

Polk County Public Schools

Fred G. Garner Academy



2020-21 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: 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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2500 HAVENDALE BLVD NW, Winter Haven, FL 33881

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	F

School Board Approval

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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.

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, position title, and job duties/responsibilities 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, Conduct regular classroom walkthroughs, set expectations for teacher and learning for all staff members, monitor and provide feedback related to discipline data and provide support for teachers as the need arises, progress monitor implementation of initiatives across the campus and provide timely feedback.
Gunter, Elizabeth	School Counselor	Maintain accurate records of students requiring social/emotional/behavioral support, Collect, monitor and provide feedback on regularly updated MTSS documentation, Provide timely and appropriate instruction to grade levels to help teach students social/emotional skills, Provide whole group, small group, and differentiate professional development regarding MTSS, Provide differentiated support to teachers needing support building classroom climate for increased student engagement.
Shockley, Delores	Assistant Principal	Instructional Leader and monitoring, human resources, facilities manager, day to day operations, Conduct regular classroom walkthroughs, set expectations for teacher and learning for all staff members, monitor and provide feedback related to discipline data and provide support for teachers as the need arises, progress monitor implementation of initiatives across the campus and provide timely feedback, plans and organizes testing
McKennon, Felicia	Other	Behavioral interventionist, Assists with Tier 1, Tier 2, and Tier 3 behavior supports for teachers and mostly students.
Boronell, Tisa	Dean	Oversee discipline, Monitor behavior interventionists, assist teachers with classroom management best practices, monitor students
Powell, Daniel	Instructional Coach	Planning with teachers, Coaching to enhance instructional practices in the classroom to include coaching cycles, Provide professional development related to building students engagement strategies that are rigorous and standards based, Provide regular feedback to teachers participating in coaching cycles, Monitor progress of students using: computer based programs, MTSS documentation, Classroom work data, District Progress monitoring data,
Perryn, Cherie	Instructional Coach	Planning with teachers, Coaching to enhance instructional practices in the classroom to include coaching cycles, Provide professional development related to building students engagement strategies that are rigorous and standards based, Provide regular feedback to teachers participating in coaching cycles, Monitor progress of students using: computer based programs, MTSS documentation, Classroom work data, District Progress monitoring data,

Name	Title	Job Duties and Responsibilities
Valentin, Cheryl	Other	LEA Facilitator runs the ESE program, ensures that all IEP are up to date, new IEP are written and conducted meetings, Works with students in the classroom and is a support system for teachers.
Bruneau, Shanna	Instructional Coach	Planning with teachers, Coaching to enhance instructional practices in the classroom to include coaching cycles, Provide professional development related to building students engagement strategies that are rigorous and standards based, Provide regular feedback to teachers participating in coaching cycles, Monitor progress of students using: computer based programs, MTSS documentation, Classroom work data, District Progress monitoring data,

Demographic Information

Principal start date

Saturday 7/1/2017, Qvonda B IR Dsong Blackman

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

50

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners* Black/African American Students*

(subgroups below the federal threshold are identified with an asterisk)	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%)
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 .	

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	112	133	142	116	114	0	0	0	0	0	0	0	756
Attendance below 90 percent	26	13	21	24	21	13	0	0	0	0	0	0	0	118
One or more suspensions	1	7	10	12	19	11	0	0	0	0	0	0	0	60
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	28	22	35	0	0	0	0	0	0	0	85
Level 1 on 2019 statewide Math assessment	0	0	0	20	36	40	0	0	0	0	0	0	0	96
Level 1 on Dec 2019 STAR ELA	0	0	0	40	28	26	0	0	0	0	0	0	0	94
Level 1 on Dec 2019 STAR Math	0	0	0	31	29	32	0	0	0	0	0	0	0	92

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	1	4	10	39	46	42	0	0	0	0	0	0	0	142

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	4	2	3	0	0	0	0	0	0	0	9

Date this data was collected or last updated

Monday 6/8/2020

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	
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

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	
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	3	2	0	0	1	0	0	0	0	0	0	0	0	6
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

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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

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				
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0

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 and new teachers for most of the other math teachers in grade 3.

