Griffin Elementary School

2019-20 Schoolwide Improvement Plan

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Griffin Elementary School

3315 KATHLEEN RD, Lakeland, FL 33810

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

Demographics

Principal: Roberta Stinson

Start Date for this Principal: 7/1/2017

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: D (35%) 2016-17: F (28%) 2015-16: F (29%) 2014-15: D (35%)
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	74%

School Grades History

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

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SIP Authority

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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.

To provide a high quality education for all students.

Provide the school's vision statement.

To establish cooperative, professional relationships with parents, staff and students in order to reach the goal of educating and nurturing the whole child.

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
Missouri, Dedra	Psychologist	Consults and counsels with parents, students, outside agencies, and school personnel to include consultation with guidance committees in Child Study Team activities. Provides inservice education to school-based personnel, district office staff, and parent and community groups. Attends staffings and case conferences for discussion of results with referred students, parents, teachers, other school personnel, and related agencies. Performs professional duties in accordance with the ethics set forth by the National Association of School Psychologists and the Florida Association of School Psychologists. Carries out other necessary assignments as directed by the Superintendent of Schools or Assistant Superintendent for Instructional Services, and Director of Prevention Programs & Services. Serves as cooperative member of the Prevention Programs & Services staff in activities that are related to the total program in individual schools, the areas, and the district. Serves on Crisis Intervention Team as needed.
Brown, Janel	Other	The Behavior Interventionist is responsible for teacher-to-teacher classroom support, modeling, mentoring, and collaborating to promote better behavior management strategies for teachers and students. The Behavior Interventionist is also responsible for supporting teachers in data collection, analysis, interpretation and usage; research-based behavior strategies and programs; and school improvement.

The Behavior Interventionist will assist with developing and implementing behavior supports at all levels, including:

* Assisting the leadership team to review schoolwide data and plan, implement, and monitor strategies to teach schoolwide rules and expectations,

* Assisting in the development of schoolwide discipline plan,

* Helping teachers identify obstacles to effective classroom management; providing and monitoring the effectiveness of alternative management strategies,

* Developing, implementing, and monitoring behavior plans based on Functional Behavioral Analysis for individual students,

* Participating in professional development opportunities to deepen content knowledge and best practices in the appropriate content area, and

* Communicating with parents, peers, and administration |
| Durrance, Melissa | Principal | Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following:
* achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional |

Name	Title	Job Duties and Responsibilities

improvement, development and implementation of quality standards-based curricula;
* demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;
* working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;
* recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers;
* linking professional practice with student achievement to demonstrate the cause and effect relationship;
* facilitating effective professional development;
* monitoring implementation of critical initiatives;
* securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;
* providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;
* employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;
* managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;
* establishing personal deadlines for self and the entire school;
* using a transparent process for making decisions and articulating who makes which decisions;
* actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;
* managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;
* effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;
* understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;
* using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;
* managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;
* recognizing individuals for good work;
* maintaining high visibility at school and in the community;
* demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;
* engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;

Name	Title	Job Duties and Responsibilities
		* and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
McCallum, Anne	Teacher, ESE	Plans and implements a program of instruction that adheres to the district's philosophy, goals and objectives as outlined in the adopted courses of study. Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task. Plans and implements a program of study designed to meet individual needs of students. Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies. Encourages student enthusiasm for the learning process and the development of good study habits. Provides progress and interim reports as required. Prepares substitute folder containing appropriate information as requested by the building principal. Plans and prescribes purposeful assignments for paraprofessionals, tutors, and volunteers as needed. Recognizes learning problems and make referrals as appropriate. Demonstrates a strong grasp of subject matter. Uses effective oral and written expression
Stinson, Roberta	Assistant Principal	The Assistant Principal assists with oversight and responsibility for school's instructional program, to include career education, and its results. Assists with oversight and responsibility for safety and discipline of school's students. Assists with oversight and responsibility for school's administration and operation. Assists with oversight and responsibility for school's property and physical plant. Serves on the leadership team providing oversight for the school's human resource selection, management and development. Assists with provision of leadership in the development or revision and implementation of the School Improvement Plan. Performs other related tasks as may be assigned by the Principal. Focuses on evidence-based classroom instruction through walk-through and informal observation processes. Facilitates effective professional development. Secures and provides timely feedback to teachers so that feedback can be used to increase teacher professional practice. Provides structure for and monitor the school learning environment that improves learning for the school's diverse student population. Establishes personal deadlines for self and the entire school. Manages the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. Uses appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community. Manages a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school. Maintains high visibility at school and in the community. Demonstrates personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research. Engages in professional development opportunities that improve personal professional practice and align with the needs of the school.

