Garden Grove Elementary School

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	91%

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

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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.

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..

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.

School Leadership Team

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

Name	Title
Compton, Deborah	Principal
Greene, Stephanie	Other
Smith, Susan	Instructional Coach
Bakos, Dana	Assistant Principal
Waller, Renee	School Counselor

Duties

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

The school leadership team will focus meetings on how to improve teacher effectiveness and student achievement in all academic areas. The administrations role is to monitor student progress and data, observe, provide support, evaluate lesson delivery for effectiveness, and provide feedback for improvement. The Literacy Coach will provide professional development, work with teachers in the classroom and coach curriculum delivery, monitor data and help facilitate literacy needs in the classroom. The Title One Interventionist's role is to monitor student progress and data in order to provide small group tiered instruction. The Title One teacher will keep Title One records and seek input from the Leadership Team on how to best use our Title One money. She will provide opportunities for parent involvement. The guidance counselor monitors the MTSS process through committee meetings and data. The Lead teachers will provide professional development on the content that they acquired at District Trainings.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	18	0	0	0	0	0	0	0	0	0	18

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	

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	5	4	0	11	0	0	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Monday 7/23/2018

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	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

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	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

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 25th percentile in math was our lowest component on the 2017-18 FSA. It was the 50th percentile. It is not a trend because we scored 36 percentile in the bottom 25 percentile in 2016-17 and 37 percentile in 2015-16.

Which data component showed the greatest decline from prior year?

We did not have a component that declined from last year's FSA data.

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

The ELA Achievement component had the only gap compared to the state average. The gap was 2 percentile.

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

Our ELA lowest 25th percentile showed the most improvement with a 53 percentile. This is not a trend. It was a 27 percentile gain over 2016-17.

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

The interventionist worked with small groups from these grade levels. Teachers spent more time with small groups using data from our Thursday collaborative data chats. Our bottom 25% spent more time on iStation.

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	54%	50%	56%	52%	48%	52%
ELA Learning Gains	56%	51%	55%	51%	49%	52%
ELA Lowest 25th Percentile	53%	45%	48%	39%	42%	46%
Math Achievement	67%	58%	62%	61%	54%	58%
Math Learning Gains	59%	56%	59%	61%	52%	58%
Math Lowest 25th Percentile	50%	44%	47%	40%	41%	46%
Science Achievement	54%	53%	55%	45%	46%	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	0 (13)	0 (15)	0 (20)	0 (19)	0 (11)	0 (7)	0 (85)
One or more suspensions	0 (4)	0 (5)	0 (14)	0 (9)	0 (5)	0 (9)	0 (46)
Course failure in ELA or Math	0 (10)	0 (9)	0 (13)	0 (21)	0 (24)	0 (14)	0 (91)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (10)	0 (25)	0 (33)	18 (68)

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	52%	51%	1%	57%	-5%
	2017	63%	53%	10%	58%	5%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	47%	48%	-1%	56%	-9%
	2017	45%	51%	-6%	56%	-11%
Same Grade Comparison		2%				
Cohort Comparison		-16%				
05	2018	54%	50%	4%	55%	-1%
	2017	41%	44%	-3%	53%	-12%
Same Grade Comparison		13%				
Cohort Comparison		9%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	56%	11%	62%	5%
	2017	74%	58%	16%	62%	12%
Same Grade Comparison		-7%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	53%	57%	-4%	62%	-9%
	2017	57%	60%	-3%	64%	-7%
Same Grade Comparison		-4%				
Cohort Comparison		-21%				
05	2018	68%	56%	12%	61%	7%
	2017	43%	47%	-4%	57%	-14%
Same Grade Comparison		25%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	51%	51%	0%	55%	-4%
	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	34	55	54	35	36	36	10				
ELL	7			43							
BLK	25	43	54	47	46	40	22				
HSP	62	73		66	79		74				
MUL	62			85							
WHT	64	52	54	75	55	45	63				
FRL	43	54	53	63	57	57	49				
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	31	25	25	42	38	29	7				
ELL	22	21		50	50						
BLK	28	30	26	34	29	33	9				
HSP	56	45		60	50		39				
WHT	59	46	9	71	51	31	45				
FRL	44	41	32	53	45	46	28				

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	K-2 Literacy
Rationale	We will increase focus on the data for grades Kindergarten through Second grades. It is imperative that we ensure that students in these grades are mastering the standards. We will use Formative and Summative data to determine what skills need to be worked on in small groups or retaught to all students. We are going to implement a tutoring program in first grade. This will help to catch up any kindergartners that are not ready or meeting the first grade standards.
Intended Outcome	The rationale for this strategy is to prepare students to be reading on grade level by the time they reach third grade. This will enable third grade teachers more time teaching the third grade standards with rigor and not as much time doing remediation with students that are one to two years behind in reading.
Point Person	Deborah Compton (deborah.compton@polk-fl.net)
Action Step	
Description	1. We will hold data chats after every administration of ISIP and the STAR progress monitoring tool to identify the standards that are not being met. We will discuss Formative data the teachers are collecting to look for common areas of concern. The teachers will meet with small groups to address these standards as needed. 2. We will use tutors that PEP (A community organization) has written a grant to pay to work with our students in need 3 times a week for 1 hour each time. 3. In ELA and Math, we will pay close attention to the progress of our subgroups; black, SWD, and ELL that did not perform well on the FSA.
Person Responsible	Deborah Compton (deborah.compton@polk-fl.net)
Plan to Monitor Effectiveness	
Description	1. Data from Formative and Summative assessments will be used to determine the effectiveness of these strategies.
Person Responsible	Deborah Compton (deborah.compton@polk-fl.net)

