Fred G. Garner Academy

2019-20 Schoolwide Improvement Plan

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Fred G. Garner Academy

2500 HAVENDALE BLVD NW, Winter Haven, FL 33881

http://schools.polk-fl.net/garner

Demographics

Principal: Qvonda B IR Dsong Blackman

Start Date for this Principal: 6/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: C (46%) 2016-17: F (28%) 2015-16: F (28%) 2014-15: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	F	F

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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. 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.

At Garner Elementary, we seek to provide success for all students through challenging academics and wide-ranging enrichment opportunities that will help foster and build positive relationships.

Provide the school's vision statement.

We strive to prepare today's learners for the world of tomorrow through meaningful relationships that inspire and create life-long learners in a changing global society.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Birdsong, Qvonda	Principal	Instructional Leader and monitoring, human resources, facilities manager, day to day operations
Gunter, Elizabeth	School Counselor	MTSS, Student Guidance, Social Skills Training
Shockley, Delores	Assistant Principal	Facilities, testing, instructional leader, student monitoring
Bower, Brianne	Teacher, K-12	Curriculum planning, working with teacher on a daily basis for whole group and small group assistance
McKennon, Felicia	Other	Behavioral interventionist, Assists with Tier 1, Tier 2, and Tier 3 behavior supports for teachers and mostly students.
Alkhatib, Ayesha	Other	LEA Facilitator, Write and processes all IEP, Managers and monitors all IEP's, Assists teachers with students of disabilities
Perryn, Cherie	Instructional Coach	Planning with teaching, weekly coaching cycles for whole and small group instruction.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	139	109	134	131	114	113	0	0	0	0	0	0	0	740
Attendance below 90 percent	26	18	20	28	12	17	0	0	0	0	0	0	0	121
One or more suspensions	0	1	1	3	6	3	0	0	0	0	0	0	0	14
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	30	20	36	0	0	0	0	0	0	0	86

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	10	2	6	0	0	0	0	0	0	0	18

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	0	2	0	31	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	4	2	2	0	0	0	0	0	0	0	8

FTE units allocated to school (total number of teacher units)

41

Date this data was collected or last updated

Tuesday 10/8/2019

Prior Year - 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	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	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	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	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	30%	51%	57%	27%	51%	55%
ELA Learning Gains	37%	51%	58%	38%	53%	57%
ELA Lowest 25th Percentile	44%	49%	53%	42%	50%	52%
Math Achievement	29%	57%	63%	27%	58%	61%
Math Learning Gains	36%	56%	62%	37%	57%	61%
Math Lowest 25th Percentile	43%	47%	51%	14%	49%	51%
Science Achievement	24%	47%	53%	12%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	139 (0)	109 (0)	134 (0)	131 (0)	114 (0)	113 (0)	740 (0)
Attendance below 90 percent	26 (0)	18 (0)	20 (0)	28 (0)	12 (0)	17 (0)	121 (0)
One or more suspensions	0 (0)	1 (0)	1 (0)	3 (0)	6 (0)	3 (0)	14 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	30 (0)	20 (0)	36 (0)	86 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	33%	52%	-19%	58%	-25%
	2018	22%	51%	-29%	57%	-35%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	23%	48%	-25%	58%	-35%
	2018	29%	48%	-19%	56%	-27%
Same Grade Comparison		-6%				
Cohort Comparison		1%				
05	2019	24%	47%	-23%	56%	-32%
	2018	39%	50%	-11%	55%	-16%
Same Grade Comparison		-15%				
Cohort Comparison		-5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	24%	56%	-32%	62%	-38%
	2018	32%	56%	-24%	62%	-30%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	35%	56%	-21%	64%	-29%
	2018	46%	57%	-11%	62%	-16%
Same Grade Comparison		-11%				
Cohort Comparison		3%				
05	2019	20%	51%	-31%	60%	-40%
	2018	24%	56%	-32%	61%	-37%
Same Grade Comparison		-4%				
Cohort Comparison		-26%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	18%	45%	-27%	53%	-35%
	2018	33%	51%	-18%	55%	-22%
Same Grade Comparison		-15%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18**	**C & C Accel 2017-18**
SWD	23	50	55	29	71	67	30				

2019 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 2017-18	C & C Accel 2017-18
ELL	16	36	50	16	42	60	18				
BLK	28	35	35	26	32	33	18				
HSP	28	37	47	24	34	50	22				
WHT	37	41		39	50	45	41				
FRL	31	38	46	31	38	47	26				