Name	Title	Job Duties and Responsibilities
Croft, Laurie	Instructional Coach	Leads collaborative planning sessions and professional learning communities with the teachers in order to increase the effectiveness of the teaching and learning process. Models lessons for teachers. Provides resources for lessons. Helps to disaggregate data and determine how to increase student achievement. Works with teacher to provide additional support for students that need remediation or acceleration.
Alexander, Melissa	Instructional Coach	Leads collaborative planning sessions and professional learning communities with the teachers in order to increase the effectiveness of the teaching and learning process. Models lessons for teachers. Provides resources for lessons. Helps to disaggregate data and determine how to increase student achievement. Works with teacher to provide additional support for students that need remediation or acceleration.
	Other	
Willis, Patricia	Other	Educational Directions External Operator will provide 78 days of support with day to day operations and leadership team.

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	40	61	43	50	45	47	0	0	0	0	0	0	0	286
Attendance below 90 percent	0	16	11	10	6	12	0	0	0	0	0	0	0	55
One or more suspensions	6	6	3	4	11	10	0	0	0	0	0	0	0	40
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	23	29	34	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	6	5	4	9	17	0	0	0	0	0	0	0	41

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	6	1	11	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

18

Date this data was collected or last updated

Wednesday 7/17/2019

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	10	34	22	39	30	0	0	0	0	0	0	0	135
One or more suspensions	0	2	3	4	23	13	0	0	0	0	0	0	0	45
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	30	22	0	0	0	0	0	0	0	52

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	11	12	9	35	16	0	0	0	0	0	0	0	83

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	10	34	22	39	30	0	0	0	0	0	0	0	135
One or more suspensions	0	2	3	4	23	13	0	0	0	0	0	0	0	45
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	30	22	0	0	0	0	0	0	0	52

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	11	12	9	35	16	0	0	0	0	0	0	0	83

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	37%	51%	57%	23%	51%	55%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	39%	51%	58%	31%	53%	57%
ELA Lowest 25th Percentile	32%	49%	53%	30%	50%	52%
Math Achievement	30%	57%	63%	18%	58%	61%
Math Learning Gains	36%	56%	62%	27%	57%	61%
Math Lowest 25th Percentile	43%	47%	51%	44%	49%	51%
Science Achievement	31%	47%	53%	22%	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	40 (0)	61 (0)	43 (0)	50 (0)	45 (0)	47 (0)	286 (0)
Attendance below 90 percent	0 (0)	16 (10)	11 (34)	10 (22)	6 (39)	12 (30)	55 (135)
One or more suspensions	6 (0)	6 (2)	3 (3)	4 (4)	11 (23)	10 (13)	40 (45)
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)	23 (0)	29 (30)	34 (22)	86 (52)

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	37%	52%	-15%	58%	-21%
	2018	26%	51%	-25%	57%	-31%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	29%	48%	-19%	58%	-29%
	2018	33%	48%	-15%	56%	-23%
Same Grade Comparison		-4%				
Cohort Comparison		3%				
05	2019	30%	47%	-17%	56%	-26%
	2018	27%	50%	-23%	55%	-28%
Same Grade Comparison		3%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	29%	56%	-27%	62%	-33%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	18%	56%	-38%	62%	-44%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	33%	56%	-23%	64%	-31%
	2018	32%	57%	-25%	62%	-30%
Same Grade Comparison		1%				
Cohort Comparison		15%				
05	2019	19%	51%	-32%	60%	-41%
	2018	23%	56%	-33%	61%	-38%
Same Grade Comparison		-4%				
Cohort Comparison		-13%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	27%	45%	-18%	53%	-26%
	2018	27%	51%	-24%	55%	-28%
Same Grade Comparison		0%				
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	24	29	31	34	52	55	25				
ELL	32	45		32	57		25				
BLK	33	34		25	25		35				
HSP	48	47		38	52		29				
WHT	23	33		33	28		33				
FRL	33	32	26	23	31	45	31				
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	8	17	20	8	42	33	9				
ELL	14	53		19	41						
BLK	24	47	38	17	35	56	19				
HSP	26	55			24	24	42				
WHT	17	40		29	48		21				
FRL	21	46	44	18	32	46	20				