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 and new teachers for most of the other math teachers in grade 3.

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.

Math Achievement has a 34 point difference than the state average. Vacancy in 5th Math and new teachers for most of the other math teachers in grade 3.

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

3rd Grade Proficiency in ELA - Two instructional coaches to assist
SWD Learning gains 28% - For focused instructional model with our inclusion teachers

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

A large focus will be on our Hispanic and Black students discipline. Both of these subgroups received a majority of our referrals and out of school suspensions this year. Another area of concern is the 45 students in 3rd and 4th grade attending school below 90% of the time. Identifying and tracking these students will help us place the needed interventions in place so students will be more successful and grow academically.

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

1. ELA Learning Gains
2. Math Learning Gains
3. ELA proficiency
4. Math Proficiency
5. Science Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

All students will receive targeted interventions through small group instruction based on the data identifying their learning gaps. The differentiated groups will take place in Power Hour and in the 2nd half of core instruction. The targeted interventions will build on students' current state and district data to close the ELA and Math gaps in proficiency while resulting in learning gains. In 2018-2019, 37% of students in grades 3-5 produced a learning gain in ELA and 36% in Math. Learning gains decreased significantly in our Hispanic, ELL, and Black ESSA subgroups. In 2018-2019 the subgroups performed below 43% learning gains. This was an average drop of 6% from the previous year.

Measurable Outcome:

As a result of the small group targeted instruction, 47% of students will make a learning gain on the ELA and Math state assessment. Hispanic, ELL, Economically Disadvantaged Students and Black ESSA subgroups will perform at a minimum of 41%. Student learning will be monitored through district progress monitoring assessments, formative assessments as well as teacher collected data.

Person responsible for monitoring outcome:

Qvonda Birdsong (qvonda.birdsong@polk-fl.net)

Evidence-based Strategy:

Data-driven, targeted, standard-based, and small group instruction with classroom teacher or other staff members facilitating small groups.
Targeted collaborative planning with administration and instructional coaches for small group activities in vocabulary, fluency, and standards based instructional needs.
Small group instruction with ESOL and ESE program teachers on specific areas of need.
Extended learning for all students in tested grades with a focus on students in 5th grade and repeat 3rd graders now in 4th grade.
Ongoing progress monitoring of small group interventions through the MTSS process.
Teacher/Students monthly data chats.

Rationale for Evidence-based Strategy:

Research shows that working with small groups of students increases student achievement. Research also states that using data to target immediate reteaching opportunities produces a higher level of student achievement. Research states that standards based curriculum planning and coaching builds capacity at all levels to establish a new vision for instruction as well as the implementation of improved rigorous core instructional practices.

Action Steps to Implement

1. Standards based weekly collaborative planning with instructional coaches and administration.
2. Leadership team and instructional coaches will provide staff with professional learning opportunities on best practices to support small group instruction for both campus and e-campus teachers. .
3. Technology will be used with students in small group targeted instruction based on data provided by district progress monitoring.

Person Responsible

Cherie Perryn (cherie.perryn@polk-fl.net)

4. Ready Florida and Lakeshore resources will be used in small group targeted instruction to address student needs. E-learning students will have resources/manipulatives available to pick-up or on-line through the district-based e-learning system(Schoology)
5. Staff development and curriculum planning will be held throughout the year to assist with standard based planning and knowledge building. These include Scholastic, onsite professional learning, and book studies to promote best practices. LSI Professional development will be provided for virtual professional development

6. Scholastic classroom libraries will be used to increase the number of books students can read. Online reading programs will assist e-learning students with books to read.
7. Students will go on field trips to connect real-world activities to curriculum they have learned in school.
8. Daily/weekly feedback with supports to teachers based on a multi-tiered approach created by the school leadership team.