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	30	43	50	18	43	47	29				
ELL	20	41	47	30	51	54	31				
BLK	26	52	26	31	58	65	25				
HSP	38	43	55	40	53		47				
WHT	39	63		42	63	54	45				
FRL	31	52	50	37	58	57	37				

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	5	33		10	19	10	10				
ELL	14	39	45	17	35	17					
BLK	14	28	39	18	33	19	3				
HSP	46	62	50	32	48		8				
WHT	35	38		39	36		32				
FRL	26	40	42	23	36	15	11				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	305
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Math Proficiency: Vacancy in 5th Math for most of the year, Seven 1st year teachers in 3rd grade,

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Learning Gains- Vacancy in 5th Math for most of the year, Seven 1st year teachers in 3rd grade,

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We were lower in all areas.

Which data component showed the most improvement? What new actions did your school take in this area?

3rd Grade Proficiency in ELA- New ELA instructional coach to guide instruction and planning, targeted tutoring for 3rd graders, targeted curriculum planning

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Hispanic and ELL students and Black African American students. If we focus on both of these this will effect our low Economically Disadvantaged students.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math Proficiency
2. ELA Proficiency
3. Hispanic

4. Black/African American population
5. Math Learning gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA Proficiency
Rationale	ELA proficiency decreased 3% points from 33% to 30% for all students in 3-5 grade. Our overall ESSA Federal Index score is at 38%. Our current Hispanic and ELL population are currently performing at a 38% based on the ESSA Federal Index. The Hispanic students also dropped with their ELA Proficiency from 35.6% to 20.5%. This greatly effected our ELL population which is made up of Hispanic students. Both ELL and Hispanic students are inclusive in our Economically Disadvantaged students subgroup.

State the measurable outcome the school plans to achieve	Students will improve their performance by 10%
Person responsible for monitoring outcome	Qvonda Birdsong (qvonda.birdsong@polk-fl.net)
Evidence-based Strategy	Targeted small group instruction with classroom teacher Targeted curriculum planning with instructional coach for small group activities Small group instruction with ELL program facilitated by ESOL teacher Vocabulary focused lessons Fluency practice Extended learning
Rationale for Evidence-based Strategy	Research shows that working with small groups of students for targeted amounts of time moves student achievement. Research also states that ongoing professional development (example: LSI) and coaching builds leadership capacity at all levels to establish a new vision for instruction as well as the implementation of improved rigorous core instructional practices.

Action Step	
Description	1. Standards based weekly curriculum planning with instructional coaches and administration 2. Monitor Progress monitoring through data chats, meetings, etc. 3. Ready Florida/Lakeshore resources will be used in small group targeted instruction to address deficit student needs. 4. Staff development will be held throughout the year to assist with standards based planning and build knowledge. These include Kagan conferences, onsite professional learning as well as onsite LSI (Marzano) Professional learning and book studies to promote best practices. In order to give teachers these learning opportunities, we will secure substitutes for several several staff development days throughout the year. 5. Scholastic classroom libraries will be used to increase the number of books students can read. 6. Extended learning will be offered at different times throughout the school year for all Hispanic, ELL, and African American Subgroups. All of these students are included in our Economically Disadvantaged students. Academic monthly monitoring will be done weekly, monthly PLC's and data chats on these students. 7. Garner will purchase sets of books for our parents to take home after parent nights. They will take them home to promote reading. 8. Time for Kids Magazines will be purchased as another resource to promote real world

reading.
9. Students will go on field trips to connect real world activities to curriculum that have learned in school.
10. Highly trained and qualified staff hired to work with teachers and students in small group and professional development needs.

Person Responsible Delores Shockley (delores.shockley@polk-fl.net)