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	11	20	15	3	20	33	27				
ELL	13	24		23	45						
BLK	18	29	33	11	25	38	5				
HSP	19	26		26	39		17				
WHT	34	33		20	23	40	38				
FRL	24	29	26	16	28	52	16				

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	40
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	71
Total Points Earned for the Federal Index	319
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	30
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	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
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.

Overall math proficiency of 30% is the lowest data component. Last school year, all of 5th grade math was taught by a substitute. Therefore, 5th grade math proficiency and learning gains significantly dropped.

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

ELA gains in lowest 25% and overall ELA gains showed the greatest decline from the prior year. No 5th grade students in the lowest 25% made a learning gain, and minimal students in 5th grade overall made gains. Part of this can be contributed to the lack of a consistent school based reading coach. All of 5th grade reading was taught by one teacher. For the 2019/20 school year, we have made a change in teachers.

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.

Although math proficiency increase from 22% to 30% last year, it is the greatest gap compared to the state average of 62%. This can be contributed to our significant decrease in proficiency in our 5th grade due to having a substitute teaching our 5th grade math.

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

ELA proficiency increased by 14%- from 23% in 2018 to 37% in 2019. Literacy was a primary focus in 2018/2019. Administration closely monitored the use of Accelerated Reader and provided student incentives for meeting reading goals. Third grade had an 11% increase in ELA proficiency compared to last year. Administration and External Operator also closely monitored the ELA block in third grade, providing coaching feedback, in addition to assisting with collaborative planning.

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

Approximately 20% of our students have an attendance rate of lower than 90%.

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

1. Increase overall student proficiency in math, specifically focusing on our subgroups that performed below the 41% (SWD, Black, White, ED)
2. Increase overall student proficiency and gains in ELA, specifically focusing on our subgroups that performed below the 41% (SWD, Black, White, ED).
3.Increase student attendance.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase students number fluency and conceptual place value knowledge in order for students to be able to perform more complex math computations.
Rationale	Many of our intermediate grade students lack number and place value knowledge and are still counting by ones. This gap in foundational skills hinders students from being proficient at more complex math concepts.

State the measurable outcome the school plans to achieve	Proficiency in math will increase to 45% as measured by the 2020 FSA.
Person responsible for monitoring outcome	Melissa Durrance (melissa.durrance@polk-fl.net)
Evidence-based Strategy	Teachers analyze assessment data and student work samples to strengthen students number and conceptual place value knowledge during small group instruction in order for students to perform more complex math tasks.
Rationale for Evidence-based Strategy	We have observed that many of our intermediate grade students still struggle with number knowledge and are still counting by ones. Students struggle with mental math because they do not have number fluency and lack conceptual place value skills. Teachers struggle to remediate foundation skills.

Action Step	
Description	1. PLC on the book "Developing Number Knowledge" 2. Implementation of interventions based on assessment data with specific focus on ESSA Subgroups 3. Weekly collaborative planning with math coach 4. Coaching cycle 5. Work sample analysis 6. LSI Standards Tracker and PD 7. Math manipulatives for small groups 8. After school tutoring- staff salary and materials 9. Resources for coach (paper, ink, markers, etc.) 10. Extended collaborative planning- substitutes 11. Push-in support in small groups using a paraeducator 12. District print shop to print student math module booklets 13. Color printer for math (share with reading coach) coach to print data, resources, etc. 14. Hire additional para for small group math support- focusing on the ESSA Subgroups 15. Teachers return 3 days early to participate in professional development led by reading coach 16. Instructional supplies for teachers for small group instruction Educational Directional Directions will provide the support of an Academic Math Coach to: • Collaborate with and provide coaching support for School-based Coaches • Assist and support with PLC's, Teacher Planning, and Professional Development for looking at student work, identifying and developing instructional strategies and resources to increase Number Fluency, Conceptual Place Value, and more Complex Math