Person Responsible Qvonda Birdsong (qvonda.birdsong@polk-fl.net)

9. Monthly and bi-weekly teams will consist of all levels of staff to help problem solve academic challenges. This will include SST monthly meeting or as needed.

Person Responsible Elizabeth Gunter (elizabeth.gunter@polk-fl.net)

10. Conduct monthly progress monitoring data chats.
11. Extended learning will be offered to all students and a focus on 5th and retained 3rd grade moving to 4th. It will begin in September continuing throughout the school year, after school, and on Saturdays.

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

#2. Culture & Environment specifically relating to Parent Involvement**Area of Focus Description and Rationale:**

Garner Elementary offered monthly family engagement opportunities this past school year with a wide variety of learning opportunities such as testing information, reading and math strategies. Parent participation averaged about 30% of the school population, suggesting a need to strengthen partnerships between families and the school. Our Hispanic population is the fastest growing demographic creating a need to eliminate language barriers and our African American students received the most office referrals in the 2019-2020 school year. Absence of family partnerships can be attributed to language barriers and behavioral concerns. Of the 83 students who received referrals, 46 of them are African American (55%) 23 (28%) are Hispanic, 8 (10%) ELL and all 83(100%) were Economically Disadvantaged students. Shifting our core beliefs about our families plays a large role with our influence and building partnerships. A stronger connection with family partnerships will assist in decreasing discipline and increasing academic achievement. Culture and environment is critical to cultivating and sustaining partnerships among school, home, and community.

Measurable Outcome:

Our goal is to increase our family engagement participation with monthly school related events by 10% to an average attendance rate of 40% of our families. The desired outcome of family participation is to improve student behavior and bridge language barriers.

Person responsible for monitoring outcome:

Qvonda Birdsong (qvonda.birdsong@polk-fl.net)

Evidence-based Strategy:

Research based strategies from the book Powerful Partnerships provide a framework for creating parent involvement and will assist with decreasing language barriers. PBIS system for Tier 1, 2 and 3 students tracked by teachers and data used to support students. CHAMPs will be implemented across all classrooms including specials Reteaching of skills through evidenced based programs such as Stanford Harmony and Why Try

Rationale for Evidence-based Strategy:

Research shows that keeping students in school increases students achievement. We will also utilize additional interventions strategies through Tier 2 and 3 services that will assist the student with successful behavior to remain in the classroom as much as possible.

Action Steps to Implement

1. Parent Engagement committee created to organize and plan monthly parent engagement opportunities. The committee consists of both campus and e-learning teachers.
2. Each family night will consist of an academic focus to assist our parents with staying informed of what their students are learning.
3. Review data of monthly parent partnership meetings to review attendance.
4. Family surveys will be sent every 9 weeks to gain knowledge and awareness as to what our families' needs are.

Person Responsible

Cheryl Valentin (cheryl.valentinburt@polk-fl.net)

5. Professional development from Scholastic on creating powerful partnerships with parents and families using various resources from Karen L. Mapp.

Person Responsible Qvonda Birdsong (qvonda.birdsong@polk-fl.net)

6. Interpreters will be available at each of our monthly parent events including conferencing evenings.

Person Responsible Felicia McKennon (felicia.mckennon@polk-fl.net)

7. Bi-Weekly behavior meetings will take place to monitor and track behavior concerns and data. Problem solving team meeting monthly to provide resources and support for student behavior.