Activity #2	
Title	Increase performance of subgroups in the areas of ELA, Math, and Science
Rationale	Our 2018 school grade component by subgroups data indicates that there is a substantial gap with our black, SWD, and ELL students in the area of proficiency when compared to other subgroups. Therefore, we will use iStation, AR, more on grade level materials with visual aids, text marking, immerse them in vocabulary, writing in the content area, and have them working with higher students in collaborative groups.
Intended Outcome	By using iStation the students will be able to accelerate at their own pace. It is imperative that they are reading frequently during the day. They will use the AR program with fidelity in order to build comprehension and vocabulary skills. Using visual aids such as graphic organizers will allow them to break down what they are reading and make more sense out of it. Being taught vocabulary in context will enable them to grasp meaning of an unknown word, helping with comprehension. Text marking will help to locate the answer to the question being asked. Writing in the content area will help increase student comprehension and provide the teacher feedback of the students' understanding of the content. Working with higher level students enables them to hear the thought process in answering higher order questions.
Point Person	Susan Smith (susan.smith02@polk-fl.net)

Action Step	
Description	1. The students will use iStation the required amount of minutes per week with fidelity. 2. The students will be given sufficient time to check out books and provided time for reading them. 3.The reading coach will work with the teachers on visual aids, vocabulary, text marking, writing in the content area, and collaborative group strategies.
Person Responsible	Susan Smith (susan.smith02@polk-fl.net)

Plan to Monitor Effectiveness	
Description	1. iStation and AR data will be monitored. 2. Observations and student work samples should show the use of graphic organizers, vocabulary being taught in context, text marking of on grade level materials, writing in the content area, and collaborative groups going on in the room. 3.Formative and summative data will be monitored to ensure that the students are making gains and moving forward.
Person Responsible	Dana Bakos (dana.bakos@polk-fl.net)

Activity #3	
Title	Develop a plan to decrease discipline problems in all areas of the school.
Rationale	First, a review of the discipline plan and consequences will be done as part of professional development the first day. We will discuss which behaviors should be handled in the classroom and which qualify as office referrals. We will review the PBS and Champs process and the importance of building relationships with their students. More time will be spent discussing the use and procedures of MTSS for behavior for students that are a constant disruption.
Intended Outcome	By going over the discipline plan and the consequences, which includes which behaviors are immediate office referrals and which behaviors should be handled through the steps in the discipline plan, we will create a consistent plan for all students. Discussing the importance of building relationships with their students will help everyone realize how important it is to know their students. We will review PBS and Champs procedures which provide a positive way of handling discipline. We need to go over the process of using the MTSS process for students with extreme behaviors in order to implement a special plan for these students.
Point Person	Dana Bakos (dana.bakos@polk-fl.net)

Action Step	
Description	1. All staff members will need to follow the school discipline plan with consistency. 2, Time will be spent to build relationships with their students. 3. We will form a new PBS/Champs committee that will decide how we are going to implement and provide professional development to the staff. 4. Professional development will be provided of the MTSS Tiers and what occurs at each Tier.
Person Responsible	Dana Bakos (dana.bakos@polk-fl.net)

Plan to Monitor Effectiveness	
Description	1. The discipline data will be reviewed at Leadership Team members and shared with the staff. 2. The atmosphere of the classroom will reveal if relationships have been built with the students. 3. Observations will show the use of PBS/Champs being used in the classroom. Data for attendance of the PBS and Good Citizen events will indicate if our procedures are working. 4. The MTSS process for discipline will be discussed monthly at our Thursday data chats with each grade level.
Person Responsible	Dana Bakos (dana.bakos@polk-fl.net)

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.

The school will build positive relationships with all stakeholders by having family/community events. We will hold our annual Title I meeting with a family BBQ before the meeting. There will be a welcome back breakfast for all staff members to build comradery and celebrate our school grade. Title 1 will host a "Donuts for Dads" and a "Muffins for Moms" during the school year. This enables the students to bring their parent or guardian to school to spend special time with them. There will be a science night that the whole family and community members will be invited to attend. The Title 1 funds enable us to pay for a reading coach and an interventionist (A teacher that tutors small groups and works with family involvement). Through these funds we are able to provide extended learning and PEP tutoring for our students that live quite a distance from the school and don't have transportation. In order to keep our parents informed we buy agendas and Thursday folders with this money. We have purchased Scholastic News, Time for Kids, and Social Studies Weekly for the students to have additional informational text. We are planning on using the funds to hire subs for a collaborative planning day for each grade level. The funds have allowed us to purchase a printer with a scanner for parent involvement. We purchased head phones and storage bins to replace the ones that have worn out.

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.

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 identity 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, a referral to outside services, or a more restrictive environment.

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.

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, Interventionist, and teachers analyze student data to ensure meaningful instruction based on students' 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 students' and teachers' 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 personnel, 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.

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

People from multiple occupations will be invited to our Great American Teach-In. They will speak to the students about their career. This enables the students to hear the different choices that they have for the future. Junior Achievement visits our school for a presentation from business people in the community and teaches our students about economics and how that plays a part in their future.

Part V: Budget

Total:	**$0.00**