Computations.
• To Provide demonstration Lessons of task and standard alignment
• To observe and monitor training levels of implementation
• Support small group instruction as needed
• To identify and provide math manipulatives as needed
*Data Coach- Educational Directions will provide a Data Coach to support the school's leadership team and teachers in the analysis of school wide and classroom data as well as state and district assessments (FSA, STAR, Writing Prompts and Science Modules) in all focus areas. This management of data will support and assist teaches in designing lessons for whole group, small group, and individualized student instruction.
Educational Directions will also provide a school based lead coach for 78 days of support with the leadership team and day-to-day operations of the school.

Person Responsible   Laurie Croft (laurie.croft@polk-fl.net)

#2	
Title	Increase active student engagement and critical thinking skills in language arts using collaborative strategies and habits of discussion..
Rationale	A significant number of our students in the intermediate grades are reading below grade level. Many of them are not engaged in the learning because they are struggling making it difficult for students to master more complex reading strategies. Through collaborative discussions about the text and standards, students will become more actively engaged and develop critical thinking strategies

State the measurable outcome the school plans to achieve	Student proficiency in ELA will increase to 45% as measured by the 2020 FSA.
Person responsible for monitoring outcome	Melissa Durrance (melissa.durrance@polk-fl.net)
Evidence-based Strategy	Teachers will implement collaborative structures and habits of discussions into their lessons in order to increase student active engagement and critical thinking about complex text.
Rationale for Evidence-based Strategy	Collaboration increases active engagement and when students are engaged they learn more. Having discussions about complex text challenges students' thinking which will develop critical thinking skills.

Action Step	
Description	1. PLC on the book "Great Habits, Great Readers" 2. Kagan Cooperative Learning PD- Day 1 and teacher participant materials 3. Collaborative planning- being more intentional, specifically with our ESSA Subgroups 4. Classroom libraries and media center books 5. After school tutoring- staff pay, resources (books), and supplies (paper, ink, folders, etc.) 6. LSI Standards Tracker and PD 7. Accelerated reader, set goals and monitor. 8. Resources for coach (paper, ink, markers, etc.) 9. Extended collaborative planning for tested grade levels- substitutes 10. After school discussion groups for reading endorsement- special activity pay 11. Color printer for printing student data and resources (share with math coach) 12. Reading Coach will lead collaborative planning, model lessons, and co-teach 13. Hire additional para for small group reading support with our ESSA Subgroups 14. Teachers return 3 days early to participate in professional development led by reading coach 15. Use Time for Kids for students in grades 3-5 to supplement core curriculum 16. Use student portfolios with dividers 17. Student Teaming books for teachers for book study 18. Curriculum Associates Ready Writing materials 19. Teacher instructional supplies for small group instruction Educational Directional Directions will provide the support of an Academic ELA Coach to:

• Collaborate with and provide coaching support for School-based Coaches
• Assist and support with PLC's, Teacher Planning, and Professional Development for looking at student work, identifying and developing instructional strategies and resources to improve build basic reading and performing competencies, student engagement, and critical reading, writing and thinking strategies
• To Provide demonstration Lessons of task and standard alignment
• To observe and monitor training levels of implementation
• Support small group instruction as needed
*Data Coach- Educational Directions will provide a Data Coach to support the school's leadership team and teachers in the analysis of school wide and classroom data as well as state and district assessments (FSA, STAR, Writing Prompts and Science Modules) in all focus areas. This management of data will support and assist teaches in designing lessons for whole group, small group, and individualized student instruction.
Educational Directions will also provide a school based lead coach for 78 days of support with the leadership team and day-to-day operations of the school.

Person Responsible   Melissa Alexander (melissa.alexander@polk-fl.net)

#3	
Title	Increase overall student attendance rate.
Rationale	Approximately 20% of our students have an attendance rate of lower than 90%.