#2	
Title	Math Learning Gains
Rationale	Our learning with Math dropped 22% points from 58% to 36% for all students in 3-5 grade. Our Black African American population makes up the largest portion of our school demographics and are showing consistent low performance with Math proficiency and learning gains. They are in our low performing ESSA subgroup at 35%. These students are also included in our Economically Disadvantaged ESSA subgroup that is at 39%. This will be a focus group since they only performed at 22.8% and their learning gains were lower than that.
State the measurable outcome the school plans to achieve	To improve our math learning gains to 50%.
Person responsible for monitoring outcome	Qvonda Birdsong (qvonda.birdsong@polk-fl.net)
Evidence-based Strategy	Targeted small group instruction with classroom teacher Targeted curriculum planning with instructional coach for small group activities Fluency practice Extended learning Spiral instruction review Ready Florida/Lakeshore resources will be used to address students deficits
Rationale for Evidence-based Strategy	Research shows that working with small groups of students for targeted amounts of time moves student achievement. Research also states that ongoing professional development (example: LSI) and coaching builds leadership capacity at all levels to establish a new vision for instruction as well as the implementation of improved rigorous core instructional practices.
Action Step	
Description	1.Standards based weekly curriculum planning with instructional coaches and administration 2. Monitor Progress monitoring through data chats, meetings, etc. 3. Ready Florida/Lakeshore resources will be used in small group targeted instruction to address deficit student needs. 4. Extended learning will be offered at different times throughout the school year to our Hispanic, ELL, and African American students who are all in our Economically Disadvantaged subgroups as well. Academic monthly monitoring will be done weekly, monthly PLC's and data chats on these students. 5. Fluency activities will be practiced daily 6.Staff development will be held throughout the year to assist with standards based planning and build knowledge. These include Kagan conferences and onsite professional learning as well as onsite LSI (Marzano) Professional learning. In order to give teachers these learning opportunities, we will secure substitutes for several several staff development days throughout the year. 6. Extended learning will be offered at different times throughout the school year. 7. Students will go on field trips to connect real world activities to curriculum that have

learned in school.
8. Student agendas will be utilized for parental communication.

Person Responsible   Delores Shockley (delores.shockley@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

As stated in our ELA Proficiency goal, we are going to focus on our ELL and Hispanic students who are also in the economically disadvantaged group of students. This will help us to increase our reading proficiency overall. When we increase reading proficiency we will get the need learning gains especially with our bottom 25% of students. The same goes for our African American population with Math Gains. Getting the gains will assist us to get a higher proficiency rate. We are monitoring science very carefully this year. Tracking formative assessments to see instructional learning with students.

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 Schoolwide Improvement Plan 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.

Garner plans on holding monthly parent nights for our parents. We also open our doors to parents on a daily basis based on their needs. Our mission and vision are posted in our main office and in our school agendas. Administration sends home a quarterly newsletter as well as grade levels send out one every quarter. In the newsletter we discuss upcoming events, instructional goals, and curriculum targets for students. We also make sure to always invite parents to our campus, through our newsletters and in person when they visit our school. Community members and volunteers come to assist whenever needed to support student achievement.

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.

Students identified as having social-emotional needs are given the opportuniy to meet with the guidance counselor individually or in small groups or can meet with another staff member in the classroom on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources: Champs, PBIS, Mindful Schools, Drumbeat and Mentoring.

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

Garner promotes all students in Pre-K ESE programs and Headstart to remain here at Garner when transitioning from one year the the next. We also have an annual Kindergarten Round Up towards the end of each school year for early enrollment. Our 5th graders are visited from their zoned middle school and allowed to ask questions about the middle school and receive information regarding their elective choices. Garner also participates in an annual WE3 Expo to promote our 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 Principal provides a common vision for the use of data-based decision–making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of RtI; ensures that the school-based team is implementing RtI; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support RtI implementation; develops a culture of expectation with the school staff for the implementation of RtI school wide; ensures and communicates with parents regarding school-based RtI plans and activities.

Title I, Part A
Title I, Part A, funds school-wide services Garner Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title II
Professional development resources are available to all schools through Title II funds. This assists us with building capacity to retain our teachers.

Title III
These funds provide supplemental resources for English Language Learners and their teachers. It also provides professional learning opportunities for school staff.

Title IX
Homeless or HEARTH programs funded through IX and Title 1, provides support for students identified as being in a homeless situation.

Title 1, UniSIG
These funds provide additional funds to help support strategies and actions steps identified in the school's SIP.

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

Garner invites speakers throughout the year to speak to students about their successes at a working professional and the steps it took to get them their. These steps always include extending their education through college or some other form of training.

Garner also asks counselors from our feeder middle schools to come and speak with our 5th graders about them advances into middle school and beyond into high school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA Proficiency				$344,832.36
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0601 - Fred G. Garner Academy	UniSIG		$80,000.00
		Notes: Recruitment and Retention stipends				
	5100	130-Other Certified Instructional Personnel	0601 - Fred G. Garner Academy	UniSIG		$8,000.00
		Notes: Recruitment and Retention stipends				
	5100	150-Aides	0601 - Fred G. Garner Academy	UniSIG		$7,000.00
		Notes: Recruitment and Retention stipends				
	5100	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		$7,267.50
		Notes: Recruitment and Retention stipends				
	5100	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		$180.50
		Notes: Recruitment and Retention stipends				
	5200	120-Classroom Teachers	0601 - Fred G. Garner Academy	UniSIG		$53,600.00
		Notes: Recruitment and Retention stipends				
	5200	150-Aides	0601 - Fred G. Garner Academy	UniSIG		$13,000.00
		Notes: Recruitment and Retention stipends				
	5200	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		$5,094.90
		Notes: Recruitment and Retention stipends				
	5200	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		$126.54
		Notes: Recruitment and Retention stipends				
	6120	130-Other Certified Instructional Personnel	0601 - Fred G. Garner Academy	UniSIG		$4,000.00
		Notes: Recruitment and Retention stipends				
	6120	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		$306.00
		Notes: Recruitment and Retention stipends				
	6120	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		$7.60
		Notes: Recruitment and Retention stipends				
	6200	130-Other Certified Instructional Personnel	0601 - Fred G. Garner Academy	UniSIG		$4,000.00