8. ESOL teacher along with district support will increase the communication and availability of resources.

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

9. Ongoing professional development on PBIS and CHAMPs as needed.

Person Responsible Tisa Boronell (tisa.boronell@polk-fl.net)

10. School wide implementation of the SEL program Sanford Harmony.

Person Responsible Elizabeth Gunter (elizabeth.gunter@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Instructional staff such as instructional coaches, para professionals, and leadership team members will push in for small group assistance with targeted students. This will be monitored by both Leadership team members and administration. Additional assistance will be pushed into assist teachers with specific instructional or management needs. Extended learning opportunities will as early as September and run through the school year for all students in grades 3-5 but specifically students in 5th and retained 3rd grade in 4th grade. Science will be closely monitored throughout the year using formative assessments for reteaching concepts through literacy activities in Power Hour.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Garner will address building a positive school culture and environment ensuring all stakeholders are involved by continuing to partner with the community and parents. Monthly SAC and PTO meetings will be held to receive feedback on the school's operations and activities. We will also have monthly parent engagement activities that will be decided by parents and students. Monthly grade level newsletters and academic monitoring will also take place. The school will foster an open- door policy where parents and community members can feel free to visit, assist with decision-making and partner with teachers to provide incentives for student achievement. We will also partner with Scholastic Education through Dr. Karen Mapp's framework for building parent partnerships with the school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$328,713.37
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0601 - Fred G. Garner Academy	UniSIG	3.0	\$46,350.00
			<i>Notes: Salaries for 3 classroom paraprofessionals- Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation</i>			
	5100	210-Retirement	0601 - Fred G. Garner Academy	UniSIG		\$4,635.00
			<i>Notes: Retirement Retirement - 10% - Instructional Personnel -</i>			
	5100	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		\$3,545.79
			<i>Notes: Social Security Social Security -7.65% -Instructional personnel</i>			
	5100	231-Health and Hospitalization	0601 - Fred G. Garner Academy	UniSIG		\$27,864.00
			<i>Notes: Health and Hospitalization Health and Hospitalization - Instructional Personnel</i>			

	5100	232-Life Insurance	0601 - Fred G. Garner Academy	UniSIG		\$64.80
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		\$88.08
			<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
	5100	510-Supplies	0601 - Fred G. Garner Academy	UniSIG		\$9,886.85
			<i>Notes: Classroom instructional supplies</i>			
	5100	644-Computer Hardware Non-Capitalized	0601 - Fred G. Garner Academy	UniSIG		\$30,373.00
			<i>Notes: Computer Hardware Non-Capitalized Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 77 ipads</i>			
	5100	519-Technology-Related Supplies	0601 - Fred G. Garner Academy	UniSIG		\$7,696.15
			<i>Notes: Technology-Related Supplies Technology-Related Supplies 77 ipad cases</i>			
	5100	510-Supplies	0601 - Fred G. Garner Academy	UniSIG		\$10,000.00
			<i>Notes: Classroom Libraries and/or guided reading books- 40 classrooms @ \$250 per classroom</i>			
	5100	519-Technology-Related Supplies	0601 - Fred G. Garner Academy	UniSIG		\$5,000.00
			<i>Notes: Technology-Related Supplies Technology-Related Supplies - ink for instructional</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0601 - Fred G. Garner Academy	UniSIG		\$3,315.64
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- 2 ipad carts</i>			
	6200	610-Library Books	0601 - Fred G. Garner Academy	UniSIG		\$10,000.00
			<i>Notes: Library Books Library Books - Supplemental media materials and books - Level books, science books, music books</i>			
	6300	120-Classroom Teachers	0601 - Fred G. Garner Academy	UniSIG		\$50,300.00
			<i>Notes: Classroom Teachers Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours, 38 teachers, 74 hours</i>			
	6300	130-Other Certified Instructional Personnel	0601 - Fred G. Garner Academy	UniSIG		\$19,397.20
			<i>Notes: Other Certified Instructional Personnel Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists, 5 staff, 120 hours</i>			
	6300	140-Substitute Teachers	0601 - Fred G. Garner Academy	UniSIG		\$1,500.00
			<i>Notes: Substitute Teachers Substitute Teachers - Stipends for Provisional Substitutes Teachers participating in curriculum planning after contract hours. (Working on certification), 2 staff, 74 hours</i>			