State the measurable outcome the school plans to achieve	95% of students will attend school at least 90% of the school days.
Person responsible for monitoring outcome	Roberta Stinson (roberta.stinson@polk-fl.net)
Evidence-based Strategy	Parents will be made aware of the harmful effects of poor attendance. Attendance rates will be closely monitored and efforts will be made to overcome the barriers that are causing absences.
Rationale for Evidence-based Strategy	Many of our students are already behind academically and poor attendance only increases the gap.

Action Step	
Description	1. Track overall school attendance daily 2. Parent involvement paraeducator will phone students who have been absent three times. 3. Monthly class incentives for perfect attendance 4. Regular communication with parents regarding the importance of attendance 5. Increase mentoring 6. Use of building substitutes to mentor students 7. Behavior interventionist will help monitor student behavior to reduce suspensions Educational Directional Directions will: • Assist the school's leadership team in designing School wide Attendance Incentive Programs to be able to track individual student and classroom attendance. Educational Directions will assist in providing incentives to support the Attendance Program. • Work with the school counselor for follow up with parent conferences and contacts concerning student attendance Educational Directions will also provide a school based lead coach for 78 days of support with the leadership team and day-to-day operations of the school.
Person Responsible	Roberta Stinson (roberta.stinson@polk-fl.net)

#4	
Title	Nature of Science
Rationale	The Nature of Science reporting category was our lowest category on the 2019 Science FCAT.

State the measurable outcome the school plans to achieve	Increase science proficiency to 45% as measured by the 2020 Science FCAT.
Person responsible for monitoring outcome	Melissa Durrance (melissa.durrance@polk-fl.net)
Evidence-based Strategy	5th grade science teacher will integrate the use of Sci-Pad technology to increase overall proficiency in science to 45%.
Rationale for Evidence-based Strategy	Use of technology integration will help our struggling readers to access the science content.

Action Step	
Description	1. Use of Sci-pad in science (iPads, cart, and Apple TV) this will help support our ESSA Subgroups 2. Integrate science passages within the ELA block 3. Science resources 4. Integrate science into the ELA block Educational Directional Directions will provide support of an Academic Science Coach to: • Assist and support with PLC's, Teacher Planning, and Professional Development for looking at student work, identifying and developing instructional strategies and resources to increase student proficiency in Science. • To Provide demonstration Lessons of task and standard alignment • To Provide demonstration Lessons of Science integration with ELA and Math • To observe and monitor training levels of implementation • Support small group instruction as needed • To identify and provide hands on science experiments and manipulatives that support the curriculum and is aligned to the standards • Assist the school in the planning and implementation of a school Science Lab *Data Coach- Educational Directions will provide a Data Coach to support the school's leadership team and teachers in the analysis of school wide and classroom data as well as state and district assessments (FSA, STAR, Writing Prompts and Science Modules) in all focus areas. This management of data will support and assist teaches in designing lessons for whole group, small group, and individualized student instruction. Educational Directions will also provide a school based lead coach for 78 days of support with the leadership team and day-to-day operations of the school.

| **Person Responsible** | Laurie Croft (laurie.croft@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).

Subgroups which scored below the 41% on the Federal Index include: Black, White, SWD, and ED. We plan to start All Pro Dads and host academic family nights to increase parent involvement which will help boost our lower performing subgroups. The use of a Behavior Interventionist will also help to improve our subgroups by focusing on social emotional learning with our students. In order to increase parent attendance at family night, pizza and a drink will be served.

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.

Griffin has an open door policy for all stakeholders. We will host academic family nights, start All Pro Dads, and begin a PTO to help increase positive relationships and support the needs of the students. We will also increase mentoring opportunities for our students. Please see the attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 opportunity to meet with the guidance counselor individually or in small groups. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for students.

Positive Behavior Intervention and Support (PBIS), CHAMPS, Conscious Discipline, and Sanford Harmony are used as Tier 1 strategies to provide students with social-emotional support.

The guidance counselor collaborates with Hearth as a resource for our homeless students. Our social worker works with families to assist with increasing student attendance, aligning parents with resources, and making home visits as necessary. The mental health counselor provides counseling sessions to students that require those services. The Behavior Interventionist helps to support students and teachers with classroom management. This position will also serves as a liaison to provide parents with resources to increase positive behavior and academic success.