			Notes: Recruitment and Retention stipends			
	6200	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		$306.00
			Notes: Recruitment and Retention stipends			
	6200	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		$7.60
			Notes: Recruitment and Retention stipends			
	6400	130-Other Certified Instructional Personnel	0601 - Fred G. Garner Academy	UniSIG		$8,000.00
			Notes: Recruitment and Retention stipends			
	6400	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		$612.00
			Notes: Recruitment and Retention stipends			
	6400	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		$15.20
			Notes: Recruitment and Retention stipends			
	7300	110-Administrators	0601 - Fred G. Garner Academy	UniSIG		$8,000.00
			Notes: Recruitment and Retention stipends			
	7300	160-Other Support Personnel	0601 - Fred G. Garner Academy	UniSIG		$4,000.00
			Notes: Recruitment and Retention stipends			
	7300	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		$918.00
			Notes: Recruitment and Retention stipends			
	7300	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		$22.80
			Notes: Recruitment and Retention stipends			
	6300	120-Classroom Teachers	0601 - Fred G. Garner Academy	UniSIG		$24,000.00
			Notes: Stipends for classroom teachers participating in curriculum planning after contact hours			
	6300	130-Other Certified Instructional Personnel	0601 - Fred G. Garner Academy	UniSIG		$10,000.00
			Notes: Stipends for Other Certified Personnel participating in curriculum planning after contact hours- Guidance Counselor, Network Manager, and Interventionists			
	6300	140-Substitute Teachers	0601 - Fred G. Garner Academy	UniSIG		$7,947.20
			Notes: Stipends for Provisional Substitute Teachers participating in curriculum planning after contact hours. (Working on certification)			
	6300	210-Retirement	0601 - Fred G. Garner Academy	UniSIG		$3,552.93
	6300	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		$3,208.96

	6300	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		$79.70
	5900	120-Classroom Teachers	0601 - Fred G. Garner Academy	UniSIG		$10,000.00
		Notes: Provide stipends to Teachers to provide supplemental instruction after school, before school or Saturday tutoring				
	5900	130-Other Certified Instructional Personnel	0601 - Fred G. Garner Academy	UniSIG		$3,000.00
		Notes: Provide stipends to Other Certified Personnel (Coaches, Interventionists, Network Managers, Media specialists, and or Guidance Counselors) to provide supplemental instruction after school, before school or Saturday tutoring				
	5900	140-Substitute Teachers	0601 - Fred G. Garner Academy	UniSIG		$2,500.00
		Notes: Provide stipends to Sub-teachers to provide supplemental instruction after school, before school or Saturday tutoring				
	5900	150-Aides	0601 - Fred G. Garner Academy	UniSIG		$812.80
		Notes: Provide stipends to paraprofessionals to provide supplemental instruction after school, before school or Saturday tutoring				
	5900	210-Retirement	0601 - Fred G. Garner Academy	UniSIG		$1,381.69
	5900	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		$1,247.93
	5900	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		$30.99
	5100	510-Supplies	0601 - Fred G. Garner Academy	UniSIG		$40,000.00
		Notes: Classroom libraries				
	6400	330-Travel	0601 - Fred G. Garner Academy	UniSIG		$10,000.00
		Notes: LSI Conference for staff - 10 instructional staff				
	7730	330-Travel	0601 - Fred G. Garner Academy	UniSIG		$2,000.00
		Notes: LSI Conference for administration - 2 admin				
	5100	644-Computer Hardware Non-Capitalized	0601 - Fred G. Garner Academy	UniSIG		$17,356.00
		Notes: Technology- 44 ipads				
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0601 - Fred G. Garner Academy	UniSIG		$3,249.52
		Notes: Technology- 2 ipad carts				
2	**III.A.**	**Areas of Focus: Math Learning Gains**				**$0.00**
					Total:	**$355,900.88**