	6300	210-Retirement	0601 - Fred G. Garner Academy	UniSIG		\$7,119.72
			<i>Notes: Retirement Retirement - 10%- Curriculum Planning</i>			
	6300	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		\$5,446.59
			<i>Notes: Social Security Social Security - 7.65% - Curriculum Planning</i>			
	6300	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		\$135.28
			<i>Notes: Workers Compensation Workers Compensation - .19% - Curriculum Planning</i>			
	6400	120-Classroom Teachers	0601 - Fred G. Garner Academy	UniSIG		\$9,898.20
			<i>Notes: Classroom Teachers Classroom Teachers - Stipends for classroom teachers participating in staff development activities after contact hours, 38 staff, 14 hours</i>			
	6400	130-Other Certified Instructional Personnel	0601 - Fred G. Garner Academy	UniSIG		\$4,245.10
			<i>Notes: Other Certified Instructional Personnel Other Certified Instructional Staff- Stipends for Interventionists, Network Specialists, Success Coaches participating in staff development activities after contact hours, 5 IP, 28 hours</i>			
	6400	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		\$1,196.71
			<i>Notes: Social Security Social Security - 7.65% staff development activities for instructional staff at the school</i>			
	6400	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		\$29.73
			<i>Notes: Workers Compensation Workers Compensation .19% - for staff development activities for instructional staff at the school</i>			
	5900	120-Classroom Teachers	0601 - Fred G. Garner Academy	UniSIG		\$14,331.84
			<i>Notes: Classroom Teachers Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring, 7 teachers, 96 hours</i>			
	5900	130-Other Certified Instructional Personnel	0601 - Fred G. Garner Academy	UniSIG		\$7,600.00
			<i>Notes: Other Certified Instructional Personnel Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring, 3 IP 96 hours</i>			
	5900	140-Substitute Teachers	0601 - Fred G. Garner Academy	UniSIG		\$1,062.00
			<i>Notes: Substitute Teachers Substitute Teachers - Stipend - sub-teachers to provide supplemental after school, before school or Saturday tutoring, 2 staff, 96 hours</i>			
	5900	210-Retirement	0601 - Fred G. Garner Academy	UniSIG		\$2,299.38
			<i>Notes: Retirement Retirement - 10% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	0601 - Fred G. Garner Academy	UniSIG		\$1,759.02
			<i>Notes: Social Security Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	0601 - Fred G. Garner Academy	UniSIG		\$43.69

			Notes: Workers Compensation Workers Compensation -.19% - Instructional personnel for extended learning			
	6400	310-Professional and Technical Services	0601 - Fred G. Garner Academy	UniSIG		\$10,000.00
			Notes: Professional Development- LSI Consultant			
	5100	530-Periodicals	0601 - Fred G. Garner Academy	UniSIG		\$10,509.60
			Notes: - Supplemental materials to support instruction- periodicals, Social Studies Weekly			
	5100	510-Supplies	0601 - Fred G. Garner Academy	UniSIG		\$13,520.00
			Notes: Supplies Supplies - Instructional materials to support small group instruction, SIPPS (Phonics)			
	5100	369-Technology-Related Rentals	0601 - Fred G. Garner Academy	UniSIG		\$3,000.00
			Notes: Technology-Related Rentals Technology-Related Rentals - of educational software and online subscriptions- Reading A-Z			
	5100	510-Supplies	0601 - Fred G. Garner Academy	UniSIG		\$5,000.00
			Notes: Supplies- instructional materials to support reading and math small group instruction			
	6400	140-Substitute Teachers	0601 - Fred G. Garner Academy	UniSIG		\$500.00
			Notes: Substitute Teachers Substitutes - Stipends for Provisional Substitutes Teachers participating in staff development after contact hours, 2 staff, 14 hours			
	6400	150-Aides	0601 - Fred G. Garner Academy	UniSIG		\$1,000.00
			Notes: Aides Aides- Stipends for Paraprofessionals participating in staff development after contact hours, 5 paras, 14 hours			
2	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$0.00
Total:						\$338,888.75