Teachers are provided lesson plans from PBIS that are tied to the school-wide expectations. The lessons address various social skills that are taught and modeled through daily lessons. Students have an opportunity to practice the social skills within the classroom community as well as throughout the campus. Members of the PBIS team work with students who have been identified as having academic or behavioral needs.

Polk Vision has partnered with Griffin to provide support, resources, and data analysis to help increase our student attendance with their "Strive for Less than Five" program. Mindful School Project is assisting with the implementation of our social-emotional learning program.

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

Griffin's Pre-K works closely with the kindergarten team to align curriculum to ensure students are prepared to transition successfully. We also hold a kindergarten round up in April to register incoming kindergarten students.

Middle school representatives visit fifth grade students to hold informational meetings to help parents and student prepare for the transition. Fifth grade students also attend the WE3 Expo so they can learn about the different options for academic programs in middle school. Transition meetings are held for all students with disabilities prior to 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.

Title 1, Part A projects funds school-wide services at our eligible and participating Title 1 schools. The Title 1 funds provide supplemental instructional resources and interventions so that all students achieve academic success.
Title 1, Part C project funds assist students that are prioritized by the MEP for supplemental services based on the need and migrant status, as defined by federal and state regulations.
Title 11 funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, these funds my reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exams.
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as ell as parent family engagement opportunities.
Title IX- Homeless or HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.
Title I, UniSIG provides 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.

Fifth grade students attend the WE3 expo to learn about different academic programs that are available in middle school and high school.

Part V: Budget

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

1	III.A.	Areas of Focus: Increase students number fluency and conceptual place value knowledge in order for students to be able to perform more complex math computations.				$134,138.78
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	1231 - Griffin Elementary School	UniSIG		$27,200.00
			Notes: Recruitment/Retention Stipends			
	5100	130-Other Certified Instructional Personnel	1231 - Griffin Elementary School	UniSIG		$4,000.00
			Notes: Recruitment/Retention Stipends			
	5100	150-Aides	1231 - Griffin Elementary School	UniSIG		$7,000.00
			Notes: Recruitment/Retention Stipends			
	5100	220-Social Security	1231 - Griffin Elementary School	UniSIG		$2,922.30
			Notes: Recruitment/Retention Stipends			
	5100	240-Workers Compensation	1231 - Griffin Elementary School	UniSIG		$72.58
			Notes: Recruitment/Retention Stipends			
	5200	120-Classroom Teachers	1231 - Griffin Elementary School	UniSIG		$28,000.00
			Notes: Recruitment/Retention Stipends			
	5200	150-Aides	1231 - Griffin Elementary School	UniSIG		$2,000.00
			Notes: Recruitment/Retention Stipends			
	5200	220-Social Security	1231 - Griffin Elementary School	UniSIG		$2,295.00
			Notes: Recruitment/Retention Stipends			
	5200	240-Workers Compensation	1231 - Griffin Elementary School	UniSIG		$57.00
			Notes: Recruitment/Retention Stipends			
	6120	130-Other Certified Instructional Personnel	1231 - Griffin Elementary School	UniSIG		$4,000.00
			Notes: Recruitment/Retention Stipends			
	6120	220-Social Security	1231 - Griffin Elementary School	UniSIG		$306.00
			Notes: Recruitment/Retention Stipends			
	6120	240-Workers Compensation	1231 - Griffin Elementary School	UniSIG		$7.60

