilie.webb@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. A sign in sheet for attendance of the CHAMPS training for new staff. 2. CHAMPS schedule at the beginning of the year will verify other areas of the campus were CHAMPS expectations were reviewed. 3. CARE meetings, teacher lesson plans, and culm folders will have copies of student BIP's and FBA's. 4. District ABA therapist will observe students and be present at CARE meetings, sharing observations to help the team determine next steps for affected students.
Person Responsible	John Carey (john.carey@sarasotacountyschools.net)

Activity #8

Title ELA Proficiency

Rationale 60% of students demonstrated proficiency on the ELA portion of the FSA in 2017-18.

Intended Outcome By the year 2019, the percentage of students demonstrating proficiency ELA will increase from 60% to 64%

Point Person Amy Archer (amy.archer@sarasotacountyschools.net)

Action Step

Description

1. K-5 ELA teachers will participate in training to enhance planning for standards-based instruction.
iReady will be incorporated into ELA instruction for all students.
2. Instructional staff will participate in a book study to support implementation of guided reading.
3. Parent teacher conferences will be conducted with all families to review grade level expectations and student performance.
4. Contracted services will be utilized to provide supplemental support to students.

Person Responsible Amy Archer (amy.archer@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

1. Implementation of strategies gained during professional development will be noted in ongoing observation forms for instructional staff.
2. iReady usage and performance data will be analyzed. Action plans will created to respond to the data.
3. Implementation of strategies gained through participation in the book study will be noted in ongoing observation forms for instructional staff.
3. Pupil progression data sheets will be used to guide parent teacher conferences to ensure parents are aware of areas of strength and weakness.
4. Student performance data will be monitored and support will be maintained/discontinued based on need.

Person Responsible Amy Archer (amy.archer@sarasotacountyschools.net)

Activity #9

Title Math Proficiency

Rationale 73% of students demonstrated proficiency on the Math portion of the FSA in 2017-18.

Intended Outcome By the year 2019, the percentage of students demonstrating proficiency Math will increase from 73% to 75%

Point Person Amy Archer (amy.archer@sarasotacountyschools.net)

Action Step

Description 1. K-5 Math teachers will participate in training to enhance planning for standards-based instruction.
 iReady will be incorporated into Math instruction for all students.
 2. Parent teacher conferences will be conducted with all families to review grade level expectations and student performance.
 3. Contracted services will be utilized to provide supplemental support to students.

Person Responsible [no one identified]

Plan to Monitor Effectiveness

Description 1. K-5 Math teachers will participate in training to enhance planning for standards-based instruction.
 iReady will be incorporated into Math instruction for all students.
 2. Pupil progression data sheets will be used to guide parent teacher conferences to ensure parents are aware of areas of strength and weakness.
 3. Student performance data will be monitored and support will be maintained/discontinued based on need.

Person Responsible Amy Archer (amy.archer@sarasotacountyschools.net)

Activity #10

Title

Rationale

Intended Outcome

Point Person [no one identified]

Action Step

Description

Person Responsible [no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible [no one identified]

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The School Wide Support Team (SWST), grade level Collaborative Planning Teams and the Children at Risk in Education (CARE) team monitor, collaborate and implement instruction and intervention to help to meet the social and emotional needs of students. A Home School Liaison works closely with teachers and administration to improve communication with families, school and community resources. A Mental Health Therapist is working with families, and students to provide in school therapy services to our neediest students. Restorative circles are used by the staff and classroom teachers to help students work through conflicts in a productive manner. CAARS (Counseling As A Related Service) is provided to students whose IEPs indicate a need for this support. The Behavior Support Teacher provides individualized interventions to help meet the social and emotional needs of students, as determined by the SWST and CARE team. Interventions are progress monitored and modified, as needed, to support students with meeting social and emotional goals. District appointed psychologists, social workers, truancy support staff and a county health nurse participate with staff in this process.

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

The STAR early literacy assessment is administered within the first 30 days of school and local assessment administered prior to school starting helps determine classroom placement and provides valuable information on readiness skills for incoming kindergarten students. An orientation for incoming Kindergarten parents is held annually in the Spring to introduce them to Garden Elementary. Fifth grade students take a field trip to the local middle school to acquaint themselves with the physical campus and observe 6th graders engaged in classes. The feeder middle school does come to Garden for an assembly prior to their field trip to promote their programs.

The school counselor and ESE liaison meet with middle school personnel to share special learning and emotional needs of select students bound for their schools.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Backpack program is facilitated by the All Faiths Food Bank will address the hunger needs of over 60% of Garden students.

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

Garden Elementary will promote Career Awareness through the Kids News Network (KNN). KNN is a morning news program produced by students which will introduce students to the working world they will one day enter.

Garden also promotes participation in Take Your Son/Daughter to Work Day. This event allows parents to share their work experiences with their child.

Part V: Budget	
Total:	\$34,930.00