			Notes: Recruitment/Retention Stipends			
	6150	150-Aides	1231 - Griffin Elementary School	UniSIG		$1,000.00
			Notes: Recruitment/Retention Stipends			
	6150	220-Social Security	1231 - Griffin Elementary School	UniSIG		$76.50
			Notes: Recruitment/Retention Stipends			
	6150	240-Workers Compensation	1231 - Griffin Elementary School	UniSIG		$1.90
			Notes: Recruitment/Retention Stipends			
	6400	130-Other Certified Instructional Personnel	1231 - Griffin Elementary School	UniSIG		$8,000.00
			Notes: Recruitment/Retention Stipends			
	6400	220-Social Security	1231 - Griffin Elementary School	UniSIG		$612.00
			Notes: Recruitment/Retention Stipends			
	6400	240-Workers Compensation	1231 - Griffin Elementary School	UniSIG		$15.20
			Notes: Recruitment/Retention Stipends			
	7300	110-Administrators	1231 - Griffin Elementary School	UniSIG		$8,000.00
			Notes: Recruitment/Retention Stipends			
	7300	160-Other Support Personnel	1231 - Griffin Elementary School	UniSIG		$3,000.00
			Notes: Recruitment/Retention Stipends			
	7300	220-Social Security	1231 - Griffin Elementary School	UniSIG		$841.50
			Notes: Recruitment/Retention Stipends			
	7300	240-Workers Compensation	1231 - Griffin Elementary School	UniSIG		$20.90
			Notes: Recruitment/Retention Stipends			
	5100	150-Aides	1231 - Griffin Elementary School	UniSIG	1.0	$13,191.56
			Notes: Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation			
	5100	210-Retirement	1231 - Griffin Elementary School	UniSIG		$1,117.33
			Notes: Retirement			
	5100	220-Social Security	1231 - Griffin Elementary School	UniSIG		$1,009.15
			Notes: SS			
	5100	231-Health and Hospitalization	1231 - Griffin Elementary School	UniSIG		$9,048.00

			Notes: Health Insurance			
	5100	232-Life Insurance	1231 - Griffin Elementary School	UniSIG		$19.20
			Notes: Life Insurance			
	5100	240-Workers Compensation	1231 - Griffin Elementary School	UniSIG		$25.06
			Notes: WC			
	5100	510-Supplies	1231 - Griffin Elementary School	UniSIG		$4,600.00
			Notes: Instructional Supplies - small group -dry erase, paper for small group, post its, markers, highlighters, plastic sleeve protectors, notebooks, composition books			
	5100	510-Supplies	1231 - Griffin Elementary School	UniSIG		$2,700.00
			Notes: Instructional Supplies - Math Manipulatives			
	6400	519-Technology-Related Supplies	1231 - Griffin Elementary School	UniSIG		$1,500.00
			Notes: Coach Supplies - ink			
	6400	510-Supplies	1231 - Griffin Elementary School	UniSIG		$1,500.00
			Notes: Coach Supplies - paper, markers, post its, PD books			
2	III.A.	Areas of Focus: Increase active student engagement and critical thinking skills in language arts using collaborative strategies and habits of discussion..				$8,473.80
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	1231 - Griffin Elementary School	UniSIG		$5,473.80
			Notes: Classroom libraries and/or guided reading books			
	6200	610-Library Books	1231 - Griffin Elementary School	UniSIG		$3,000.00
			Notes: Library Books - Supplemental media materials and books - Level books, science books, music books			
3	III.A.	Areas of Focus: Increase overall student attendance rate.				$0.00
4	III.A.	Areas of Focus: Nature of Science				$15,615.94
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	644-Computer Hardware Non-Capitalized	1231 - Griffin Elementary School	UniSIG		$11,820.00
			Notes: Computer Hardware Non-Capitalized Computer Hardware Non-Capitalized - $250.00 to $999.99 - 30 ipads			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	1231 - Griffin Elementary School	UniSIG		$1,617.94
			Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to $1,000- iPad Cart			

	5100	519-Technology-Related Supplies	1231 - Griffin Elementary School	UniSIG		$149.00
		Notes: Technology-Related Supplies Technology-Related Supplies - 1 Apple TV				
	5100	519-Technology-Related Supplies	1231 - Griffin Elementary School	UniSIG		$1,050.00
		Notes: Technology-Related Supplies Technology-Related Supplies - 30 iPad Cases				
	5100	644-Computer Hardware Non-Capitalized	1231 - Griffin Elementary School	UniSIG		$929.00
		Notes: Computer Hardware Non-Capitalized Computer Hardware Non-Capitalized - $250.00 to $999.99 - iPad Pro				
	5100	519-Technology-Related Supplies	1231 - Griffin Elementary School	UniSIG		$50.00
		Notes: Technology-Related Supplies Technology-Related Supplies (include sample list) - iPad Pro Case				
					Total:	**$163,307.38**